

CHAPTER ONE

INTRODUCTION

1.1 Study Overview

This dissertation is divided into six chapters. The first chapter is the introduction and it aims at establishing the problem that leads to the study. This chapter also explains the statement of the problem, purpose of the study, the objectives to be achieved in the study and also attempts to explain the significance of the study.

1.2 Background to the Study

The education of a young person in today's world would not be complete if it did not include preparation for living responsibly within the civil society. This was recognised as far back as 1977, when the first policy document in education, **Educational Reforms** was introduced, by the Ministry of Education. Kelly (1999) argues that, those who leave school should have knowledge and appreciation of the values that inspire society, knowledge and understanding of individual liberties and human rights, and awareness of their responsibilities to themselves, to others and to society in general.

In trying to achieve the above, the Ministry of Education (MoE), has put up a lot of measures to ensure provision of an educational system that will respond to individual, social, national and global needs. A lot of changes have been observed therefore, especially in the curriculum. The new curriculum indicates a major shift from a content-based curriculum to an outcome-based curriculum (MoE, 2008c). An outcome-based curriculum focuses on enabling the learners to demonstrate the knowledge, skills, values and positive attitudes from their learning. The teaching and learning approaches in the outcome-based curriculum focus on the development of the whole child. This has been guided by the Policy document of the Ministry of Education of 1996, **Educating our Future**, which has emphasised having a curriculum which is comprehensive, balanced, integrated, diversified and relevant to the needs of both the learner and society. It is well known that basic education provides continuation of the primary education and at the same time, preparation for life as well as for further education. MoE (1977) further observes that:

if basic education is to have practical meaning and value, it should be so designed as to be able to contribute to the progress of the people at large, and to offer them the possibility of gaining access to other educational activities, both formal and non-formal, which will enable each individual, when the situation allows and when he so desires, to supplement the education with which he had to be satisfied initially, to improve his skills, to increase his knowledge and to enrich his personality. It is considered nine years of basic education should be adequate to enable pupils to benefit fully from an imaginative curriculum. As pupils will have had a correct perspective of the learning process during the nine years, identification of special talents will be possible and opportunity to develop correct attitudes towards life with a view to channelling them appropriately will have been taken.

The above pronouncement by MoE is a clear demonstration that education constitutes an investment in people and that the return from this investment that is if well done will provide the source for future economic growth, social well-being and a better livelihood. Education therefore, should develop the whole person. MoE (1996a) on one hand bemoans the weak socio-economic position of our country as largely the failure by most school leavers at both Grade 9 and Grade 12 levels to demonstrate their acquisition of knowledge, skills, attitudes and values. On the other hand, MoE expresses disappointment on pupils' performance in schools and observes that, children who complete lower basic levels are not exhibiting the expected fundamental reading, writing and numeracy skills. School leavers find it difficult to communicate confidently and intelligibly, whether in speech or writing, be this in Zambian language or English. At the upper basic level, many pupils have had very restricted educational experiences, consequently, they leave school lacking in knowledge and skills that are expected in a Grade 9 school leaver. This indeed is worrying and becomes a problem as it is an indication that these learners are lacking skills that should enable them to be productive. Francis (2007) in connection with the above observes that youths are considered as the most productive members of society, due to their physical and intellectual capacity. But it is sad to recognise the fact that most of the youths are unable to utilise their potential in an appropriate way. Instead, a good number of youths are engaged in antisocial activities which create a lot of social problems like alcoholism, drug abuse, sexual abuse and smoking. These

habits affect their physical and intellectual capabilities, and instead make them to become a burden to the society. This new challenge requires immediate and effective responses from a socially responsible system of education.

MoE in trying to develop the whole person has country wide embarked on implementing health and life skills-based education as part of the academic reforms. The third major educational policy document **Educating our Future** MoE (1996a) according to MoE (2002b) states that life skills are important because children will direct their lives away from irresponsible behaviour and thereby grow into responsible adults. This demonstrates that the Ministry of Education recognises the need to prepare young people for life by focusing on the development of knowledge, behaviour, competencies and attitudes as the purpose of learning (MoE, 2001a). To achieve the above, MoE recognises the importance of life skills acquisition by pupils at basic school level, hence in 2003 life skills education was introduced in Zambia and has been integrated into the curriculum (MoE, 2008b). Life skills education calls for the development of skills that cut across the school curriculum and be influenced by co-curricular activities. Against this background, this study investigated the extent to which knowledge, skills, attitudes and values were being acquired through life skills education in selected basic schools of Kafue District.

1.3 Statement of the Problem

Education is well known as an engine that drives both social and economic development, and it is in this regard that the Ministry of Education focuses on skills development in learners. This is because skills development as MoE (2001b) puts it, is an integral part of growing up and is very critical at basic level since this is the period of questioning, exploring and learning how to cope with personal problems.

Few studies have been conducted so far on the extent to which knowledge, skills, attitudes and values are being acquired through life skills education. It was in response to the above that this study attempted to investigate the extent to which knowledge, skills, attitudes and values are being acquired through life skills education in selected basic schools of Kafue District.

1.4 Purpose of the Study

The purpose of this study was to investigate the extent to which knowledge, skills, attitudes and values were being acquired through life skills education in selected basic schools of Kafue District.

1.5 Objectives

The study aimed at addressing the following objectives:

- i. To determine how life skills education had been integrated in subjects taught across the basic school curriculum.
- ii. To establish the extent to which knowledge, skills, attitudes and values were being acquired through life skills education.
- iii. To investigate factors affecting the teaching and learning of life skills in basic schools.

1.6 Research Questions

To help investigate the research problem, the following questions were addressed:

- i. How is life skills education being integrated in subjects across the basic school curriculum?
- ii. To what extent are knowledge, skills, attitudes and values being acquired through life skills education?
- iii. What are the factors affecting the teaching and learning of life skills in basic school?

1.7 Significance of the Study

It was hoped that the study would be useful to various educational providers, stakeholders in the education sector, cooperating partners and the Ministry of Education at large, in promoting the development of life skills in learners. The findings could be used to formulate a new policy or strengthen the existing policy on life skills education in basic schools.

1.8 Delimitation

This study was conducted in Kafue District in Lusaka Province. The schools were selected from within Kafue Town and the outskirts. A total number of twelve basic schools of which eight were government owned, three private owned and one community owned, were purposively selected.

1.9 Limitations

This study is limited to selected basic schools in Kafue District and involved only grades 8 and 9 pupils. The extent to which the findings may be generalised to the rest of the population therefore, may also be limited.

1.10 Operational Definition of Terms

Affect	To influence or cause a result.
Attitudes	A way of feeling, thinking and behaviour.
Basic School	Learning institution offering education from Grades 1 to 9.
Behaviour	Moral conduct.
Curriculum	All the courses of study offered in a learning institution.
Integrate	Putting two or more things together.
Knowledge	Information and understanding of something gained through learning and experience.
Life Skills	Learned abilities that help individuals to live fruitful lives.
Life Skills	Abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life (WHO, 1999)
Life Skills	Intended outcomes of the teaching/learning process (MoE, 2001b)
Life Skills	A group of psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, emphasis with others, and cope with and manage their lives in a healthy and productive manner (UNICEF, 2005)

Life Skills-Based Education	A part of a general process which develops complete individual or something which is defined by the specific issues it is applied to
Outcome	What the learner can do at the end of a learning process
Perception	Varying understanding of the issue at hand
Quality	Degree to which something is good.
Skill	Learned ability to do something well.
Values	Principles and beliefs about what is important in life and how people should behave.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter presents literature review on life skills-based education. The chapter in this regard reviews literature from a number of sources. Fink (2005) defines research literature review as a systematic, explicit, and reproducible method for identifying, evaluating and synthesizing the existing body of completed and recorded work produced by researchers, scholars and practitioners. In addition, Laws, Harper and Marcus (2003) indicate that the literature review refers to all available research on a subject. Literature review points to the importance of critically assessing the information one collects, and making sense of it in relation to one's own research question.

This chapter is therefore divided into the following themes: overview of nine years basic education, Life Skills-Based Education (LSBE), importance of life skills education, and also categories, aims and objectives of life skills education. Others are developing life skills in learners, integration of life skills education in the curriculum, assessment of life skills education, factors affecting life skills education and also measures that should be put in place to enhance life skills education.

2.2 Overview of Nine Years Basic Education

The intention of basic education is not only to provide the minimum basic knowledge, but also to inculcate the attitudes, values and skills which everyone needs in order to realise his/her potential as an individual and also to be able to become an effective participant in the advancement of his/her community (MoE, 1977). The above demonstrates that an effective education should aim to do more than just improve knowledge; it should rather try to give skills and also to positively change or influence learner behaviour and attitudes. MoE (1977) further indicates that students should have been equipped with useful skills and knowledge if they were introduced to the initial nine years of basic education. They may engage in schemes promoting self-employment in groups such as co-operatives, community-

based projects or other work activities and schemes. They should have developed physically and psychologically, and their social understanding and responsibility should have been enhanced. This entails that nine years of basic education aims at preparing the learner adequately, considering all areas of learning including practical life skills, which can be applied intelligently even when out of school.

When presenting the aims of nine years basic education, MoE (1996a) indicates that the education system exists for the sake of the learners and institutions in which the learning takes place. At the level of the schools, the system aims at enabling them to provide an education and learning environment which facilitates the cultivation of each pupil's fullest educational potential. The overarching aim of school education therefore, is to promote the full and well-rounded development of the physical, intellectual, social, affective, moral and spiritual qualities of all pupils, so that each pupil can develop into a complete person, for his or her own personal fulfilment and the good of society. Nine years of basic education in this case as MoE (1977) puts it 'should be a preparatory for life' in all learners' situations, and therefore needs not to be emphasised as its benefits are clearly elaborated by the different scholars above.

2.3 Life Skills - Based Education (LSBE)

It is now generally recognised, in Africa and elsewhere that in order to prepare our young people for life, it is not enough to just fill them up with knowledge. There is need to pay more attention to recognising and developing their attitudes and behaviours so that they can lead happy, healthy lives rather than assuming that positive attitudes and behaviours will grow out of knowledge imparted (MoE, 2003a). The Ministry of Education for this reason wishes skills acquisition to be an important component in school education at all levels and in all subjects. The purpose of learning is to develop knowledge, competencies and attitudes. Some of these are of an academic nature, others are practical, social or emotional (MoE, 2000a).

Life skills-based education is now recognised as a methodology to address a variety of issues of child and youth development. It has a long history of supporting child development and health promotion. In 1986, the Ottawa Charter for Health Promotion recognised life skills in terms of making better choices. The 1989

Convention on the Rights of the Child (CRC) linked life skills to education by stating that education should be directed towards the development of the child's fullest potential. The 1990 Jomtien Declaration on Education for All (EFA) took this vision further and included life skills among essential learning tools for survival, capacity development and quality of life. The 2000 Dakar World Education Conference took a position that all young people and adults have the human right to benefit from "an education that includes learning to know, to do, to live together and to be", and included life skills in two out of the six EFA Goals (World Health Organisation (WHO, 1999).

Hoang and Nguyen (2011) indicate that Vietnam's economic revival has been accompanied by extensive changes: it has improved living standards but has also posed many difficulties and challenges. To deal with this, people need life skills to adapt to a modern industrialised lifestyle. With life skills, they can be in charge of their lives and be safe and health in a modern society that has a diversified culture and a developing economy. WHO (1999) in connection with the above, states that there are many reasons why these life skills are taught. In Zimbabwe and Thailand the impetus for initiating life skills education was the prevention of Human Immune Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS). In Mexico, it was the prevention of adolescent pregnancy. In the United Kingdom (UK), an important life skills initiative was set up to contribute to child abuse prevention, and in the United States of America (USA), there are numerous life skills programmes for the prevention of substance abuse and violence. In South Africa and Colombia an important stimulus for life skills education has been the desire to create a curriculum for education for life, called "Life Orientation" education in South Africa and "Integral Education" in Colombia. There are many initiatives of this nature in which, in addition to primary prevention objectives, life skills education has been developed to promote the positive socialisation of children. In South Asian schools, United Nations International Children's' Emergency Fund (UNICEF) (2005) reports that life skills are taught as a stand-alone curriculum, a component of an existing curriculum (i.e. Social Studies), an extracurricular activity, or a blend of these. They cover a range of health and non-health issues and are taught in various grades, usually with more complex and sensitive issues being reserved for the higher grades.

In strategising the quality and relevance of education that will enhance knowledge, skills, attitudes, values and lifelong learning, MoE (2003c) and MoE (2008a) emphasise the curriculum reform and indicates that there should be stronger linkages between life skills at basic education level, vocational centres under distance education and skills training centres under Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA), high education and the world of work. This calls for an Outcomes-Based Education (OBE). OBE postulates that education involves quite a lot and its outcome should always be that of developing the learner to the fullest in order for him/her to function positively in the society and participate in both social and economic development. The results in this case need to be seen in people who have acquired education.

MoE (2003a) in defining an outcome as a result, output or product of some process, says:

On planting maize, the seed we plant is the input while the cob of maize we harvest is the output. In between there is a process. The seed must be watered. Weeding of the plant and application of fertilizer has to be done. Education also involves the same process. There is input and output. The curriculum is our input and the learner we produce at the end of the learning process is the output or product. The learning and teaching strategies we use are the process we need to produce our products. Outcomes are the knowledge, general and specific objectives, positive attitudes and values that a learner should demonstrate that he or she has achieved in learning.

Education in this regard should be seen bearing fruits and these fruits are the productive citizens. Learners therefore, need to demonstrate that through life skills education they have mastered knowledge and acquired relevant skills, positive values and attitudes which they can apply in various real life situations. These for sure, are the outcomes. MoE (2003a) further states that, “outcomes indicate the expected behaviour by the learner after instruction. They manifest themselves in three forms, namely; knowledge, skills, attitudes and values”. Without doubt, this should be one reason why the Zambian Education System has taken a major step towards effecting the outcomes based type of education in all its basic schools.

In responding to the OBE, the Basic Education Curriculum Framework (BECF) has embarked on and has already introduced a number of life skills as an integral part of each subject and cross-curricular theme in basic education, as expressed by MoE (2000a) that, life skills do not constitute a subject or a category of subjects, rather they are intended outcomes of the entire teaching and learning process hence the development of skill is an integral part of each and every subject and cross curricular theme or activity. The school can make a notable contribution through helping pupils to develop 'life skills' which equip them for positive social behaviour and for coping with negative pressures (MoE, 1996a). Truly, the value of skills, knowledge, attitudes and values a learner acquires, lies in the quality of education provided, and the school in this respect has a major role to play in ensuring that the above skills are imparted in learners.

Life Skills Based Education has proved to be a very effective way of empowering learners with skills, and this may be the reason it is being part of the academic reforms being implemented by the Ministry of Education country wide. On improving quality, MoE (1992) echoed similar sentiments on shifting a curriculum from content based to a more practical based in terms of life skills and emphasised on, identifying essential communication and life skills for basic education level, and then review primary curriculum to include such skills. Above all education should move with time, as MoE (2000a) puts it, formal education must also attend to the kind of knowledge, skills and competencies, which are immediately useful for school leavers in the present time. The school must therefore, move with the times and changes, and strive to be contemporary. WHO (1999) also observes that, many countries are now considering the development of life skills education in response to the need to reform traditional education systems, which appear to be out of step with the realities of modern social and economic life. Problems such as violence in schools and student drop-out are crippling the ability of school systems to achieve their academic goals. Furthermore, in addition to its wide-ranging applications in primary prevention and the advantages that it can bring for education systems, life skills education lays the foundation for learning skills that are in great demand in today's job markets.

Report on Life Skills in Education For All (EFA) conclusions and follow up, according to UNESCO (2004) indicates that:

- There is further clarification of life skills-based education as a process, i.e. involving development of knowledge, attitudes (and values, etc) and skills to be able to cope with new challenges throughout life, as such life skills based education is a process to be applied to various learning areas, not a domain or subject in itself.
- Life skills education is closely linked to sustainable human development through its objective of fostering human capabilities in present and future generations.
- A life skills-based approach to education should cover four dimensions namely the individual dimension, the social dimension, the cognitive/reflective dimension and the instrumental dimension.
- The four pillars of learning were seen as a possible platform for a life skills approach to quality education.
- The conceptual framework for a life skills approach to quality education should focus on operationalizing and monitoring the approach.
- Life skills are psychosocial skills which can be applied to specific learning domains and socio-cultural contexts.
- Life Skills Education can be briefly described as having the following elements:
 - content that includes a balance of knowledge, values, attitudes and skills.
 - uses interactive and learner-centred teaching methods.
 - includes behaviour change/development as part of its objectives.
 - is based on participant needs (i.e. based on situation analysis and relates to real life).
 - is (therefore) gender-sensitive and rights based throughout.
- Quality education curricula need to be context-specific, and competency-based.
- Assessment of life skills-based education (LSBE) at the local level and individual level must be based on observed changes in a learner's acquisition and use of knowledge, the expression of values and attitudes, development of skills, and interactions with the social and physical environment.

- It is important to realise that proxy indicators are not necessarily comprehensive descriptors on their own. Ultimately, multiple sources of information should be used and triangulated.
- Emphasis should be given to assisting countries in setting up measurable life skills education programmes related to specific learning areas/domains, e.g. which aim both at improving the general quality of education as well as enabling the learner to cope with new challenges.

Life skills-based education's importance as observed by UNICEF above is all about quality in education for all provision. This is in line with MoE (2003a) stance in advocating for quality, lifelong education for all which is accessible, inclusive and relevant to individual, national and global needs and value systems.

2.4 Categories, Aims and Objectives of Life Skills

Life skills represent the psycho-social skills that determine valued behaviour and include reflective skills such as problem-solving and critical thinking, to personal skills such as self-awareness, and to interpersonal skills (WHO, 1999; MoE, 2001b; Francis, 2007). MoE (2002b) in this regard describes life skills as the interactive process in which teaching and learning focuses on a person acquiring knowledge, attitudes and skills to support behaviour resulting in individual responsibility over one's life, and further indicates that the skills include critical thinking when making decisions and solving problems.

Additionally, MoE (2003a) categorises literacy skills (reading and writing), numeracy/mathematics, practical/vocational/productive/survivor/livelihood skills, and practical health related skills as knowledge based, whereas Psycho-social skills (skills related to behaviour and interaction with other people) are directed at how we use and apply that knowledge. It is the last one that is seen as a major priority for young people everywhere in the world.

In view of the above, MoE (2000a) also briefly categories life skills as:

- Intellectual skills:
 - to read fast and with comprehension;
 - mathematical skills, including deduction and estimation;

- observation skills;
- recording: interpreting maps;
- understanding causes of events;
- learning to weigh evidence;
- sorting in order of importance;
- language and communication skills;
- analysing, synthesizing, giving and receiving information;
- planning ahead and assessing various options;
- taking and giving instructions;
- understanding and using computer and information technology.
- Learning skills:
 - how to seek information;
 - how to study without tuition;
 - how to develop discipline and tenacity while pursuing distance learning;
 - how to focus on relevant learning, distinguishing between aspects of greater and lesser importance, seen from a career point of view.
- Social life skills:
 - effective oral and written communication;
 - interpersonal relationship skills, empathy, ability to cope with different kinds of people;
 - conflict resolution;
 - dealing with peer pressure.
- Psychological life skills:
 - ability to cope with personal problems;
 - ability to come to terms with one's sexuality;
 - ability to resist drug abuse;
 - ability to make responsible choices and decisions about difficult options in life;
 - ability to take initiatives;
 - ability to keep promises and assume responsibility for one's actions;
 - exhibiting tolerance towards other people's views.

Included in the psychological life skills is a set of moral skills that are rooted in a spiritual dimension. Many of the psychological skills as well as the social skills are closely linked to moral attitudes, rooted in Christian values and ethics.

- Psycho-motor skills
 - the ability to use one's hands and body skilfully for arts, crafts and sports;
 - using all fingers e.g. for typing or playing an instrument, running, climbing and balancing.
- Practical life skills
 - the ability to maintain personal hygiene and to keep physically fit and health;
 - the ability to grow and prepare one's own food;
 - use of simple tools such as hammer/screw driver/spanner/saw etc.;
 - repair and maintain buildings, furniture, tools and machines;
 - make simple furniture and constructions; set up a wise family budget; acquisition of traditional handcraft skills, such as making bricks/mats/ pottery/weaving/tending cattle/fishing;
 - producing, selling, buying goods and services and negotiating prices;
 - entrepreneurship skills or business skills.

WHO (1999) when commenting on the different categories of life skills indicated that there was a clear consensus that livelihood skills such as crafts, money management and entrepreneurial skills are not life skills, although the teaching of livelihood skills can be designed to be complementary to life skills education and vice versa. UNICEF (1990) on the contrary, indicates that there is no definitive list of life skills. The list includes psycho-social and interpersonal skills generally considered important.

Though categorised differently by different scholars, life skills are essential elements in developing not only the young people but adults as well. Society for this reason expects quite a lot from the education sector more especially in skills development. O'Connor (1957) in agreement with the above writes that the educational system of any society is a more or less elaborate mechanism designed by society to instil in individuals certain skills or attitudes that are judged to be useful and desirable in that

society. The business of education according to O'connor, therefore, is to develop the individual as a person and prepare him to function effectively in society. This can only be achieved if life skills education is enhanced in Zambian schools, as this type of education plays a very vital role in shaping learners' attitudes and values.

Life skills as observed in the above categories covers almost if not all spheres of life. They equip people with knowledge, skills, values and attitudes which enable them to adjust rapidly to new changes. Life skills education is worth being taught in basic schools as it includes cross-cutting issues. No wonder this kind of education is being highly advocated by the Ministry of Education through the government policy document "Educating our Future", which states the need for the children to be equipped with life skills for them to cope with the demands of the more complex societies of today (MoE,1996a; 2001a; 2002a). It has been made clear that, if our children are to grow up and meet theirs and the nation's expectations, there is need for us to have a new approach in preparing the children for their future responsibilities (MoE, 2002a). For sure for a child to survive in this sophisticated world, life skills education is needed, and whatever the case, it is worthwhile to change the curriculum if it is for the benefit of learners.

Learning is for the sake of individuals as well as for society. Learning aims at developing every individual as much as possible within the limits of their potential. But learning is also a tool for society in its social and economic development (MoE, 2000a).

WHO (1999) states that life skills education is designed to facilitate the practice and reinforcement of psychosocial skills in a culturally and developmentally appropriate way; it contributes to the promotion of personal and social development, the prevention of health and social problems, and the protection of human rights.

Life skills education aims to provide students with the strategies to make healthy choices that contribute to a meaningful life (Francis, 2007). Life skills education is aimed at facilitating the development of psychosocial skills that are required to deal with the demands and challenges of everyday life (WHO, 1999). The aims of the life skills course according to MoE (2003b) are:

- . to equip pupils with knowledge of life skills;
- . to provide activities that can bring about a positive change in the attitudes

and behaviour of pupils;

- . to provide a forum for pupils to discuss cross-cutting issues such as HIV/AIDS, Gender, Substance Abuse, Human Rights, Reproductive Health, Environmental Education, Civic Education, Nutrition and Special needs.

In addition to the above MoE(2000a) states that the life skills aim at preparing school leavers for a situation where private or public sector employment is very scarce and where the individual may have to find the courage, skill and will power to create his/her own opportunities. This requires a considerable amount of creativeness, assertiveness and self confidence.

Curriculum relevance is really vital in supporting the above aim on private and public sector employment. A relevant curriculum through the knowledge and skills it imparts in learners meets their needs and thus creates job opportunities both in the formal and non formal sectors. It has been observed that employment creation is of high priority in economic policies of many African countries (Apthorpe, 1970; Osaze, 1983). High population growth rates and accompanying increases in the labour force have not been matched with corresponding increases in job creation. The civil service and large multinational companies can only absorb a limited fraction of the labour force. Without doubt, life skills education in terms of entrepreneurial/business skills can do a great deal in boosting the nation's economy through job creation, especially that not all out-of-school children are absorbed into the formal sector employment. MoE (2000a) in affirming to the above indicates that the curriculum must strive to provide such learning which is likely to be useful in the future Zambia, when our basic school leavers enter the labour market and become adult members of society. Indeed the school curriculum is, in itself, a part of the future that it is intended as an agent of change, contributing to shaping a future and better society. Life skills education with such well tabulated and powerful aims, therefore, deserves maximum support from all sectors of society and the nation as a whole.

The objectives of the integrated life skills education also are based on developing the whole human-being. While Francis (2007) states that the main objective of life skills education is to enable the learner to develop a concept of oneself as a person of worth and dignity. It should help one to understand oneself and lead to growth in

personal responsibility. MoE (2003b) however, feels that life skills education should enable pupils to:

- . demonstrate an understanding of life skills;
- . enhance their self-esteem and assertiveness in their relationships with peers and adults;
- . develop an awareness and understanding of everyday demands and challenges
- . perceive themselves as responsible members of society who can contribute to their own development and well-being;
- . develop an understanding and sense of care and responsibility for all those who are disadvantaged in the community;
- . demonstrate an understanding of STIs, HIV/AIDS and other related issues;
- . take steps to deal with sexuality; relationships, as well as health problems, fears and also anxieties about growing up;
- . develop attitudes, behaviours, values and skills that promote responsible health living and lifestyles;
- . use personal experiences to enable them to relate to the real situation and;
- . develop an appreciation of males and females as equal partners in society.

2.5 Importance of Life Skills Education

The importance of life skills education lay in the fact that most of the young people nowadays are exposed to various influences with little or no guidance on how to cope and make informed decisions (MoE, 2008b). Life skills in this regard are basically survival skills and were singled out as a cross cutting issues. It is worth noting that the core skills are based on more complex skills such as assertiveness, negotiation, conflict resolution, self-esteem and peer resistance. All these skills are related and acquiring them is a great empowerment to individuals. This means that life skills education is a basic learning need for all young people. It will help the young people to empower in challenging situations. Various skills like leadership, responsibility, communication, intellectual capacity, self-esteem, interpersonal skill etc. extend its maximum level, if it is practicing effectively among the youth (Francis, 2007).

Life skills education promotes knowledge of oneself (self-awareness). Self-awareness can help young people build their self-esteem and self confidence. It helps them to make informed decisions about what they like or do not like, and also about what they can and cannot do. Self-awareness helps them build their assertiveness or ability to respond strongly and confidently to any situation in the long run. This leads to self-control and development of positive attitude about oneself (MoE, 2001b; 2002a; 2003a).

Page and Page (1993) claim that self-esteem is the foundation of emotional well-being, as a person with strong self-esteem is able to relate to other people, feel comfortable with him or herself, cope with disappointments and stress, solve problems, make decisions, celebrate successes, laugh at him or herself, and have enthusiasm for life. Vergnani and Frank (1998) in paying tribute to the above indicate that without positive self-esteem, you will feel unsure of yourself, will doubt the ability to assert yourself, feel that you have little control over situations or be less able to seek the help you need.

Knowing how to relate with others is another purpose of life skills education. Young people develop interpersonal relationships with people around them; family and friends, peers, people in authority and other adults. This is done positively through friendship formation and adjustment to society in which they live, or, where necessary, advocating for change in the most effective manner. It also involves empathy or putting themselves in the shoes of others. On the other side of the coin, interpersonal relations also imply the ability to resist unhealthy pressures from adults or peers and to negotiate their way through difficult life situations both in relationships and in work/study situations (MoE, 2001b). Some people are unable to interact with others freely and, hence, find it difficult to make friends. They do not know how to relate appropriately in their relationships so that they can develop to their maximum potential in their environment. Relationships are an important part of life. You will find out who you are in the context of your relationships with other people (MoE, 2002a).

Interpersonal relationships should in this regard be valued. Vergnani and Frank (1998) on the notion of interpersonal relationships insist that the values linked to self-concept are: human worth, tolerance and self respect. If we teach about human

worth, this will mean that we teach that everyone has the right to be treated with dignity and respect. Teaching about self-respect, means teaching learners that they deserve respect from others and this goes hand in hand with respecting their values and their own bodies.

Life skills education is a value addition programme for the youth to understand self and be able to assess their skill, abilities and areas of developments. This also enables them to analyse their capacity to enhance the function in a most productive way. Life skills education allows the youth to get along with other people, able to adjust with their environment and making responsible decisions, which also incorporate to build up their values and to communicate effectively. Life skills facilitate a complete and integrated development of individuals to function effectively as social beings (Francis, 2007).

With life skills, people can be in-charge of their lives and be safe and healthy in a modern society that has a diversified culture and a developing economy. Life skills education is associated with specific situations, wherein children observe other people's actions and carry out these actions themselves. Such practical experiences help children realise the real meaning of situations and actively apply the necessary skills in specific situations in their daily lives (Hoang and Nguyen, 2011).

Life skills education therefore, empowers individuals in challenging situations with a lot of capabilities. WHO (2004) indicates that practising life skills leads to qualities such as self-esteem, sociability and tolerance, to action competencies to take action and generate change, and to capabilities to have freedom to decide what to do and who to be. This importance as claimed by a good number of scholars needs not to be over-emphasised as it is self explanatory.

When making a conclusion on the importance attached to life skills education, Francis (2007) says:

Life skills education plays a vital role to increase the awareness among the youths about all social problems and to alleviate social evils from society. Life skills education helps the individual to improve the decision making skill, ability to take everything in the right sense and also improve their contributions to the society. It helps the young people to take positive actions to protect themselves and to promote health and meaningful social relationships.

Frankly speaking, life skills education is worthwhile to the young people for them to live life to the fullest. The young generation need to be developed into responsible and productive citizens through life skills education. After all, MoE (1996b) on the notion of investing in people emphasised the development of practical productive skills. This for sure is a kind of empowerment that can move individuals, communities and a nation as a whole to greater heights. Investing in people through life skills education in this regard is a greater investment and the nation will never go wrong by doing so.

2.6 Developing Life Skills

In this country, we are faced with critical issues, such as HIV/AIDS, child abuse, rapid urbanisation and rapid population growth. These issues are having a big impact on our population (MoE, 2002a). The young person has to learn the skills of coping with personal problems, of exercising personal autonomy and independence, of coming to terms with his or her own sexuality, of being able to confront and resist drug and other substance abuse, and of establishing mature personal relationships with others. The school, as a major socialising agency, has a responsibility to help the young person in this all-important learning process (MoE, (1996a). The so-called life skills are basic to all areas of our lives and do not only relate to sexuality. There are certain core skills that every person needs to be able to master in order to live his/her life in the best way possible (Vergnani and Frank, 1998). Skill development in this regard needs to be an important component in school education at all levels and in all subjects, and should therefore be enhanced if it has to produce positive results.

MoE (2003a) in response to the above states that HIV/AIDS is not the only threat facing young people today. Pressures come from all sides, including the media and

their peers who often contradict those of their parents and communities. At the same time, many are pressured by poverty and hunger. They cannot afford good education at all, and they do not even know how or where the next meal is coming from, and when they look into the future, they see no job, no income, and no worthwhile life at all. Finally many of them are actually subjected to physical or sexual abuse, even by those very people they respect most. UNICEF (2005) also revealed that as the impetus for many in-school programmes is HIV/AIDS, there has been a tendency to place life skills in health and science classes, while this serves the interest of health, it may limit the ability of life skills to be effectively utilised for non-health issues such as caste or ethnic discrimination, gender-based violence, or communal conflict. This entails that there is need to develop life skills programming in all areas if the future generation is to be empowered adequately in terms of coping with everyday demands and challenges of life. Francis (2007) says that developing life skills helps the adolescents to translate knowledge, attitudes and their health behaviour such as acquiring the ability to reduce specific risk behaviour and adopt healthy behaviour that improves their lives in general. Life skills have produced the following effects: lessened violent behaviour; increased pro-social behaviour and decreased negative, self destructive behaviour; increased the ability to plan ahead and choose effective solutions to problems; improved self-image, self-awareness, social and emotional adjustment; increased acquisition of knowledge; improved classroom behaviour; gains in self control and sociability; better handling of interpersonal problems and coping with anxiety; and improved constructive conflict resolution with peers, impulse control and popularity.

The ultimate value of knowledge lies in using it. Just as the infant left with bricks to play with will eventually build them on top of one another to make a house or tower, so effective learning in school is eventually applied to real-life situations and events. Whether or not we apply knowledge and skills depends very largely on our expectation (Farrant, 1992). This concedes with Thorndike's (1931) law of exercise which explains that, "when a modifiable connection is made between a situation and response, and accompanied by a satisfying state of affairs, that connection's strength and other things being equal, increased". The law of use as Thorndike explains it refers to the strengthening of connection with practice, and this emphasises the need of repetition and practice in the process of learning. In addition, children as well as

adults learn by doing. One learns to write by writing, and to compute by computing. Likewise, a child learns social skills by practising them. A child learns to analyse, question and think creatively if he or she is encouraged to do so, that is, if the teachers allow him or her to question them and freely discuss, developing the child's own ability to reason and argue (MoE, 2000a). Development of life skills in individuals demands for a lot of activities and practice in this regard. After all, practice is said to make a human being perfect.

The educator's function in developing life skills in learners is like that of a gardener. It involves primarily providing the best possible conditions for the right kind of development. Since growth is achieved by the organism itself, what it needs is the right kind of development for it to grow unhindered. The whole business of education is preparing the right type of environment for the individual, to allow him/her to grow physically, mentally and spiritually in order that he/she can develop harmoniously within him/herself and, at the same time together with his/her fellow human beings (Jeffreys, 1950). Development of life skills really needs an environment conducive for learning and the right ingredients for it to occur, and once this is achieved, education will formidably be recognised as an institution of society.

Life skills education from early childhood is necessary and has to be practical. We need to teach these skills in a systemic manner, because life skills relate to the knowledge and attitude of individuals (Hoang and Nguyen, 2011). Necessary life skills for children include cognitive, responsiveness, interpersonal communication, self-protection, emotion-control, decision-making, problem-solving, support-seeking, cooperation, evaluation, and environmental-protection skills. To develop any responsiveness skills, systematic training is required. Children need to know about the goals, objectives, methods and activity conditions. Adults with the required knowledge and skills should instruct children (through suggestions and models); moreover, children need to learn from and observe such adults. Life skills education is associated with specific situations, wherein children observe other people's actions and carry out these actions themselves. Such practical experiences help children realise the real meaning of situation and actively apply necessary skills in specific situations in their daily lives (WHO, 1999).

Teachers need to develop a range of active inquiry methods both in the class and through the life and activities of the school, in order to develop desired skills. Thus, they should help children to:

- . use and interpret written and spoken language effectively;
- . discuss together in groups;
- . solve problems individually as well as in groups;
- . learn to interpret the behaviour of others through drama and role playing;
- . learn to observe and survey the people and places in and around the school;
- . link learning activities in school with action at home and to discuss the results of action taken with others with a view to doing better next time (MoE, 2000a).

It is equally important to involve the parents and community members in the teaching of life skills. Parents have a major responsibility in the role of developing personal and ethical values in their children, and they are concerned with the information that they (their children) are getting at the learning centre/school. If parents are not informed about the life skills segments, they may be offended to hear their children talking about private parts of the body, but could encourage the children if they had been informed and sensitised (MoE, 2000b). The development of life skills education is a dynamic and evolving process, which should involve children, parents and the local community in making decisions about the content of the programme. Once a programme has been developed, there needs to be scope for local adaptation over time and in different contexts (WHO, 1999). MoE (2001b) on the notion of parent involvement in developing life skills feels that parents should be more open about sexual matters and other social issues. They should discuss these issues openly with their children and give true facts about the same. The involvement of parents in life skills will complement the efforts of the teachers and this in turn will promote the spiritual, moral and social development of young people. Parent involvement in their children's education as observed above is a very good strategy in promoting improved life skills development and needs to be encouraged at all costs. When there is parent approval, children tend to be motivated to learn in school.

Moreover, MoE (2000a) states that it has to be realised that life skills are learnt in many contexts. The home and the extended family play an important role in teaching

skills, and they are also learnt from peers, friends and in every social context the child encounters. It cannot be left to the school alone to develop life skills. Indeed, moulding a child into a better person needs both school and community participation, and for this reason, the school and the community should be seen working together as partners in promoting life skills in school going children.

Developing the skill of self-awareness demands a lot from the teacher. You should start by discovering yourself before you can help the pupils to discover themselves and accept who they are. Your understanding each of the individual entities in your class is very important. It is only when you know whom you are dealing with that you can plan meaningfully teaching/learning experiences. The way you model yourself as a teacher matters a lot, and leaves serious and notable impressions on the pupils in their development of self-awareness. As a teacher, you need the skill of making your ideal self, your public self and your private self compatible and consistent for the benefit of your pupils. You should examine your values and attitudes because it is these that influence or determine your choices, thoughts, desires and actions. If you are open to your pupils, they too will be open and begin to accept themselves as worthwhile beings, worth of love and attention. You should therefore, aim at developing the pupils' self-awareness skills, which are vital to self-actualisation. It is only when the self-actualisation has been attained that the pupils will realise their potentials for living in our future where there will be no adult to direct them (MoE, 2002a).

It is worthwhile to change the basic education system curriculum considering that the young people of today are the future leaders, hence there is need to help them develop their life skills, as this will enable them to develop and cope with growing up in their future endeavours. For this reason, MoE (2001b) indicates that skills development is an integral part of growing up and is very critical at basic level since this is the period of questioning, exploring and learning how to cope with personal problems. This is the time when children exercise independence; come to terms with sexuality and learn not to be influenced by others (resist peer pressure). Furthermore, the teacher must see the development of the entire personality of the learner, with all its cognitive, emotional, affective, moral and physical facets (MoE, 2000a). This also demands for the use of a variety of learning activities that will promote development of life skills.

2.7 Integration of Life Skills in the Curriculum

MoE (2008b) states that life skills is not an independent subject or learning area but a cross-cutting set of learning issues that should be covered in all the learning areas. The importance of integrating life skills education, in this regard cannot be overlooked. Hoang and Nguyen (2011) indicated that, for providing education, the patience, flexibility, and creativity of educators and parents are essential. In addition, education requires a major change in thinking on the part of the teacher who should play the role of a facilitator. Teaching of life skills demands for a variety of participatory methodologies. These offer different opportunities for pupils to learn for themselves and about themselves through the activities they do. Using a participatory methodology, the teacher is able to assess the level of existing knowledge and build on it by addressing only those that are problematic. Where pupils are active, interested and involved in the learning experience, they learn much faster (MoE, 2003b). Methods used should be learner centred, that is children should be actively involved in the teaching and learning process (MoE, 2001b). Indeed learners need to be 100% involved in the teaching and learning process and this has been proved to be a very effective way of teaching for learning to take place. Acheson and Gall (1997) observe that if students do not see the relevance of Science to their lives, or do not value the consequences of doing well in a course (e.g. a good grade, teacher and parent approval), they will not be motivated to learn. Teaching methods that allow students to be successful or that show them the importance of the topic being studied are likely to be effective in improving students' motivation to learn. In simple language, Acheson and Gall in the above statement referred to the development of positive academic attitudes as an important outcome of instruction and concluded that effective teaching methods help students to develop academic and other attitudes. MoE (2003b) further indicates that it has been imperative to develop a participatory approach to the life skills education curriculum and materials in the integrated life skills course in Social Studies, Environmental Science, Home Economics, Spiritual and Moral Education and Languages (Zambian Languages and English).

Short courses of life skills training can be carried out with children and adolescents who participate in sports and recreational clubs. Life skills training workshops can also be integrated into existing courses offering training in livelihood or vocational

skills (WHO, 1999). The school is seen as a major socialising agent in preparing young people for life. Therefore, the school will not promote only the development of positive attitudes and behaviour through extra-curricular activities such as clubs, but also through the curriculum. This means that teachers will have to integrate teaching of life skills in their lessons. It should be noted that imparting knowledge alone is not enough, so children should be involved in learning activities in order to develop their own positive attitudes and behaviour (MoE, 2001b). The school in this regard without abandoning the subject content should promote the teaching of life skills across the curriculum by including or considering all cross-cutting issues.

Vergnani and Frank (1998) identify ingredients for teaching skills as:

- . Decision making; goal setting; problem solving; communicating effectively;
- . Asserting oneself; negotiating; researching; critical thinking;
- . Expressing one's feelings appropriately; identifying one's values and emotional needs;
- . conflict resolutions; and delaying gratification in order to meet long-term goals.

Illustrated below is an example of how a teacher can decide to teach the topic of self-esteem over four (4) lessons for a grade nine (9) class:

Individual lesson topics

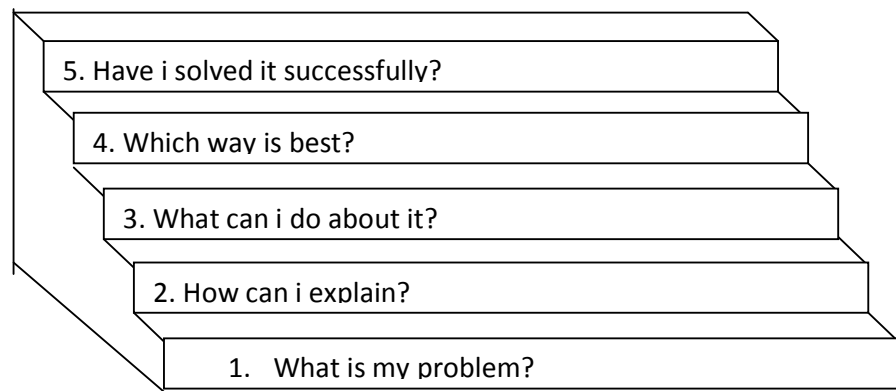
Self-esteem

1 How do i feel about myself? Where does it come from? <ul style="list-style-type: none">• role of family, school, friends, media• my feelings about myself.	2 Self-esteem and my body <ul style="list-style-type: none">• learning to like my own special body• questioning assumptions widely-held about what is a beautiful body• protecting my own body
3 Improving my self-esteem <ul style="list-style-type: none">• asserting myself positively• skills training: assertiveness	4 Making others feel better about themselves <ul style="list-style-type: none">• expressing feelings• saying positive things• self-respect and respecting others

Source: Vergnani and Frank (1998:21)

Integration of life skills education in other subjects therefore seems to be very possible as demonstrated above. Another crucial skill that needs to be taught and integrated as part of life skills, and at the same time, as part of sexuality education is that of problem solving. Problem solving, just like critical thinking and decision making is another critical component of life skills education, and it is important that youths are empowered with this skill if they are to solve their own problems in future.

Problem solving skills can easily be integrated in most subject areas of the basic education curriculum. It includes most critical parts of cross-cutting issues, which need the application of a skill to enable an individual to meet the challenges of life. The following steps of problem solving therefore need to be taught:



Source: Fisher (1987:16)

Children learned and applied the above problem solving steps to any problem they had to solve. Vergnani and Palmer (1998) indicate that it becomes most effective if you the teachers make sure that children practise this method in a number of different situations or areas of learning.

Life skills as mentioned above needed to be taught in relation to health and social problems. In view of the above, MoE (2001b) emphasises that both information on health and social issues should be combined as these affect the development of the young people. Methods used in teaching life skills should build upon what is known, how young people learn from their own experiences and from people around them, that is from observing how others behave and what consequences arise from such behaviour.

On the notion of life skills materials, MoE (2003a) indicates that life skills materials should:

- . be open ended, not closed;
- . provoke not preach;
- . not provide answers on a moral lesson but leave room for discussion;
- . make the teacher use questioning to bring out the real feelings of people and discuss their validity.

Availability of learner friendly teaching and learning materials on life skills education in this regard is very cardinal in promoting learner participation. Capacity in Curriculum Development therefore as MoE (2003c) puts it needs to be greatly increased, partly through technical assistance, to handle the implementation of the Basic Education Curriculum Framework, particularly in terms of life skills and

HIV/AIDS. Stronger relationships need to be formed with the publishing industry in developing a textbook policy and teaching and learning materials quality control.

Furthermore, the role of the teacher when teaching life skills education should be:

FROM	TO
I. Teacher-centred;	Learner-centred;
II. Pouring information into the ignorant	Recognising and building on what learners already know;
III. Content based	Attitude and behaviour based;
IV. Children listening and answering questions;	Children participating in and controlling their activities;
V. Providing answers;	Asking questions
VI. Preaching	Provoking.

Source: MoE (2003a)

Other important methods used to facilitate life skills learning include group work, discussion, debate, story-telling, peer-supported learning and practical community development projects. Life skills learning cannot be facilitated on the basis of information or discussion alone. Moreover, it is not only an active learning process; it must also include experiential learning, i.e. practical experience and reinforcement of the skills for each student in a supportive learning environment (WHO, 1999).

2.8 Assessment of Life Skills Education

MoE further emphasised the importance of assessing life skills, and had this to say, “But how does one know that children are actually learning the intended curriculum and that educational reforms are leading to improved learning?” The answer is assessment (and monitoring). Teachers in this regard need to take assessment seriously.

Close monitoring of learning achievement through assessment in this regard is very important in the education sector if the impact of the programmes has to be seen and known. This will call for proper co-ordination of life skills education as a crosscutting issue. MoE (2003c) echoes similar sentiments on the importance of assessing progress and says:

Standard Officers will be crucial in monitoring the delivery and impact of the plan, particularly at District level. In particular, they will be responsible for measuring the overall quality of the system in terms of pedagogical delivery (teachers), management (heads and education boards), and assessment (examinations and continuous assessment). Defined performance benchmarks and evaluation frameworks will be developed in collaboration with the National Assessment Survey, Examinations Council and Education Board Services in order to establish minimum education standards.

In line with the above, MoE (2008b) reports that the life skills tests were developed for the National Assessment Survey to provide some baseline information on the levels of life skills acquisition by pupils at the middle basic school level. The survey was conducted at national level in 2008, and mean performances in life skills education, in this regard were recorded provincially and compared. The mean performance at National level was also recorded. The following percentage performances on life skills national wide therefore, were released according to MoE's National Assessment Survey conducted in 2008.

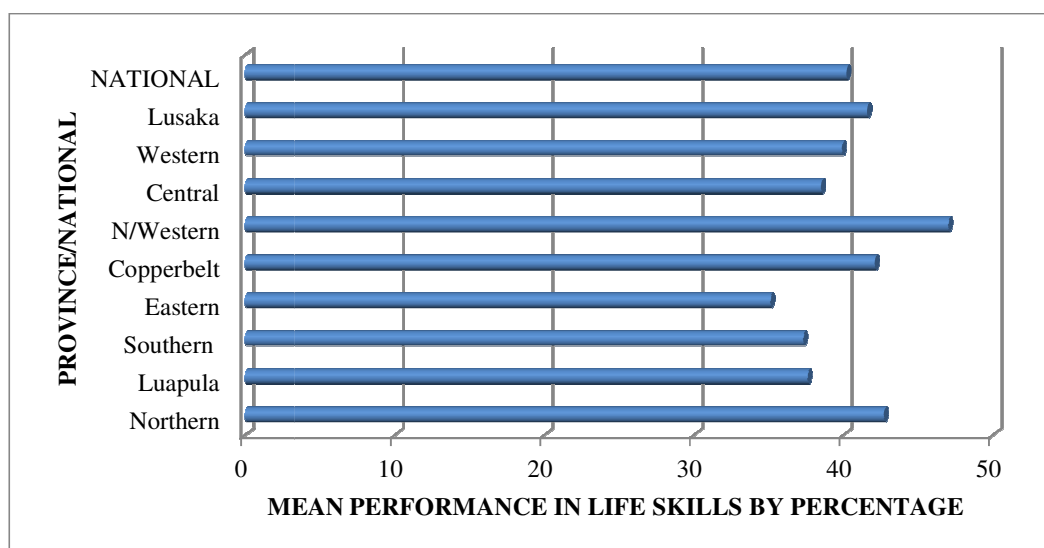


Figure 1: National Assessment Survey (Marks %)-Source: MoE (2008b)

MoE's concern indicates that assessment is a very vital tool that can play a role in evaluating competencies, and should therefore not be overlooked.

MoE further indicated that the life skills test paper items developed were organised under the themes: health and safety, psychosocial, entrepreneurship, governance, and HIV and AIDS. Pupils generally performed better, but MoE stated that this performance, however, did not mean that pupils reached a desirable level of performance.

Also revealed by MoE (2008b) was pupil and teacher performance according to Cognitive Skills as depicted in the table below.

Table 1: Pupil and Teacher Performance in Life Skills

Performance According to Cognitive Skills and Item Type in Life Skills			
Cognitive skills	No. of Items	Pupils	Teachers
Knowledge	5	44.5	94.0
Comprehension	9	38.2	92.4
Application	21	37.7	95.5
Item Type	No. of Items	Pupils	Teachers
Health	14	40.69	93.91
Psychosocial	11	37.34	95.52
Entrepreneurship	10	37.66	94.40

Source: MoE (2008b)

MoE further indicates that the deficiencies reflected by pupils in their performance in life skills are an indication of their limited creative, critical, analytical and problem solving skills. Assessment in this regard should be seriously undertaken by teachers to ascertain the extent to which life skills education is being acquired by pupils in schools, to suit the new outcomes-based curriculum focus. Vergnani and Frank (1998) state that, one of the most important aims of your teaching should be to enable learners to live their lives as successfully and meaningfully as possible outside the classroom. This means that learners should be able to apply what they learn in the classroom to their own lives. This application does not just happen. You as the educator, who facilitates learning, need to make it happen.

2.9 Extent to which Knowledge, Skills, Attitudes and Values were being acquired through Life Skills Education

Cross-cutting issues are issues of national concern which society needs to address by the values, attitudes and behaviour through knowledge and skill acquisition in schools. The major purpose of school in this regard should be that of helping students to acquire knowledge, skills, attitudes and values. In South Asia, the assessment conducted highlights that there is a growing dichotomy in life skills programming between general in-school interventions for students and more specific behaviourally-focused interventions for especially vulnerable children and adolescents. Many life skills programmes, particularly those in schools, were unable to answer the question “Life skills for what?” or articulate behavioural outcomes (UNESCO, 2005). UNESCO further indicates that most in-school life skills programmes are taught in secondary schools, which many South Asian children never attend. The content of life skills programming was not always relevant or appropriate, and the methods used were not always effective, particularly with different learners. Across many countries in South Asia, many programmes according to UNESCO (2005) made no provision to support learners in the use of their new life skills outside the classroom, with their families or in their communities. The above is evident enough that knowledge, skills, attitudes and values were through life skills education acquired to a low extent in South Asia.

Acheson and Gall (1997) believe that the general effectiveness of a teaching method must be determined by correlating it with student gains on a variety of achievements. MoE (2008b) therefore to determine the extent to which knowledge, skills, attitudes and values were acquired through life skills education in Zambian Basic Schools developed life skills tests for the National Assessment Survey to provide some baseline information on the levels of life skills acquisition by pupils at the middle basic school level. The mean performance by school type was ranked and the survey conducted revealed the following order of overall performance by school type in life skills:

Table 2: National Mean Performance by School Type

School Type	Score (%)	Rank
Private	63.0	1
IRI Centre	54.0	2
Government	39.9	3
Community	39.0	4
Granted Aided	35.4	5

Source: MoE (2008b)

MoE (2008b) also indicated that pupils generally performed better in life skills than in English, Mathematics and Zambian Languages. He further stated that the comparison however, did not mean that pupils reached the desirable level of performance. The minimum level of performance (43%) was attained by 61.0% of pupils nationally, but this was far below what was expected by both teachers and experts. Only 11.8% of Grade 5 pupils reached the desirable level of performance, scoring 71% or higher. All in all, the above performance indicated that the learning achievements in life skills education are still low in basic schools.

2.10 Factors Affecting Life Skills Education

Just as there are certain features that are bound to affect the child's learning either positively or negatively by either inhibiting or promoting learning, life skills education also experiences the same. Ezewu (2002) claims that enriched environments motivate and increase the probability of success at school, deprived environments do not. Indeed a clean and health environment helps in keeping in view the interests and needs of the children which are factors that can motivate and attract students towards schools. This means that learners, if provided with an environment conducive to learning life skills will definitely develop interest and be willing to change behaviour. However, if the opposite is the case, learners' determination to learn will be hindered.

Hoang and Nguyen (2005) comfortably indicated that living environments greatly affect the origination of life skills. These skills vary, and they originate and develop according to the demands of life. While some skills appear at early childhood, some

develop late, and some never develop at all. Many activities demand the use of skills and knowledge. If we do not use skills and knowledge depending on the situations, we will fail or endanger ourselves. Many learn from failure and get a good idea of their weaknesses. To ensure their safety, children's need to gain experience should be supported by adults. In absence of guidance and support of adults possessing knowledge and skills, the danger and failure to learn from experiences affect children negatively, sometimes to such an extent that the likelihood of recovering is improbable. UNICEF (2005) in addition stated that life skills-based education should work to develop an environment in which learners may use their new skills, and create opportunities for learners to practice and meaningfully use these skills outside the classroom. Creating a supportive environment for the practice of life skills in this regard is just important.

Another factor affecting life skills education in schools is the scarce resources available for use to satisfy wants. MoE (2003a) states that academic learning should be related to real life situations and therefore, must be combined with action and doing things hands on. However, it can be lack of learning resources in skills like practical/vocational life skills diminishes the meaning of quality education provision as effectively teaching/learning needs a variety of resources to meet learners' satisfaction. Moreover, Thorndike (1931) says that the learning takes place properly when it results in satisfaction and the learner derives pleasure out of it. However, in situations where the child meets failure or gets no satisfaction, the process on the part of learning is blocked. This entails that lack of resources in schools affect the learners negatively in acquiring life skills as they lack practicing as well, whereas availability of resources affect the learners positively.

The family is the basic social unit for children; it is the cradle that nurtures children's physical, mental, spiritual, and emotional development. The family culture has a deep influence on them and helps in the formation of their distinct characteristics. The attitude of responsible members plays an important role in children's education. Complete awareness of life skills will influence attitudes and produce an apparent effect. In families, the jobs of the adults have an effect on the children's views on education, and this may naturally affect the children's opportunity to communicate and train to form new skills (Hoang and Nguyen, 2011). On the contrary, UNICEF (2005) indicated that while it must be acknowledged that families are the true and

best providers of life skills, it must be accepted that in a rapidly changing world, there are risks (i.e. drugs, HIV/AIDS, drug trafficking etc...) which many parents may be unaware of or unprepared for. It also needs to be accepted that most families, in most cultures, can be found wanting when it comes to providing information to their children on topics considered sensitive or taboo.

Hoang and Nguyen (2011) further indicate that age and the number of children in a family also influence children's education. Many couples have children late because of late marriages or fertility problems; therefore, when they finally have a child, he/she becomes the centre of the family and is protected from problems. Consequently, the child does not solve daily problems by him/herself, thus limiting his/her chances to develop life skills. Surely, over-protecting children denies them a lot of opportunities that can help them to handle most of the real life situations. Ezewu (2002) observes that most social problems have their roots in the society and are transferred to the school setting by both pupils and teachers. If the values being pursued in the child's home are at variance with those pursued at school, the child is placed between two sets of values, which in most cases oppose one another. As the child spends more time with his/her parents than with the teachers, the parental values are likely to be more attractive to the child and he/she may be found to be a nuisance at school.

In a similar situation, the community is identified as another factor affecting life skills education. The traditional methods of preparing young people for adult life have been seen as inadequate with regard to the number of challenges young people face today. Many parents seem to have little time for their children. As such, children are left to face the changes of life on their own or with the help of grandparents or elderly people. The community should take responsibility by getting involved in the teaching of life skills to young people. The community should also do away with traditional or cultural practices that hinder the teaching of life skills. For instance, culturally, girls are taught to be submissive rather than assertive. This has a negative impact on the lives of girls and their social development (MoE, 2001b).

The quality of education being offered may be another factor affecting life skills education. Hinzen (2005) indicates that the quality of the output is determined by the input and process measures of educational quality. Truly an organisation is

productive only if it can achieve its goals by transferring its inputs to outputs. If inputs are not being transferred to outputs, then there should be a problem affecting that transfer and in most cases quality plays a role. This quality includes a lot of things such as monitoring. Enhancing quality and relevance in educational provision will lead to effective development of life skills in the young people.

Enhancing quality and relevance of education service delivery focuses on skills, and demands for effective monitoring and evaluation. MoE (2003c) discloses that standard officers will be crucial in monitoring the delivery and impact of education, they will be responsible for measuring the overall quality of the system in terms of pedagogical delivery (teachers), management (heads and education boards), and assessment (examination and continuous assessment). Lack of monitoring and evaluation of life skills education can for sure have a negative impact on this kind of education. The major challenges according to MoE (2010) in monitoring and evaluation is not only to gather and store but also to use information that serves different levels of assessment. Monitoring should be multifunctional so that information generated at one level is useful at the next. Ministry personnel and other stakeholders should seek and use data and other information to inform program decisions. However, if this is not available or done, learners are very much affected. MoE (2003a) in addition to the above, indicated that, given the need for better educated learners, decision makers are concluding that a monitoring system is necessary to gather information needed to describe and monitor the nature of learners' achievements, the relevance of those achievements to the world of work and the number of inadequately prepared learners leaving the education system. Indeed, feedback on life skills education is just imperative, but for it to succeed and produce positive results, it is essential that monitoring is first conducted. If anything, monitoring adds value to a service or product.

Teacher commitment to his/her work and class can also affect life skills education. The quality of learning depends first and foremost on what happens inside the classroom, especially the teacher's teaching strategies, his/her relationship with learners as individuals and as groups or a whole class, how he/she motivates them and the total management of teaching and learning activities. Teachers should therefore, give this learning (of life skills) good direction and maximise its effectiveness (MoE, 2003a). Teachers' methods and techniques of teaching in this

regard need to meet each and every child's ability and of course, the teacher should express a sympathetic attitude towards the learners, and this will definitely promote learning of life skills.

Effective learning occurs when teachers take the responsibility for planning and organising the content to be learned, assessment, instruments and tasks for tracking pupils' progress, remediation activities to address learner problems experienced during the learning progress and enrichment activities for reinforcement and mastery of what has been learned to achieve success. A teacher is one of the learning tools that would help the learners in a well organised and managed classroom. A good teacher recognises the reasons why learners come to school, why parents send their children to school or what schools are for. In addition, a good teacher recognises what every learner brings to the classroom that may enhance his/her perception in the learning process (MoE, 2003a). Such a teacher will positively affect life skills development in his/her class. In addition to the above, MoE (2008b) states that...it goes without saying that well-motivated, competent and committed teachers provide one of the surest routes to improved learning achievement. It also brings out that the majority of teachers need to be better motivated by recognising that they belong to a worthwhile profession that is highly valued and respected by people. Practically, all teachers for this reason need re-training in critical pedagogical areas if learning achievements in life skills education are to be seen.

Women Inspiring Noble Girls Successfully (WINGS) (2010) indicates that emotions play an important role in forming relationships that affect how we learn - teachers and caring adults, from other students. Feelings govern whether a child experiences an active interest in learning and remains engaged. On the other hand, inability to manage stress or regulate impulses makes it difficult to pay attention and focus, and contributes to distractive behaviour that interferes with learning. This indicates that there are a lot of factors that affect learning of life skills.

In conclusion, the lack of effective individual life skills has resulted in many problems in Zambia today. For example, lazy children fail to finish their school education. Consequently, lazy people do not work hard to get enough food to feed themselves, and therefore, are forced to engage in crime, prostitution and other similar risky behaviours. When such people get into politics, they become political

dictators. Young people failing to resist the urge to engage in pre-marital sex has resulted in many of them dying early from Sexually Transmitted Diseases (STDs). This tragedy has been brought about by their lack of life skills (MoE, 2002b). This scourge of seeing lives being lost and, also social and economic development lagging behind due to factors negatively affecting life skills education should not be condoned at any level and should be strongly criticised.

2.11 Effecting Life Skills Education

Life skill education is a basic learning need for all young people. We need to create life skill education as the cornerstone of various youth programmes. An effective implementation strategy will help the youth to practice it in their life. Specific activities like leadership training, communication, interaction, understanding self, making decisions, working with groups, socialization etc added the quality of youth (Francis, 2007). Effecting life skills education in Basic Schools in this regard can be the best way of driving the young ones away from antisocial activities, and equip them with skills that produce powerful behavioural outcomes.

To be effective, life skills lessons should be designed to achieve clearly stated learning objectives for each activity. Life skills learning is facilitated by the use of participatory learning methods and is based on a social learning process which includes: hearing an explanation of the skill in question; observing of the skill (modelling); practice of the skill in selected situations in a supportive learning environment; and feedback about individual performance of skills. Practice of skills is facilitated by role-playing in typical scenarios, with a focus on the application of skills and the effect that they have on the outcome of a hypothetical situation. Skills learning are also facilitated by using skills learning "tools", e.g. by working through steps in the decision-making process. Life skills education should be designed to enable children and adolescents to practise skills in progressively more demanding situations for example, by starting with skills learning in non-threatening, low-risk everyday situation and progressively moving on to the application of skills in threatening, high-risk situations (WHO, 1999).

Another way of effecting life skill education is supporting it. UNICEF (1990) states that life skills education needs to be supported by other strategies such as media,

policies and health services, if it has to be effected. Indeed, for any programme to succeed, maximum support is required from all cooperating partners, such as the media, as it plays a very important role in sensitising the nation.

WHO (1999) indicates that the introduction of life skill education requires teacher training to promote effective implementation of the programme. This can be provided as in-service training, but efforts should also be made to introduce it in Teacher Training Colleges. The successful implementation of a life skills programme depends on:

- . the development of training materials for teacher trainers;
- . a teaching manual, to provide lesson plans and a framework for a sequential, developmentally appropriate programme;
- . teacher training and continuing support in the use of the programme materials.

In connection with the above, Francis (2007) noted that in order to have an effective implementation of life skill education, there is need for professionally trained and skilled personnel from within the country. Professional training requires a purposely planned programme of study prepared by experts which has the approval of a competent authority. Indeed, for any programme to be effective in terms of achieving its objectives, properly trained personnel should be a must. Francis (2007) further indicates that, there is an urgent need to train and prepare a large contingent of "Trainers of Trainers" (ToTs). The ToTs will require adequate training on all aspects of the subject. They have to be experts in this field of study in order to be effective in performing their task.

WHO (1999) further insists that facilitating the learning of life skills is a central component of programmes designed to promote health behaviour and mental well-being. To be effective, the teaching of life skills is coupled with the teaching of health information and the promotion of positive (health promoting and pro-social) attitudes and values. The development of life skills requires modelling of skills by school staff and a "safe", supportive classroom environment, which is conducive to the practice and reinforcement of skills. Furthermore, life skills education needs to be

developed as part of a whole school initiative designed to support the health psychosocial development of children and adolescents, for example, through the promotion of child-friendly practices in schools.

Effecting life skills education is cardinal in this changing era. A large number of youths are engaging themselves in antisocial activities as Francis (2007) puts it that youths are engaged in many antisocial activities which adversely affect other members of the society. This new challenge requires immediate and effective responses from a socially responsible system of education. Without doubt, it is quite in order to see to it that life skills education is effective, as through this kind of education, individuals move towards more positive and holistic approaches in dealing with day-to-day life situations.

Building support in communities and schools for life skills programming was another measure identified. UNICEF (2005) indicates that ...as with advocacy activities for decision makers, there is a need to build support for life skills-based education among communities, schools, and families, through mobilisation activities. There is also need to confront complacency and denial about the risks facing children and adolescents, to build awareness of the benefits of life skills, and to reject the notion that it is a “foreign” concept intent on undermining traditional values. UNICEF (2005) further states that orienting parents, local officials (i.e. school principals, district education officers, etc...), religious leaders, politicians and teachers (not teaching life skills) is something that many interventions identified as important for the creation of the necessary programming “space”. India’s Adolescent Education programme provides programme orientations to parents and communities where many stakeholders speak of the value of teaching life skills to parents. This demonstrates that preparing people for the “subversive” nature of life skills-based education is very cardinal in effecting life skills education in schools.

MoE (2003c) concludes by saying that effecting life skills education in Basic Schools will also need reviewing the high school curriculum so that it builds on the life skills programmes introduced in basic education including information technology and appropriate psychosocial life skills such as HIV/AIDS, human rights and governance issues. In turn all teacher education institutions will include life

skills and the relevant practical subjects in their curricula. Such coordination and continuity is indeed needed for effecting life skills education in basic education.

2.12 Summary

The literature from this chapter indicates that life skills education is a basic need for all young people. To be effective, life skills lessons in basic schools should be designed to achieve clearly stated learning objectives for each activity. Effective learning occurs when teachers take responsibility for planning and organising the content to be learned, assessment, instruments and tasks for tracking pupils' progress, remediation activities to address learner problems experienced during the learning progress and enrichment activities for reinforcement and mastery of what has been learned to achieve success. Integration of life skills education therefore should not be overemphasised.

A number of factors affecting life skills education in basic schools include, unfavourable learning environments, scarce resources available for use to satisfy wants, lack of monitoring, teacher commitment to his/her work and also lack of community participation in life skills education were highlighted. Developing life skills in the young person is in this regard cardinal as it prepares him/her to face the challenges of life.

The coming chapter therefore presents the methodology used in the study.

CHAPTER THREE

METHODOLOGY

3.1 Overview

This chapter focuses on how the investigation/study was conducted. It has highlighted the area of study, the research design, targeted population and the study sample. The instruments used in the study, and the techniques applied to analyse data are also presented.

3.2 Study Area

The investigation was conducted in Kafue District in the Lusaka Province, Zambia. Targeted were a total number of twelve basic schools, of which eight were government owned, three from the private sector and one community owned.

3.3 Research Design

Bless and Achola (1990) defined research design as “the planning of any scientific research from the first to the last step. It is the most adequate operations to be performed in order to test a specific hypothesis under given condition”. This study applied a survey design in order to get detailed information on the extent to which knowledge, skills, attitudes and values were being acquired through life skills education in selected Basic Schools of Kafue District. Both qualitative and quantitative approaches were employed. The application of both qualitative and quantitative designs was advantageous because it enabled the researcher to obtain information in depth, and ensured that the gaps that were left by one design could be covered by the other.

3.4 Target Population

All basic school teachers and Grades 8 and 9 pupils of Kafue District were potential respondents and contributors to this study. The teachers were targeted first since they facilitated the teaching/learning process in their classes, and were always in close contact with the learners. Pupils were targeted because; they were the reason basic schools existed. Also targeted were the parents within the catchment areas of these basic schools who also spent most of their time in communities with school going children.

3.5 Study Sample

Sampling refers to the way of selecting the subjects that make up a sample (White, 2005). The sample composed of a total of 145 respondents of which 60 each were teachers and pupils respectively, and 25 were parents.

Purposive or judgemental sampling was applied to parents, as it is based on the researcher's judgement regarding the characteristics of a representative sample. In this method, a sample was chosen on the basis of what the researcher thought was an average person. Bless and Achola (1990) indicated that the strategy for using purposive sampling is to select units that are judged to be typical of the population under investigation. The researcher in this case judgementally selected respondents who were deemed relevant to the research topic under investigation.

Random sampling was also applied when selecting teacher and pupil respondents. Blaxter, Hughes and Tight (2007) define random sampling as a process of picking where every individual or object in the group or 'population' of interest has an equal chance of being chosen for study.

3.6 Research Instruments

This study used three data collection instruments, namely: focus group discussion, questionnaires and an assessment tool. Focus group discussions were used to collect data from parents on their perceptions on life skills; while questionnaires were used to collect data from teachers and pupils. An assessment tool consisting of twenty questions was also used to determine pupils' knowledge on various aspects of life skills education.

Observations were also used in the study, as claimed by Wilkinson and Birmingham (2003) that "observation is an extremely handy tool for researchers. It can allow researchers to understand much more about what goes on in complex real-world situation than they can ever discover simply by asking questions of those who experience them (no matter how probing the questions may be), and by looking at what is said about them in questionnaires and interviews".

3.7 Data Collection

The researcher moved from site to site, administered questionnaires, and observed some lessons. An arrangement was made in basic schools on the most appropriate time pupils could be assessed and have answered questionnaires collected from both teacher and pupil respondents. The researcher went back to schools and collected the questionnaires as arranged, and then went on to assess the pupils in life skills education. The test papers were later marked and the scores were recorded.

Appointments were also made through the Parent/Teachers' Associations executives in the selected basic schools' catchment areas, on when to have group discussions with parents. The researcher then went back to communities and be part of the group discussions where she performed the role of an observer, and this gave her opportunity to probe the discussants further where need arose.

3.8 Data Analysis

In analysing quantitative data collected through questionnaires and an assessment tool, the researcher tallied all the collected information and interpreted it using the Statistical Package for the Social Sciences (SPSS) version 16.0. Descriptive statistics in this regard were used to analyse quantitative data: frequencies, percentages and graphic presentation of data in form of tables and figures were used. The researcher also applied qualitative method in analysing data from the focus group discussion. Qualitative data were interpreted using content analysis through grouping and categorising the data in themes.

3.9 Ethical Considerations

The researcher is responsible for the ethical standards attached to the study. No names of schools or respondents are recorded in this study, and all respondents were assured that the information they provided was solely for academic use, and would be treated with the confidentiality it deserved. The respondents with an informed consent at hand exercised their right to be part of the investigation or not. The respondents both purposively and randomly selected in this regard accepted to participate in the study.

4.0 Summary

The investigation was conducted in Kafue District in the Lusaka Province. All basic school teachers and Grades eight and nine pupils were potential contributors to this study. Three data collection instruments namely, focus group discussion, questionnaires and assessment tools for pupils were applied in the study. Both quantitative and qualitative paradigms were employed in analysing data.

The above methodology therefore facilitates the presentation of the findings in the coming chapter.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Overview

This chapter presents findings of the study. The main objectives of this study were to:

- I. determine the extent to which life skills education has been integrated in subjects being taught in selected basic schools of Kafue District;
- II. establish the extent to which knowledge, skills, attitudes and values are being achieved through life skills education; and
- III. ascertain factors affecting the teaching and learning of life skills in basic schools.

The presentation of the findings is therefore done mainly under the headings taken from the research objectives. Thus, this chapter is divided into five sections, namely: characteristics of the respondents, integration of life skills, extent to which life skills are being taught, factors affecting life skills education and measures to enhance life skills education in basic schools.

Targeted in the study were 60 teachers, 60 pupils and 25 parents, making a total sample of 145 respondents. Teachers and pupils responded to the questionnaires. Pupils in addition responded to an assessment tool. Parents participated in focus group discussions.

4.2 Findings from Teachers

As stated earlier, 60 teachers from twelve basic schools of Kafue District participated in this study. These teachers were purposively targeted being key factors in facilitating life skills education in schools.

4.2.1 Characteristics of Teacher Respondents

The majority of the respondents that is, 40 (66.7%) came from 8 government basic schools, fifteen (25%) respondents were drawn from three private basic schools, and five (8.3%) respondents were drawn from a community basic school. Twenty-nine (48.3%) of these respondents were male, while 31 (51.7%) were female.

The findings revealed that the majority of the teacher respondents, 31 (51.7%) had served in the teaching profession between one and ten years, while 16 (26.7%) had served within the range of eleven to 20 years. Seven (11.7%) had served within the range of 21 to 30 years, while six (10%) had served for over 30 years. The findings also indicated that the highest number of respondents, that is, 24 (40%) each, taught grades 5 to 7 and 8 to 9, respectively. Twelve (20%) of the respondents however, taught grades 1 to 4. The majority of these respondents, i.e., 57 (95%), when asked about their attitudes towards work, overwhelmingly indicated that they liked their work because of the following reasons:

- it gave them opportunities to impart knowledge and interact with young ones;
- the provision of school holidays enabled them to rest and attend to other personal issues freely;
- teaching allowed them to practice their profession and gain experiences; and
- teaching helped them develop a sense of responsibility as they were being entrusted with a good number of pupils under their care.

On the contrary three (5%) respondents revealed that they did not like their work because it was too demanding. Others cited intimidation from their supervisors as the reason they did not like their work.

4.2.2 Integration of Life Skills Education

When investigating ways on how life skills education was being integrated across the basic education curriculum, fifteen (25%) of the respondents revealed that they used practical real life situation examples, while ten (16.7%) stated that they used core curricular activities. Eighteen (30%) respondents indicated that they integrated life skills education in any subject related to the topic under discussion. This however, was not the case to eight (13.3%) respondents who indicated that they were integrating life skills education through schemes and lesson planning. In addition to the above, six (10%) respondents disclosed that they integrated life skills education in related subject topics.

The findings further revealed that respondents rated the integration of life skills education in the school curricular at different levels. Table 3 below indicated that

eighteen (30%) respondents described the extent to which life skills were being integrated as great, whilst 29 (48.3%) felt that it was fairly high. On the contrary, ten (16.7%) and two (3.3%) of the respondents, respectively, described the level as low and very low.

Table 3: Extent to which life skills education was being integrated

	Frequency	Percent
high extent	18	30.0
fairly high	29	48.3
low extent	10	16.7
very low extent	2	3.3
No response	1	1.7
Total	60	100.0

When asked which teaching method was the most appropriate in facilitating the learning of life skills, the findings as shown in table 4 revealed that participatory learning methods of teaching came out most prominently as indicated by 55 (83.3%) respondents. Three (4.5%) respondents mentioned teacher centred method, whereas seven (10.6%) respondents indicated chalk and board. One (1.5%) respondent indicated transmission teaching method as the most appropriate. Other respondents however, indicated project, education tours, group discussions/role play and discovery methods of teaching as the most appropriate methods.

Table 4: Most appropriate teaching method

Teaching Methods	Frequency	Percent
Participatory learning methods	55	83.3%
Chalk and board method	7	10.6%
Teacher centred method	3	4.5%
Transmission methods	1	1.5%
Total	66	100.0%

Various reasons were given by the respondents for choosing different methods. It was revealed that 27 (45%) respondents felt the method they chose enabled learners to participate effectively, while nine (15%) each, indicated that the method chosen

was practical and enabled both teacher and pupil to get exposed academically, since they were given chance to participate actively in the teaching and learning process. Eleven (18.3%) respondents however, revealed that the method they had chosen was efficient at imparting useful skills, knowledge, positive attitudes and values.

It was further observed that among the 60 teacher respondents who participated in the study, 32 (53.3%) indicated that they assessed their pupils in life skills, whereas sixteen (26.7%) said they rarely did that. On the contrary, ten (16.7%) made it clear that they were not assessing life skills.

The findings also revealed that respondents used various ways to assess life skills education. Out of the 60 respondents, 20 (33.3%) each, respectively indicated the use of practical work and written assessments. On the other hand, eight (13.3%) respondents mentioned that they did it through peer education, while three (5%) respondents indicated that they made follow-ups.

4.2.3 Extent to which life skills education was being taught in schools

A good number of respondents, 57 (95%) claimed that they were conversant with the educational policy that includes life skills education across the basic school curriculum. However, only 55 (91.7%) indicated that they had been teaching life skills. However, three (5%) of the respondents stated that they were not conversant with the educational policy.

In line with life skills taught, table 5 indicates that 32 (22.1%) of the respondents taught intellectual skills, 34 (23.4%) respondents indicated they taught social/personal life skills, while health skills were taught by 27 (18.6%) respondents. Psychological skills were taught by 22 (15.2%) respondents, whilst 30 (20.7%) respondents revealed that they also taught practical life skills.

Table 5: Life skills taught

Life Skills	Frequency	Percent
Intellectual skills	32	22.1%
Social/personal life skills	34	23.4%
Health skills	27	18.6%
Psychological skills	22	15.2%
Practical life skills	30	20.7%
Total	145	100.0%

When asked whether respondents had necessary training that qualified them to teach life skills, the findings revealed that 48 (80%) respondents considered themselves qualified and adequately trained to teach life skills education. However, twelve (20%) respondents indicated that they were not qualified to teach life skills education. Of those qualified, 22 (27.8%) respondents indicated that they were trained on life skills education through in-service training, while five (6.3%) respondents claimed they were trained through departmental meetings. Twenty-seven (34.2%) and 25 (31.6%) respondents, respectively, indicated having trained through workshops and teacher groups. The other three (5%) respondents felt they acquired the training through church meetings, where they were offered psycho-social counselling training.

The study findings further revealed that three (5%) of the respondents indicated that knowledge, skill, attitudes and values were through life skills education acquired at a greater extent, while 21 (35%) and 26 (43.3%) respondents, respectively, rated them as being achieved to some extent, and to a lesser extent. Ten (16.7%) respondents, however, rated the extent as very low.

From the community expectation of school going children, 21 (17.5%) respondents indicated that the community expected such children to make wise choices, while 50 (41.7%) respondents expected such children to demonstrate good behaviour and attitudes. Nineteen (15.8%) respondents however, indicated that they expected such children to be goal setting and have a vision. Other fourteen (11.7%) respondents however, felt school going children were expected to communicate effectively, while sixteen (13.3%) respondents indicated that they expected such children to develop critical minds.

When asked to rate parent/community participation with regard to the development of life skills in their children, the majority 35 (58.3%) of the respondents rated parent/community participation in the development of life skills in their children as satisfactory, whereas two (3.3%) respondents rated community participation as excellent. The remaining 23 (38.3%) respondents rated parent/community participation in developing life skills in their children as poor.

On promotion of life skills education, 54 (90%) of the respondents overwhelmingly agreed that their school management promoted life skills education, but five (8.3%) disagreed and indicated that their school management did not promote life skills education.

In connection with the above, five (8.3%) of the respondents revealed that they received overwhelming support from management, while 27 (45%) felt they had received adequate support. Twenty-six (43.3%) of the respondents described the support being received from school management as fair, whilst two (3.3%) claimed that they were not receiving adequate support.

4.2.4 Importance of Life Skills Education

On the question of value/importance of teaching and learning life skills, the findings revealed that 24 (40%) respondents felt life skills education was worth teaching and learning because it promoted and encouraged entrepreneurial/productivity among pupils. Also revealed by eight (13.3%) respondents was that through life skills, learners discover themselves. Eleven (18.3%) respondents, however, claimed that learners were prepared to face challenges of life through life skills education, while, seven (11.7%) respondents revealed that life skills had added value to the quality of education. Four (6.7%) and three (5%) respondents, respectively, said life skills education was practical, and dealt with real life situations.

The findings revealed that respondents had varying perceptions on the inclusion of life skills education across the basic school curriculum. Table 6 below depicts the most prominent perception indicated by 46 (40.7%) respondents as that of making individuals productive. Thirty-two (28.3%) respondents claimed that life skills education inclusion across the basic education curriculum was a good move and that,

it had added value to the quality of education. Contrary to the above, two (1.8%) respondents revealed that life skills education should not be supported in any way and did not add any value to the quality of education. One (0.9%) respondent felt that some contents of life skills such as sexuality education conflicted with the local culture.

Table 6: Respondents' perceptions on life skills education

Perceptions	Frequency	Percent
because life skills are worth learning	32	28.3%
because it adds value to the quality of education	32	28.3%
it makes pupils to become productive	46	40.7%
it does not add any value to quality education	2	1.8%
not good, sexual educ. conflicted with culture	1	.9%
Total	113	100.0%

4.2.5 Factors Affecting Life Skills Education in Basic Schools

A number of challenges being faced in implementing life skills education in basic schools were identified. Forty-two (70%) respondents pointed out at inadequate materials for effective teaching and learning life skills as one of the challenges being faced in implementing life skills education. Eleven (18.3%) and four (6.7%) respondents, respectively, felt home background and lack of motivation were other challenges being faced. Nine (15%) respondents indicated inadequate teaching/learning time of life skills as a challenge, whilst fourteen (23.3%) respondents felt learners' negative attitude towards life skills education was another challenge. Five (8.3%) respondents in addition to the above revealed that inadequately trained teachers had become a challenge in facilitating and implementing life skills education in basic schools, while two (3.3%) respondents indicated over enrolment as another challenge being faced.

4.2.6 Measures to Enhance Life Skills Education

Respondents were also asked to suggest measures that should be put in place to enhance life skills education in basic schools. Table 7 below revealed that 40

(28.4%) respondents pointed out at training teachers adequately in life skills education as one measure that can effect life skills in basic schools while, 36 (25.5%) respondents identified provision of adequate teaching/learning materials as another measure that could play a role in successful implementation of life skills education in basic schools. Thirty-five (24.8%) and 30 (21.3%) respondents, respectively, suggested that community participation in life skills education and also government and school support in life skills, as cardinal to enhancing life skills education.

Table 7: Measures to enhance life skills education

Measures	Frequency	Percent
adequate teacher training in life skills education	40	28.4%
provision of adequate teaching/learning materials	36	25.5%
community participation in life skills education	35	24.8%
Intensifying support in life skills education	30	21.3%
Total	141	100.0%

The findings also presented teacher respondents' opinions on measures that can help in effecting life skills education in basic schools if put in place. It was suggested by seventeen (28.3%) of the respondents that life skills education should be time-tabled, whereas 21 (35%) respondents felt that teacher training was quite vital in effecting life skills education. The majority of respondents 22 (36.7%) indicated that provision of teaching/learning resources was cardinal. Some twelve (20%) respondents revealed that parent/community involvement should be intensified, whilst four (6.7%) respondents felt that monitoring should be the solution. Three (5%) respondents however, revealed that sensitisation was another measure that can help in enhancing life skills education.

4.3 Findings from Pupils

Sixty pupils as indicated earlier were also used in the study. These pupils being recipients of life skills education that has been included in the basic education

curriculum were targeted and drawn from grades 8 and 9 classes of the 12 basic schools involved in the study.

4.3.1 Characteristics of Pupil Respondents

Forty (66.7%) respondents were drawn from eight government basic schools, fifteen (25%) came from three private schools, and five (8.3%) were drawn from a community basic school. In terms of gender, the findings revealed that 29 (48.3%) males and 31 (51.7%) females participated in this study. The majority, (83.3%) 50 respondents were aged between fourteen and sixteen years, seven (11.7%) were aged between seventeen and 20 years whilst, two (3.3%) respondents were aged between ten and thirteen years. One (1.7%) respondent however, was in his twenties.

4.3.2 Extent to which Pupils were taught life skills in Schools

When deliberately asked whether respondents knew why they were going to school, 59 (98.3%) respondents overwhelmingly agreed that they knew why they were going to school. These mainly indicated gaining knowledge as the reason why they were going to school. In contrary to the above, one (1.7%) respondent felt the reason he was going to school was simply to play with friends.

When asked whether life skills were taught by their teachers in class, 27 (45%) respondents said that they were being taught while 33 (55%) felt life skills were rarely taught. In addition to the above, 20 (33.3%) respondents indicated that life skills were taught by their teachers on a daily basis, while 22 (36.7%) revealed that they were taught once in a week. Three (5%) respondents however, revealed that they were taught once in a fortnight, while thirteen (21.7%) respondents indicated that they were taught once in a month.

When asked the kind of life skills they were taught in schools, the majority 38 (63.3%) of the respondents mentioned sexuality education (HIV/AIDS), followed by sixteen (26.7%) respondents each, who stated that they were being taught how to resist peer pressure and also practical/vocational life skills such as gardening and entrepreneurial skills. One (1.7%) respondent indicated psycho-motor skills as being taught in school.

The findings further revealed that the pupil respondents felt that they had acquired a number of life skills. Thirty (50%) of the respondents indicated that they had acquired communication skills whilst 24 (40%) respondents claimed they had acquired the skill of working together as a team (cooperation skill). Nineteen (31.7%) respondents on the other hand indicated having acquired environmental protection skill, whereas fourteen (23.3%) claimed that they had acquired emotional control skill. Ten (16.7%) respondents revealed that they had acquired the interpersonal relationships skill.

When asked whether life skills were worth learning, 58 (96.7%) respondents overwhelmingly indicated that life skills were worth learning, while one (1.7%) felt they were not worth learning.

Table 8 shows that 27 (45%) respondents indicated that knowledge, skill, attitudes and values of everyday life were acquired at a greater extent, whilst 29 (48.3%) felt these were acquired to some extent. On the contrary, three (5%) of the respondents described knowledge, skill, attitudes and values were being acquired as low.

Table 8: Extent to which knowledge, skills, attitudes and values were been acquired through life skills education

	Frequency	Percent
greater extent	27	45.0
To some extent	29	48.3
low extent	3	5.0
No response	1	1.7
Total	60	100.0

4.3.3 Challenges Pupils faced in Learning Life Skills in Basic Schools

The findings revealed that respondents were able to identify number of risks associated with lacking life skills. The highest risk as recorded by 28 (46.7%) respondents was that of making wrong decisions, followed by 21 (35%) respondents who indicated the consequence of failing to control emotions. A good number of respondents, eighteen (30%), confidently noted the risk of being involved in substance abuse, and also that of not being able to solve ones' own problems as another risk. Seven (11.7%) respondents, however, associated lacking of life skills to

violent behaviour, while two (3.3%) respondents indicated bullying others as another consequence of not acquiring life skills.

When inquired on the factors affecting life skill education in basic schools, the respondents, listed down a number of challenges being faced. The most prominent one as indicated by 24 (36.9%) of the respondents was lack of support, while fifteen (23.1%) respondents pointed out at inadequate teaching/learning aids and lack of teacher commitment as other challenges. Poor learning environment was also identified by eleven (16.3%) respondents as another challenge being faced in learning life skills in basic schools. In addition to the above, other respondents felt that the shortage of teachers and lack of respect by some male teachers to female pupils were also other factors affecting life skills education in basic schools.

Table 9: Factors affecting life skills education in schools

Factors	Frequency	Percent
lack of support	24	36.9%
inadequate teaching/learning aids	15	23.1%
lack of commitment by teacher	15	23.1%
poor learning environment	11	16.9%
Total	65	100.0%

4.3.4 Measures to Improve Life Skills Education

When asked to suggest any measures that should be put in place to improve life skills education in basic schools, the majority, nineteen (31.7%) of the respondents indicated that teachers should be adequately trained and, be made available in schools. Other respondents, fourteen (23.3%) felt more support should be provided in life skills education. Eleven (18.3%) respondents on the other hand suggested that adequate resources need to be supplied in basic schools. Eight (13.3%) respondents felt there was need to make the learning environment more conducive to learning, while six (10%) respondents indicated that more time was needed to be allocated to teaching/learning life skills education

4.4 Pupils Assessment Tool

In order to establish the extent to which knowledge, skills, attitudes and values were being acquired by pupils in basic schools through life skills education, an assessment tool consisting of a total of 20 questions was administered to pupils in twelve basic

schools. The components of the assessment tool included questions on sexual education, interpersonal relationships, critical thinking, and general knowledge concepts. Both closed questions in form of multiple choice, and also open ended questions were used in the assessment. Total marks obtainable were 20. A total of 60 pupils randomly selected, sat for this test.

Usually, it is believed that a teacher is more or less effective depending on how much of the academic curriculum is mastered by his or her students. The performance of the pupils as depicted by table 10 below, therefore, summarises the results. The minimum score was 1 and the maximum was 20, giving a range of 19. The average (mean) performance was 12.82 while the standard deviation was 3.730.

Table 10: Pupil respondent's assessment scores

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
assessment score	60	19	1	20	12.82	3.730
Valid N	60					

In line with the above assessment scores compiled from the twelve schools involved in the study, the scores were also distributed on an individual pupil performance. Figure 2 shows the distribution of the marks obtained by pupils. Five percent obtained 1-5 marks, 16.7% obtained 6-10 marks, 58.3% obtained 11-15 marks and 20% obtained 16-20 marks. The findings therefore indicate that 78.3% of the pupils got above the passing mark.

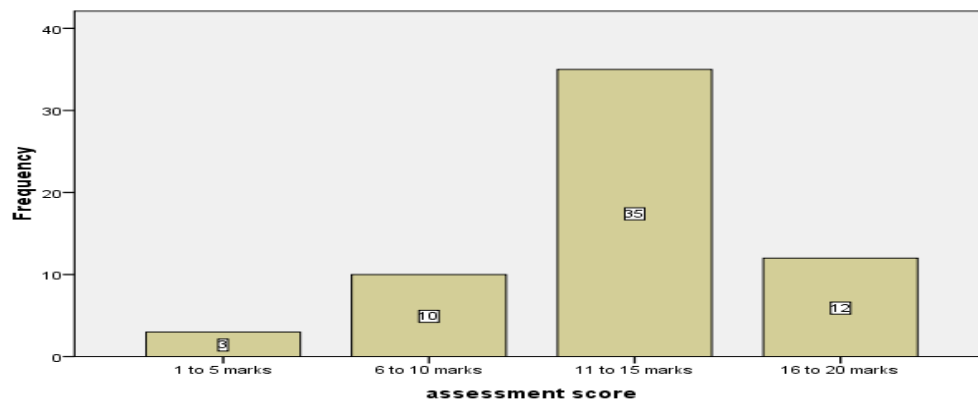


Figure 2: Pupils assessment tool scores

4.5 Findings from the Focus Group Discussions

The parents were also purposively selected in the study, in recognition of the fact that they had played a major role in moulding children into responsible future generations and were therefore, key factors in promoting life skills in school going children.

4.5.1 Characteristics of Parent Respondents

The parent respondents came from 5 catchment areas of Kafue District and each group consisted of 5 members, making a total sample of 25 parents. The male participants were ten (40%), while fifteen (60%) were female.

4.5.2 Skills, Knowledge, Attitudes and Values Parents Expect in the Pupils

When investigating the skills that parents expected to see in the pupils by the end of basic school education, the discussion revealed that most of the respondents expected school going children to acquire practical/vocational skills that could help them sustain themselves even when they failed to complete or proceed to high school. These discussants cited skills like gardening, carpentry, metal work and designing. Other discussants strongly argued that acquisition of intellectual skills should be a must, apart from acquiring the skills of reading, writing and speaking fluently; school going children were also expected to acquire the skills of understanding and probing issues (critical thinking). It was made clear that such children were also expected to

acquire problem solving (decision making) skills that would enable them to make appropriate decisions when faced with challenges of life, for instance knowing the right people/organisation to consult when sexually abused or defiled, such as human rights or victim support units. Some parents emphasised the importance of team work, cooperation and good leadership skills, as these collaborated well with interpersonal relationships skill.

When asked the kind of knowledge they expected school going children to acquire, some respondents revealed that such children were expected to acquire knowledge on healthy living, for instance public health, sexual education (HIV/AIDS, STIs and substance abuse). Others felt knowledge on being self reliant should be availed to such children, thus, empowering them with a sense of responsibility and enabling them to become productive in society. One of the five groups revealed that acquisition of knowledge on Information and Communication Technology (ICT) to enable children meet the requirements of the technological world, was equally expected. Others however felt that as far much as knowledge on practical/vocational skills was expected to be acquired, acquisition of knowledge on different careers as early as possible was equally important. The discussion further disclosed that if knowledge on careers was acquired at a very early stage, it could enable school going children to be well informed, set goals and work extra hard towards achieving those goals.

When asked about attitudes and values expected in school going children, it was strongly indicated that the parent respondents expected such children to behave differently from those that had never been to school in terms of manners and behaviour, for instance refraining from bad habits, dressing in a decent and acceptable fashion, being trustworthy, humble, honest and friendly. It was also made clear that respondents expected school going children to be patient and temperate. The findings further revealed that valuing other people regardless of their condition or status in society was another expectation. It was therefore made known that school going children should be kind and be respectful to others. Some respondents in this regard stated that they generally expected school going children to uphold good attitudes and positive values.

4.5.3 Respondents Observations in School Going Children

The findings also revealed that some parent respondents had so far observed some acquisition of the academic skill of reading and writing though at a very low level, while others had observed acquisition of basic ICT skills. In terms of knowledge, it was observed that only a small component of sexuality education on HIV/AIDS had been observed in most school going children. Furthermore, most discussants were of the opinion that very few school going children were displaying good moral conduct.

When probed further in the discussions, some parents were of the opinion that their children had acquired more of the negative than positive behaviours. They bemoaned most of their children's bad attitudes and values as seen in the way they dressed, interacted with others and in the way they abused substances, more especially the adolescents. The findings further revealed that moral knowledge and diversity were lacking in school going children, hence were unable to demonstrate intellectual skills such as critical thinking and decision making. Consequently, most children lacked initiative and were unable to solve basic problems. Some respondents further added that the absence of critical thinking/problem solving skills in school going children had led to lack of creativity among them.

4.5.4 Indicators of Acquired Skill, Knowledge, Attitude and Value

The discussions also revealed different indicators in line with pupils' acquisition of skills, knowledge, attitudes and values. Some respondents indicated demonstrating acquisition of useful knowledge and skills, for instance those who had acquired practical/vocational skills were seen practising them though on a small scale. Some parents on the contrary bemoaned failure by most school going children to participate in initiative or muscular jobs and described it as disastrous. Such parents cited the poor performance by most school going children both theoretically and practically as seen in their results from school programmes, and concluded that such children had missed out on life skills education.

Upholding good attitudes and values also came out as another indicator. This as described by parents themselves involved behaving in a way that was acceptable by society and valuing every person as important. Some respondents felt upholding good attitudes and values called for self esteem, self awareness, resisting peer

pressure by saying no to substance abuse and also refraining from any hurtful and dangerous conduct. The discussion further revealed that pupils' positive conduct both at school and away from school was the major indicator that they had acquired the appropriate skill, knowledge, attitudes and values.

4.5.5 Promotion of Life Skills Education in Schools

The majority of the respondents when asked if at all schools in their areas were promoting life skills education, were of the opinion that, most basic schools lagged very much behind in that area. They claimed that if schools were doing so, school going children could have been seen demonstrating acquisition of life skills to a greater extent. In support to the above, some parents cited some PTA/School Management Board Meetings as clear demonstrations that schools were not promoting life skills education as mostly, the key to agenda in their meetings were finances. The discussants felt that meetings were held in most basic schools only when funds were needed for building or transport projects. They indicated that the failure by school management to hold meetings to sensitise communities about life skills education, was evidence that life skills education was not being promoted in these schools.

Other parent respondents as revealed in the discussions, felt schools were very inadequate in promoting life skills education, as poor results in all aspects of life were a signal that life skills education was neglected at school level. Some parents indicated that guidance teachers were not performing their role of guiding and counselling pupils, and claimed this was left to class teachers who in most cases demonstrated very little interest in life skills education but only focused on their specialised subject areas. These parents in conclusion agreed that if schools were promoting life skills education, then it should be on a very small scale.

4.5.6 School Environment and Life Skills Provision

An attempt was made to find out if the school environment was sufficient to provide life skills education. The discussants indicated that the school environment could only be described as sufficient to provide life skills education if its graduates were

seen demonstrating acquisition of such skills. The findings further revealed that most parents agreed that the school environment was generally not conducive, as it was characterised by poor/insufficient infrastructure, inadequate teaching staff and demoralised teachers.

It was further disclosed that an environment conducive to learning called for an open system management style where other peoples' views and positive criticisms were accommodated. The respondents pointed out that, since parents were not sensitised on life skills education, the school system continued to be considered closed, thus, making it more unsafe to be entrusted with children. It was strongly argued that because of that lapse, sexuality education which in actual fact helped in building up children as responsible cadres of their own bodies was termed as a taboo by some parents. It was further observed that because of lacking interaction between the school and parents, most parents still précised the teaching of such life skills as sexual education with suspicion.

4.5.7 Factors Affecting Life Skills Education in Basic Schools

When investigating factors affecting life skills education in basic schools, the researcher over identified lack of adequately trained teachers, inadequate teaching/learning aids and also poor leadership management styles. Others pointed at home environment/family background, lack of teacher/pupil commitment, lack of monitoring and evaluating life skills education, and also non involvement of community members in life skills education, as some of the factors respectively affecting life skills education in schools. Pupils' negative attitudes towards life skills education was also a matter of concern to parents, who claimed that school going children had gone digital and wanted to be spending most of their time on mobile phones or computers.

Some respondents strongly disclosed that negative attitudes by both government and schools had greatly affected life skills education in schools. These included insufficient funding, poorly designed curriculum on life skills education and also lack of coordination between the implementers and the Ministry of Education. Others insisted that lack of feedback and reinforcement were other factors affecting life skills education. Interestingly, some respondents stood firm and pointed out at human

rights as affecting life skills education in schools, in the sense that they (human rights) had made it impossible for most pupils to take instructions promptly.

4.6 Summary

The overall research findings on the extent to which knowledge, skills, attitudes and values were being acquired through life skills education in selected basic schools of Kafue District was rated at varying degrees. Some respondent indicated these were being acquired to a greater extent, while others felt they were acquired to some extent. Some indicated these were acquired to a lesser extent whilst others on the contrary rated it as low.

The respondents who were key factors in implementing and facilitating the life skills education policy across the basic education curriculum seemed to know the importance of integrating and assessing life skills education. The findings revealed that life skills education was being integrated in the school curricular in various ways. Some integrated it by using practical real life situation examples, while others used core curricular activities. Others claimed they integrated life skills education in related subject topics as they prepared their schemes of work and lesson plans. The extent to which life skills education was being integrated in the school curricular was therefore described as greater and lesser, respectively. Others felt the extent was low and to some extent very low.

The discussions of the study findings revealed many perceptions respondents had on life skills education. Many teacher respondents perceived that life skills education had added value to the quality of education but the fact that they were not trained adequately, made integration of life skills education in other subjects a big challenge. The findings vividly noted that life skills were worthy teaching and learning despite the many challenges being met. Several factors affecting life skills education in selected basic schools of Kafue District were in this regard identified. These factors as revealed by the findings included inadequate teaching/learning resources, unskilled teachers, negative attitude by learners towards life skills education and also the emerging of human rights. Non participation of community members, lack of support and monitoring in life skills education were the other factors revealed.

In addition, respondents' opinions on life skills education across the basic education curriculum were presented, and measures suggested to be put in place to enhance life skills education in schools were clearly indicated and articulated. These measures suggested in the findings included training teachers adequately, making the school environment more conducive to learning by equipping schools with necessary facilities/resources for teaching and learning effectively. Parent involvement and adequate teaching time were other measures suggested in effecting life skills education in basic schools.

The above presentations therefore facilitate the discussion of the findings in the coming chapter.

CHAPTER FIVE

DISCUSSIONS OF RESEARCH FINDINGS

5.1 Overview

This chapter presents a discussion of the study findings. The discussion is based on the data collected from three categories of respondents, namely, teachers, pupils and parents in attempting to answer the research questions stated below:

- I. To which extent is life skills education being integrated across the basic education curricula in selected basic schools of Kafue District?
- II. To which extent are knowledge, skills, attitudes and values being acquired through life skills education?
- III. What are the factors affecting the teaching and learning of life skills in basic schools?

The discussion follows the objectives upon which data collection was based. These objectives were to: find out how life skills education has been integrated across the basic education curriculum; establish the extent to which knowledge, skills, attitudes and values are acquired through life skills education and to ascertain factors affecting life skills education in basic schools.

5.2 Discussion of Findings

The study findings raised a number of concerns on the extent to which knowledge, skills, attitudes and values are being acquired through life skills education in basic schools.

5.2.1 Teachers Awareness on the Inclusion of Life Skills Education in the Basic Education Curriculum

The study findings revealed that 57 out of 60 teacher respondents claimed that they were conversant with the educational policy that includes life skills education across the basic education curriculum. This was evidence that the information by MoE on

the inclusion of life skills education across the basic education curriculum was well disseminated to teachers being key factors in imparting these skills. For this reason, the findings further revealed that teacher respondents taught life skills such as intellectual, social/personal, health, psychological and practical. This was the reason why such respondents felt that the community expected quite a lot from school going children.

5.2.2 Extent to which Life Skills were Integrated across the Basic Education Curriculum

It was evident that the majority of the respondents knew the value of life skills education. The findings further on one perspective revealed that most teacher respondents integrated life skills education to some extent, while some integrated it to a lesser extent. Other teacher respondents on the other hand revealed that integration was done to a greater extent. The argument, however, if this was the case is that, why then did other respondents indicate that they had not seen much of the acquired life skills in school going children at basic school level? The findings from the teachers in this regard seem to suggest that life skills were not fully integrated in the school curriculum.

Also discovered in contrast was the claim by some teacher respondents who suggested the extent to which life skills education was being integrated as low and very low respectively. For MoE to come up with such a policy, it then should be mandatory that what needs to be done is done correctly and bear fruits. Integration of life skills education across the basic education school curriculum in this vein should not be overlooked by teachers. Moreover, MoE (1996a) in emphasising the basic education school curriculum concepts that include, knowledge, skills, attitudes and values which pupils incorporate through the process of schooling says:

In order to enhance the effectiveness and quality of basic education, the ministry will promote the development of a curriculum that is comprehensive balanced, integrated, diversified and relevant to the needs of both the society and pupils.

Furthermore, the findings revealed that participatory learning method came out more

prominently as the most appropriate learning method teacher respondents used when integrating/teaching life skills. These felt participatory teaching method enabled learners to participate freely at their own pace, and that it was practical and enabled teachers and pupils to get exposed academically. Also revealed was that the participatory method was efficient in imparting knowledge as learners were directly and actively involved, hence forgetting the concept taught, tended to be impossible.

5.2.3 Importance of Life Skills Education

The findings revealed that respondents perceived life skills education as worth learning, as it made pupils productive and responsible. Such respondents felt that life skills education is so important that it had added value to the quality of education at basic school level. Other respondents on the contrary claimed that life skills did not add value to the quality of education, and if anything, sexual education which was a component of life skills education conflicted with local culture. This negative perception is surprising as acquiring knowledge on sexual education enables an individual to be more responsible on her/his own body, especially a girl child who is mostly a culprit in this defilement and sexual abuse era. Life skills education in this regard attaches itself to the importance of preparing young people for tomorrow, for it is well known that ‘tomorrow belongs to the people who prepare for it today’. This importance therefore cannot be overlooked.

5.2.4 Life Skills Pupils are expected to Acquire

The findings further revealed that the community expected school going children to make wise choices, demonstrate good behaviour and attitudes, and also to be goal setting and have a vision. On the other perspective, demonstration of effective communication and developing critical minds were other community’s expectations of school going children.

The study also revealed that parents had very high expectations of their school going children. Such expectations included acquisition of practical/vocational skills, acquisition of intellectual skills, for instance the skills of reading, writing, speaking fluently, critical thinking, problem solving and interpersonal relationships skill.

Without doubt, such expectations qualify the idea that education intends to develop a person to the fullest. UNESCO (2004) echoed similar sentiments and had this to say:

The development of a capacity for product-oriented professions through acquisition of survival and life skills. The development of a habit of maintaining social values, beliefs, proper use and conservation of public property; and the development of capacity of enhancing life quality of the individual, family and society through cooperative effort.

To that extent, parents expected school going children to acquire knowledge, skills, attitudes and values at a greater extent through life skills education. The study in this regard provides proof that parents have high expectations on their school going children. It is also worth mentioning that MoE's intention on inclusion of life skills education across the basic education curriculum was to potentially develop an individual as early as possible, in terms of equipping him/her against the many challenges of life.

5.2.5 Extent to which Knowledge, Skills, Attitudes and Values were being acquired through Life Skills Education in Basic Schools

The findings further revealed that most parent respondents bemoaned the low extent at which their school going children had acquired the knowledge, skills, attitudes and values. These cited unruly behaviour among children, indecent dressing, substance use, failing to resist peer pressure and inability to solve own problems, and these respondents felt that school going children had acquired more of the negative than positive attitudes. Indeed, children who had attained life skills were expected to behave exemplary. MoE (2002a) in agreement with the above echoes similar sentiments and says:

In the community, children who have attained life skills education are well adjusted. They avoid indulging in practices like insulting others, vandalism, using drugs, beer drinking and fighting. Girls become more assertive and cannot easily be harassed.

From one perspective, the parent respondents concern on their school going children lacking life skills, suggests that the inclusion of life skills education across the basic

education curriculum has not fully yielded positive results. Such situations inhibit full development of human kind in the sense that they hinder the development of useful knowledge, skills, attitudes and values that would enable school going children to direct their own lives. It is therefore not surprising that parents claimed that knowledge; skills, attitudes and values in basic schools were through life skills education acquired to a lesser extent.

Arising from the above, was proof that parents expected their school going children to acquire knowledge, skills, attitudes and values to the greatest extent, through demonstrating acquisition of specific competencies and life skills. Furthermore, education can only qualify to be an engine for development if it is able to drive those who have acquired it to prosperity, and basic education in this respect should be a preparatory for future life. UNESCO (2003) in support of the above says ‘the objective of basic education was to prepare pupils to pursue knowledge to higher levels for acquisition of survival and life skills as well as for earning a living after school in real life situation’. Life skills education in this regard needs to add value to the quality of education being offered in basic schools as perceived by most respondents.

The born of contention, however, is whether knowledge, skills, attitudes and values were being acquired through life skills education, and to what extent. The teacher respondents rated the extent to which knowledge, skill, attitudes and values were being acquired through life skills education as generally fair. The findings on the other hand revealed that the pupil respondents felt that they had acquired communication skills, cooperation (team work) skill, environmental protection skill, emotional control skill and interpersonal relationship skill. Furthermore, the majority of the pupils claimed these were to some extent acquired, while 27 out of 60 pupils felt these were acquired to a greater extent. The parent respondents on the contrary argued that if these were acquired in basic schools, then it could be on smaller scale, and further described it as of very low extent.

The assessment tool administered also revealed that life skills in basic schools were being acquired to a greater extent. This was observed in the number of people scoring within the ranges of 11 to 20 marks. The score line indicating 47 out of 60 pupils scoring beyond the average 10 marks was commendable. On one hand, the

pupils have through the assessment conducted, demonstrated that they have acquired theoretical knowledge of life skills. On the other hand, parents have complained about their school going children's failure to demonstrate practical life skills in terms of behaviour and attitudes. It may be also assumed that school going children had acquired more of the theoretical life skills than the practical ones, and this may be the reason why parents who mostly assess by observing were quick at pointing out at the many negative behaviours and attitudes observed in such children. This also means that performance in one area (theoretical work) does not provide an accurate/true reflection of the learner's competencies across the intended curriculum. So, the findings seem to suggest that there is a gap between head knowledge and practical knowledge. This concludes that making a judgement that life skills are acquired to a greater extent based on theoretical results only, may not be of much help. In this regard, it is extremely difficult to determine with absolute confidence the extent to which knowledge, skills, attitudes and values were being acquired through life skills education in basic schools, based on a single entity.

5.2.6 Factors Affecting Life Skills Education

The research findings further showed many factors that affected life skills education in basic schools. The study findings revealed that most teacher respondents considered themselves qualified and adequately trained to teach life skills education. These indicated that they were trained through in-service training and others claimed they got trained through departmental meetings. Other teacher respondents indicated having trained through workshops and churches where they were offered psycho-social counselling training. The kind of teacher training revealed in the findings was evidence that teachers were not adequately trained to handle life skills education. It was observed that this was acute in private and community basic schools where most teachers indicated that they were either trained through workshops or not trained at all in life skills education. Training through workshops/teacher groups/church meetings was not sufficient, as this kind of training did not enable teachers to adequately acquire skills and knowledge to efficiently teach life skills. The fact that as teacher mentioned not being trained in life skills at college level is a source of worry. This seems to suggest that life skills education was either neglected or not included in the teacher training college curriculum.

Added to the above, was the fact that without trained/adequately trained teachers, provision of quality education was not tenable. For instance, the findings indicated that most teacher respondents claimed they liked their work because it gave them an opportunity to impart knowledge in learners. Arising from the findings, the argument one could put up is how possible knowledge could be effectively imparted in learners if teachers were not trained/adequately trained. There was no correlation between untrained/inadequately trained teachers and provision of quality life skills education. Indeed, without well qualified teachers to teach life skills education in basic schools, the opportunities and requirements for the development of pupils as intended by MoE cannot be availed to learners. Having an adequate number of qualified and motivated teachers in basic schools will support greater attainment of life skills in school going children, in basic schools.

In the same vein, some pupil respondents indicated that they went to school without adequate number of trained teachers, and worse still, they were over enrolled in their classes. It was observed that most government basic schools were over enrolled in the quest of having as many people as possible accessing universal basic education. For instance, commonly observed in government basic classes was the tendency of combining.



Figure 3: An overcrowded class in action



Figure 4: An over enrolled class

The observation findings revealed that teacher-pupil ratios were 1-100 and in some cases 1-120. Note worthy is that small classes are more easily managed than large ones and that education is not about quantity but quality. MoE (2008b) in agreement with the above has this to say:

The ministry of education recommends a class size of 45 at basic level. However, the 2008 National Assessment found that the average size of the Grade five classes in the surveyed schools was 55. The policy of “Free Basic Education for All” led to a surge in the numbers of pupils in the system that was not accompanied by a corresponding surge in the number of classroom or teachers. Because of this, it became impossible to adhere strictly to having no more than 45 pupils in a class.

The findings further revealed that parent respondents condemned the practice and blamed school management for the above. These indicated that such poor leadership management styles had really affected the attainment of life skills by pupils. Furthermore, education can only qualify to be an empowerment tool, if those who receive it are able to demonstrate acquisition of knowledge, skill, attitudes and values. This empowerment can only be driven through by a sound management style where by the school management motivates its teachers, monitors and supports life skills education. If teachers are motivated, they commit themselves to their work and of course assess their children. It can further be argued that conditions like lack of teacher motivation, lack of monitoring and evaluation of life skills education in basic schools hindered full development of life skills in pupils. Underdevelopment of pupils academically, socially and morally, due to such factors had a very negative effect on the community and the nation as a whole.

Similar negatives by school management were echoed by teacher and pupil respondents. The findings revealed that school management in most basic schools had no life skills education at heart and as a result, they did not promote such kind of education in their schools. This was said to be reflected in school managers’ unwillingness to support life skills education in main areas, more especially in monitoring life skills education. School management has a role to monitor the teaching and learning of life skills in their schools. School managers and the entire management team are internal monitors in their own capacities, and should therefore add quality to education provision in their schools.

The research findings further showed that inadequate teaching/learning resources had really affected life skills education in basic schools. It was found that many schools lacked teaching/learning materials for effective implementation of life skills

education.



Figure 5: Inadequate utility books



Figure 6: Poor infrastructure in schools

Also observed was that most basic schools were characterised by poor/inadequate infrastructure and lack of adequate social amenities. Lacking the above is potentially life threatening, and the argument one could put up arising from the findings is that without adequate teaching/learning materials and without proper/adequate infrastructure in basic schools, pupils are unable to attain life skills at a greater extent, to enable them function and overcome the challenges of life.

Several challenges or deficiencies by government were also identified, with the most prominent being lack of coordination between the implementers and the Ministry of Education, and lack of monitoring and evaluating life skills education by external standard officers. Also noted were insufficient funding by government and poorly designed life skills education curriculum. It is evident that for effective and successful implementation of a programme/project, monitoring and evaluation are cardinal. From this perspective, one wonders how correct feedback on the inclusion of life skills education across the basic education curriculum can be acquired and be worked on promptly.

The parent respondents further revealed that MoE and school management were held accountable for not promoting life skills education in basic schools. These concluded by citing most PTA/School Board Meetings they attended in basic schools where key to agenda mostly was raising funds for a particular project in school more especially building and school transport projects. The findings further revealed that nothing had been tackled on life skills education or its importance in such meetings, and indicated that, that was a clear demonstration that MoE and school management were not promoting life skills education in basic schools. It is evident that parents apart from contributing funds to the betterment of their children's learning institutions, they also

look up to the education being provided in such learning institutions. MoE, school management and PTA/School Board members therefore, need to take this parent requirement into consideration.

The findings furthermore, revealed that the family/community was another factor that affected life skills education in children. Hoang and Nguyen (2011) in agreement with the above say:

The family is the basic social unit for children; it is the Cradle that nurtures children's physical, mental, spiritual, and emotional development. The familiar culture has a deep influence on them and helps in the formation of their distinct characteristics. The attitudes of responsible members play an important role in children's education. Complete awareness of life skills will influence attitudes and produce an apparent effect.

Arising from the above, parent and community participation in life skills education is quite vital. However, it was discovered that non parent/community involvement in life skills education had really affected life skills education in basic schools, and because of this the findings revealed that some parents felt sexual education conflicted with their local culture. The findings further shared MoE's (2000b) observations that, 'it is important to involve the parents and community members in the teaching of life skills. Parents have a major responsibility in the role of developing personal and ethical values in their children, and they are concerned with the information that they are getting at the learning centre/school. If parents are not informed about the life skills segments, they may be offended to hear their child talking about private body parts, but could encourage the children if they had been informed and sensitised'. Nevertheless, with or without the component of sexual education in life skills education, parents/communities need to be sensitised and oriented on life skills education.

Added to the factors affecting life skills education in basic schools were the non conducive learning environments, advocating of human rights and pupils' negative attitudes towards life skills education. The study findings further point out that the above factors contributed to non acquisition of life skills in basic schools. The findings strongly revealed that the emerging of human rights had severely affected

school going children in life skills education, in the sense that it had become difficult for such children to take instructions promptly because they feel they are protected by law. It was revealed that some parents had ended up being taken to Victim Support Units by their children in the process of trying to put them in the right direction. Such parents indicated that the abolishment of corporal punishment in the quest to promoting human rights had been wrongly taken by their children as they declared knowing more about the law, than their teachers and parents.

In the same vein, learning environments greatly affect the acquisition of life skills in children. Once the environment is not friendly or supportive to learning, everything becomes distorted. Moreover, it is well known that an environment which is conducive is very vital to a child's development. Additionally, from the above findings, one can conclude that unless the noted factors were addressed, the inclusion of life skills education across the basic education curriculum will not achieve its intended purpose.

Furthermore, pupil respondents revealed their concern on the factors affecting life skills education because of the consequences being faced when one lacked life skills. The findings indicated making wrong decisions and failing to control emotions, respectively, as the highest and second highest risks associated with lacking life skills. Also noted were the risks of being involved in substance abuse, failing to solve one's own problems, developing violent behaviour and also bullying others. Such consequences are indeed profound and life threatening, in the sense that many activities demand the use of knowledge and skill, and if school going children are denied life skills, their lives are endangered. To that extent, knowledge, skill, attitudes and values need to be acquired to a greater extent through life skills education.

5.2.7 Measures to Enhance Life Skills Education

Life skills education policy formulation and inclusion across the basic education curriculum, just like any other policy formulation need to be adequately planned and co-ordinated, to enable policy decisions to be taken at all levels. The study therefore, revealed the measures that should be put in place to enhance life skills education in basic schools. These measures included provision of adequate teaching/learning

materials, training teachers adequately in life skills education, intensifying community participation and creating an environment conducive to learning life skills in basic schools. Also noted were maximising government and school management support in life skills education, intensifying monitoring and evaluating life skills education programmes. The study further revealed that assessing learners in life skills education, standardising the teacher/pupil ratio, to an acceptable level and also improving basic school infrastructure were the other measures to be considered to enhance life skills education in basic schools. This is in tandem with UNICEF's (2005) claim that:

To be effective, life skills must be taught in schools that are inclusive, child friendly, adequately resourced and provisioned, staffed by trained and motivated teachers, and which utilise participatory and experiential methods (including continuous assessment).

Arising from the research revelations, it is evident that knowledge, skills, attitudes and values can be acquired to a greater extent through life skills education if all the raised concerns were taken care of. Also worth noting is the fact that, if learners do not use skills and knowledge depending on the situations, they will fail or endanger themselves. This however, was not the Ministry of Education's intention for including life skills education across the basic education curriculum, and it is in this regard that all educational stakeholders should be brought on board to ensure that MoE's intention on life skills education becomes a reality.

5.3 Summary

This chapter revealed that teachers were very much aware of the policy of education that included life skills education across the basic education curriculum. The extent to which life skills education was integrated across the basic education curriculum was rated by most teachers as high. Also revealed in the chapter was that the extent to which knowledge, skills, attitudes and values were being acquired through life skills education was high. Parents however, disputed this and said if these were acquired, then they should be to a low extent. A number of factors affecting life skills education in basic schools were also highlighted. These included poorly/inadequately

trained teachers, unfavourable environments for learning and teaching life skills, over-enrolments, inadequate teaching and learning resources, and also lack of community involvement in life skills education. Measures to enhance life skills education in basic schools revealed in the chapter included training teachers adequately in life skills education, assessing pupils regularly, monitoring life skills education in schools and provision of adequate learning and teaching aids.

The chapter that follows therefore facilitates the conclusions and recommendations of the study.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Overview

This chapter presents the conclusions and recommendations of the study findings.

6.2 Conclusions

The main purpose of this study was to establish the extent to which knowledge, skills, attitudes and values were being acquired through life skills education, and identify factors that affected life skills education in basic schools. The study in this regard aimed at gathering as much information as possible, on life skills education introduced across the basic education curriculum and how successful facilitation and implementation of life skills in basic schools could be achieved.

Through the responses from teachers and pupils' questionnaires, the study revealed that knowledge, skills, attitudes and values, were respectively, through life skills education acquired to some extent in basic schools. This was also evidenced in the results obtained by pupils in the assessment administered. The focused group discussion with parents on the contrary, revealed that if these were acquired, then it should be on a small scale. Teachers and pupils claimed intellectual, social/personal, health, psychological and practical life skills were taught. Parents revealed that acquisition of these life skills though claimed to be taught was rarely demonstrated in school going pupils.

Regarding integration of life skills education across the basic education curriculum, the study revealed that practical real life situational examples, core curricular activities and related subject topics were used to integrate life skills education. Integration extent was further revealed as fairly high, as most of the teacher respondents indicated the use of participatory learning as the most appropriate method.

The findings further revealed that inadequate teaching/learning aids, untrained and demoralised teachers, lack of support, human rights, poor learning environment, poor

leadership management styles and also lack of assessment, monitoring, evaluation and feedback on life skills education, as some of the factors affecting the teaching and learning of life skills in basic schools. Other factors noted were negatives by government and schools, poorly designed curriculum and lack of commitment by both teachers and pupils. Indeed, the absence of a supportive environment and lack of needed services were deemed as playing a major role in hindering acquisition of knowledge, skills, attitudes and values through life skills education.

The findings also revealed the measures that should be put in place to enhance life skills education in basic schools; provision of teaching/learning materials, training teachers adequately in life skills education and making them available in schools, community participation, adequate funding in life skills education and creating a conducive environment to learning, could enhance life skills education if put in place. Other measures suggested were those of intensifying monitoring and assessment, maximising support and also providing adequate teaching time for life skills. Given an opportunity to put all measures in place, life skills education could achieve quite a lot in terms of acquisition of knowledge, skills, attitudes and values.

From the above conclusions, it could be assumed that teachers, pupils and parents expect all the needed conditions and services to be put in place in basic schools if the inclusion of life skills education across the basic education curriculum is to add quality to educational provision. This is so because once the quality of educational provision is improved, the extent to which knowledge, skills, attitudes and values will be acquired will also improve. Worth mentioning is also the fact that quality in life skills educational provision calls for the participation of all educational stakeholders, school managers, teachers, pupils, parents, NGO's and all cooperating partners in the education sector to work together.

6.2.1 Summary

The overall conclusion entails that the importance of life skills education across the basic education curriculum cannot be overlooked. With adequate numbers of trained teachers in schools, coupled with good teaching and learning resources, as well as good school environment, provision of quality education would be tenable, implying that pupils would leave the school system at basic school level with adequate life

skills to sustain themselves and contribute positively to national development. Furthermore, if this is achieved, knowledge, skills, attitudes and values will through life skills education be acquired at a greater extent. However, the poor handling of life skills education and the absence of the necessary conditions and services in basic schools may reverse the envisaged positive picture portrayed above.

6.3 Recommendations

Based on the research findings, this section presents recommendations of the study. Several recommendations have been drawn and they included the following:

1. There is need for the Ministry of Education through the Curriculum Development Centre (CDC) to introduce life skills education as early as possible in basic schools, and incorporate 'hard' behavioural topics into life skills programming in the years before adolescents are exposed to risks. This also calls for the Ministry of Education (MoE) to give adequate training in life skills education to teachers in all colleges of education.
2. CDC should provide a programming framework which clearly defines desired behavioural outcomes which should include knowledge, attitudes and life skills required to achieve life skills education.
3. The Ministry of Education and school management boards should ensure that all the necessary services for the complete and successful implementation of life skills education in basic schools are made available and accessible at all times. Such services include adequate teaching/learning resources, community participation, provision of skilled experienced teachers, assessing and evaluating life skills programmes, and also providing feedback on life skills education. Parents and the entire community should play a larger role in life skills education through monitoring and evaluating results.
4. The Ministry of Education should develop a stand-alone life skills education curriculum and let it be timetabled, and be provided with ample time. Standards officers and school internal monitors in this regard should intensify monitoring and evaluation of life skills education in schools.

5. Teachers to assess pupils adequately in life skills education, in order to build quality in life skills education programmes through development of sustainable structure within the education sector.

6.4 Areas of Future Research

Certain areas of possible future research were suggested. These included the following:

- I. to establish the extent to which life skills education is being implemented in Colleges of Education.
- II. to ascertain the extent to which social life skills are being embodied in the localised curriculum in Zambian schools.

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APPENDICES

APPENDIX 1: QUESTIONNAIRE FOR TEACHERS

Dear Respondent,

I am a student from the University of Zambia pursuing a Masters of Education in Educational Administration. I'm required to carry out an investigation on the extent to which skills, knowledge, attitudes and values are achieved through life skills education in selected Basic schools of Kafue District. You have been therefore, randomly selected as one of the participants in this study.

I am humbly requesting for your openness, co-operation and of course, your positive contribution towards this study, in order for the truth to come out on the issue under investigation. It is in this regard that i would also like to assure you that the information being gathered is solely for academic use, and will be treated with the confidentiality it deserves.

Thanking you in anticipation.

=====

INSTRUCTIONS:

1. Do not write your name on this questionnaire.
2. Tick or write your response in the spaces provided.

=====

PART ONE: BIO DATA

1. What is your gender?

i) Male []

ii) Female []

2. How long have you served in the teaching profession?

i) 1 - 10 years []

ii) 11 - 20 years []

iii) 21 - 30 years []

iv) Over 30 years []

3. What grade do you teach?

i) Grades 1 - 4 []

ii) Grades 5 - 7 []

iii) Grades 8 - 9 []

4. What is the status of your school in terms of ownership?

i) Mission School []

ii) Private School []

iii) Government School []

iv) Community School []

5a. Do you like your work?

i) Yes []

ii) No []

b. If YES in (a) above what do you like about your work?-----

-----.

c. If NO in (a) above what don't you like about your work? -----

-----.

PART TWO

1. Do you understand the education policy that includes life skills education in basic education curriculum?

i) Yes []

ii) No []

2a. Do you teach life skills to your pupils in class?

i) Yes []

ii) No []

b. If YES in (a) above what life skills do you teach?

i) Intellectual skills []

ii) Social/personal life skills []

iii) Health skills []

iv) Psychological skills []

v) Practical life skills []

vi) Others (specify) -----

-----.

3a. Are you qualified/trained to teach the skills in (2b) above?

i) Yes []

ii) No []

b. If YES in (a) above what kind of training have you acquired on Life Skills

Education?

i) In-service training []

ii) Departmental meetings []

iii) Through workshops []

iv) Through teacher groups []

v) Others (specify) -----.

4. Which of the following is the community expectation of school going children?

i) Making wise choices []

ii) Upholding good behaviour and attitudes []

iii) Goal setting []

iv) Communicate effectively []

v) Thinking critically []

vi) Others (specify). -----.

5. How would you rate parent/community participation at your school in regard to

development of life skills in their children?

i) Excellent []

ii) Not good []

iii) Satisfactory []

iv) Very poor []

6a. Does your school management promote life skills education?

i) Yes []

ii) No []

b. How much support are you receiving from your school management?

i) Overwhelming support []

ii) Good support []

iii) Fairly supported []

iv) No support at all []

7. Integration is one major advantage of teaching Life Skills and HIV/AIDS

Education across the curriculum. How do you integrate Life Skills Education in subjects? -----
-----.

8. To what extent are you integrating life skills education in other subjects like Environmental Science, Home Economics, Integrated Science and Social Studies?
- | | |
|--------------------------|---------------------------|
| i) Greater extent [] | ii) To some extent [] |
| iii) Lesser extent [] | iv) Very low extent [] |

- 9a. Which of the following methods is the most appropriate in facilitating the learning of life skills?
- | | |
|---|----------------------------------|
| i) Teacher centred method [] | ii) Chalk and board method [] |
| iii) Participatory learning methods [] | iv) Transmission method [] |
| v) Others (specify). -----. | |

b. Give reason for your answer above: -----
-----.

10. To what extent are the skills, knowledge, attitudes and values being acquired in your pupils through life skills education?
- | | |
|-------------------------------|--------------------------|
| i) Very high extent [] | ii) greater extent [] |
| iii) Fairly high extent [] | iv) Low extent [] |

- 11a. Lack of pupil assessment is one factor affecting life skills education in basic schools as some teachers do not establish whether or not they have successfully achieved the outcomes in the lesson. Do you assess your pupils in life skills education?

i) Yes []	ii) Rarely []	iii) No []
--------------	------------------	---------------

- b. If YES in (a) above how do you assess life skills education? (State at least two)

i. -----
ii. -----.

12. What challenges are you facing in implementing life skills education in your class? (State at least two).

i. -----
ii. -----.

13. How do you as an individual perceive Life Skills Education's inclusion in the basic school curriculum?

i) It's a good move as life skills are worth learning []
ii) It has added value to the quality of education []

- iii) It needs to be supported as it makes individuals to become productive []
- iv) It hasn't added any value to the quality of education, hence not supported []
- v) It's not a good move, as it is a taboo to talk about sex with children []

14. The successful implementation of Life Skills Education in schools depends on a number of things. Which of the following should play a role in improving life skills education in schools?

- i) Development of learning materials []
- ii) Teacher training in Life Skills Education []
- iii) Continuing support in Life Skills Education []
- iv) Community participation in Life Skills Education []
- v) Others (specify). -----.

15a. Are life skills worth teaching and learning in basic schools?

- i) Yes []
- ii) No []

b. Give reason for your answer above. -----

-----.

16. In your own opinion, state any measures that can help in effecting Life Skills

Education in basic schools if put in place. -----

-----.

=====

I really thank you for your co-operation and valuable time. Stay blessed.

APPENDIX 2: QUESTIONNAIRE FOR PUPILS

Dear Respondent,

I am a student from the University of Zambia, pursuing a master of Education Degree in Educational Administration. I'm required to carry out an investigation on the extent to which skills, knowledge, attitudes and values are been achieved through life skills education in basic schools. You have been therefore, randomly selected as one of the participants in this study.

I am humbly requesting for your openness, co-operation and of course, your positive contribution towards this study, in order for the truth to come out on the issue under investigation. It is in this regard that I would also like to assure you that the information you will provide is purely for academic purpose, and will be handled with care, making sure it is treated with the confidentiality it deserves.

Thanking you in advance.

=====

INSTRUCTIONS

- i. Respondent should not write his or her name on this questionnaire.
- ii. Tick or write your response in the spaces provided.

=====

PART ONE: BIO. DATA

1. What is your gender?

i) Male []

ii) Female []

2. How old are you?

i) 10 to 13 years []

ii) 14 to 16 years []

iii) 17 to 20 years []

iv) Over 20 years []

3a. Do you know why you come to school?

i) Yes []

ii) No []

b. If you do, which of the following is the reason you come to school?

- i) To gain knowledge and skill []
- ii) To run away from work at home []
- iii) Because my parents force me []
- iv) I enjoy playing with friends []

4a. What subject do you enjoy most at school?

- i) Religious Education [] ii) Mathematics []
- iii) Environmental Science [] iv) English []
- v) Others (specify) -----.

PART TWO

5. What life skills have you acquired so far?

- i) Communication with others [] ii) Self protection []
- iii) Environment-Protection Skills [] iv) Emotion control []
- v) Cooperation [] vi) Personal interrelationship []
- vii) Others (specify). -----.

6a. Are life skills taught by your teacher?

- i) Yes [] ii) No []

b. If yes in (a) above, what life skills are taught?

- i) Sexuality education (HIV/AIDS) []
- ii) Resisting peer pressure [] iii) psychomotor skills []
- iv) Practical life skills [] v) Others (specify) -----
- .

c. How often are life skills taught by your teacher in class?

- i) Daily [] ii) Once in a week []
- iii) Every two weeks [] iv) Monthly []

7. Are life skills worth learning?

- i) Yes [] ii) No []

8. To what extent have you acquired the skills, knowledge, attitudes and values of every day life?

- i) Greater extent [] ii) To some extent [] iii) Lesser extent []

9. Young people lacking life skills are known to be irresponsible. What are some of the risks associated to lacking life skills?

- i) Drug abuse [] ii) Making wrong decisions []
iii) Not able to solve your own problems [] iv) Bullying others []
v) Failing to control your emotions [] vi) Violence []

10. Which of the following are the challenges being faced in learning life skills in schools?

- i) Lack of support []
ii) Inadequate teaching/learning aids []
iii) Lack of commitment by teacher []
iv) Poor learning environment []
v) Others (specify) -----.

11. Any suggestion on what can be done to improve Life Skills Education in Basic Schools -----.

-----.

=====

I really thank you for your time. Stay blessed.

APPENDIX 3: ASSESSMENT TOOL FOR PUPILS

Dear Respondents,

I am a student from the University of Zambia pursuing a Masters of Education Degree in Educational Administration. The investigation I am undertaking requires me to apart from using a questionnaire, assess pupils also. You are therefore randomly selected as a participant in this study.

I would also like to assure you that this assessment is solely for academic use, and the information you will provide will be treated with the confidentiality it deserves. I therefore urge you to be as open as possible as you answer these test questions.

Thanking you in anticipation.

INSTRUCTIONS

A. Do not write your name on this paper

B. Answer all questions as instructed

PART ONE

1. What is your gender?

i) Male []

ii) Female []

2. How old are you?

i) 10 to 13 years []

ii) 14 to 16 years []

iii) 17 to 20 years []

iv) Over 20 years []

3. What is the status of your school in terms of ownership?

i) Private []

ii) Government []

iii) Community []

4. Do you get along well with your classmates?

i) Yes []

ii) No []

iii) Sometimes []

PART TWO

TEST QUESTIONS (20 MARKS)

1. Tick any two things you like or appreciate in any of your friend or classmate. **(2 marks)**

- i) Respect for others [] ii) Short temperedness []
- iii) Patience [] iv) Beer drinking []

2. Tick any two things others do/your friend does which make you angry. **(2 marks)**

- i) Sharing knowledge with others [] ii) Lacking respect for others []
- iii) Bullying others [] iv) Making new friends []

3. Four of the following demonstrate acquisition of interpersonal skills (good relationships with others). Identify the four by ticking. **(4 marks)**

- i) Fighting friends []
- ii) Resolving conflicts with others []
- iii) Staying away from physical violence []
- iv) Gossiping about others []
- v) Encouraging others to do wrong []
- vi) Mixing with other people freely []
- vii) Avoiding hurtful and dangerous relationships []

4. Educational planning requires one to: (Tick only one best answer) **(1 mark)**

- i) Have a lot of money to spend []
- ii) Have a realistic view of his/her chances of completing school []
- iii) Spend a lot of time out of class []
- iv) Go to school only when he/she has nothing to do at home []

5. Which of the following is expected of a child who has acquired good social/personal skills? **(2 marks)**

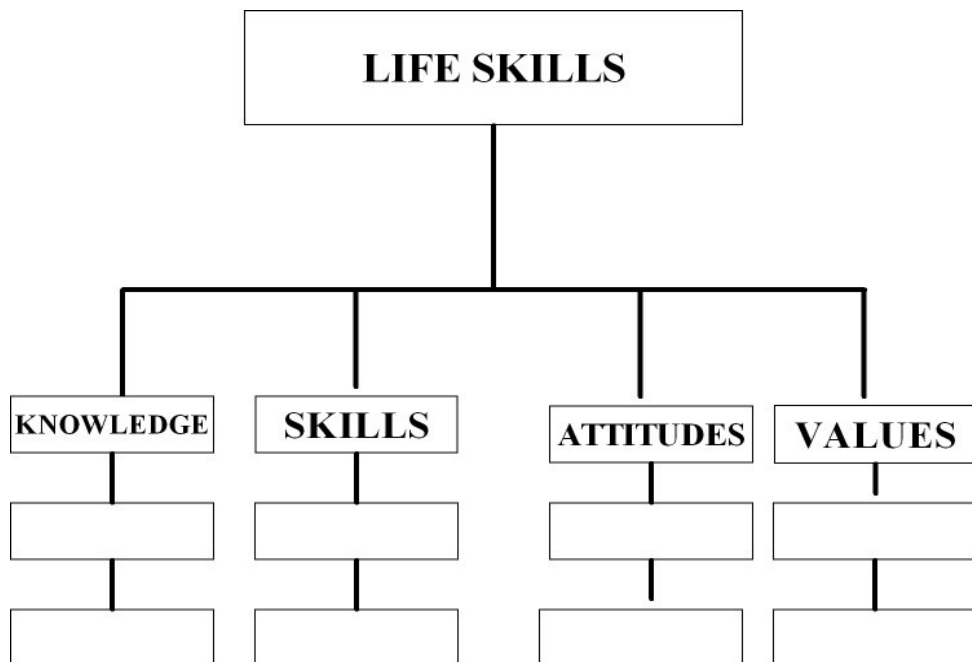
- i) Dressing in unreasonably acceptable manner [] ii) Insulting people []
- iii) Dressing him/herself in a reasonably acceptable fashion []
- iv) Stealing from others []

6. Sexuality education is one of the cross cutting issues being taught in basic schools.
What does HIV/AIDS stand for? **(1 mark)**

- i) Human Infrastructure Vending/Advanced Initiative Development in Schools []
- ii) Humanitarian Improved Vector/Acquired Initiation Development Syndicate []
- iii) Humanism Investment Venture/Agriculture Immune-Deficiency system []
- iv) Human Immune Virus/Acquired Immune Deficiency Syndrome []

7. Using the table below, allocate the knowledge, skills, attitudes and values you have acquired through life skills education. Pick only two from the given list for each. **(8 marks)**

- | | |
|--------------------------|----------------------------|
| i) Problem solving | ii) Sexuality education |
| iii) Respecting others | iv) Challenges of life |
| v) Being kind | vi) Controlling your anger |
| vii) Making good choices | viii) Acceptable dressing |



End of pupils' assessment. Wishing you good luck

APPENDIX 4: FOCUS GROUP DISCUSSION FOR PARENTS

Dear Respondent,

I am a student from the University of Zambia pursuing a Masters of Education Degree in Educational Administration. I'm required to carry out an investigation on the extent to which knowledge, skills, attitudes and values are achieved through life skills education in selected basic schools of Kafue District. You are therefore, purposively selected as a participant in this study.

I am humbly requesting for your openness, co-operation and of course, your positive contribution towards this study, in order for the truth to come out on the issue under investigation. I would also like to assure you that the information being gathered is solely for academic use, and will be treated with the confidentiality it deserves.

1. What knowledge, skills, attitudes and values do you expect your children to acquire by the time they complete basic education?
 2. Which of these have you observed so far in your children?
 3. What are the indicators that they have acquired the skills, knowledge, attitudes and values?
 4. Do schools in your own view promote life skills education?
 5. Is the school environment sufficient to provide life skills education?
 6. In your own opinion what factors affect life skills education in basic schools?
-

It has been a pleasure spending time with you, and I really thank you for your valuable time. Stay blessed.

