Extent to which Knowledge, Skills, Attitudes and Values are being acquired through Life Skills Education: A case of Selected Basic Schools of Kafue District in Lusaka Province

By

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A Dissertation submitted in partial fulfilment of the requirements for the award of the Degree of Master of Education - Educational Administration

THE UNIVERSITY OF ZAMBIA

LUSAKA

2012
DECLARATION

I, Agnes Mpande, do declare that this dissertation is my own work and that it has not been submitted for a degree at this or any other university.

Signed: ...........................................................................................................

Date: .............................................................................................................
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APPROVAL

This dissertation for Agnes Mpande has been accepted as fulfilling part of the requirements of the degree of Master of Education in Educational Administration of the University of Zambia.

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ABSTRACT

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 in Lusaka Province. The study objectives were to find out how life skills education had been integrated in the basic education curriculum; establish the extent to which knowledge, skills, attitudes and values were being acquired through life skills education; and also to ascertain factors affecting the teaching and learning of life skills in basic schools.

The study adopted a survey method. The sample consisted of 60 teachers, 60 pupils and 25 parents all drawn from Kafue District. Both qualitative and quantitative paradigms were used in the study. Quantitative data were analysed using the Statistical Package for the Social Sciences (SPSS), while qualitative data were analysed using content analysis, through grouping and categorising responses into themes. To collect data, questionnaires, pupil assessment tools and Focus Group Discussions were used, and both close and open-ended questions were applied.

The study revealed that life skills education was fairly integrated in basic schools, and 95% of the respondents indicated that knowledge, skills, attitudes and values were being acquired through life skills education. The results from the assessment indicated that the majority of the pupils were acquiring skills above average. However parents rated the extent to which their children were acquiring life skills as low. Revealed also were factors affecting the learning and teaching of life skills in basic schools. These included inadequate facilities to steer the teaching and learning of life skills, over enrolment, unskilled teachers, non community participation, poor learning environments and lack of assessment/monitoring life skills education. Suggested measures to improve life skills education in basic schools included training teachers adequately; provision of adequate teaching/learning materials; provision of an environment conducive to learning life skills; and also community participation in life skills education.
DEDICATION

To the memory of my beloved husband, Paul Loveday Bwalya Kalamba, with whom I worked tirelessly during my study till his last day on earth.
ACKNOWLEDGEMENTS
Successful writing of a dissertation demands a lot of effort, guidance, consultation and support. Those whose brains were drained to make this document a success included so many lecturers, friends, Kafue District teachers, pupils and parents.

Firstly, I wish to sincerely express my gratitude to Dr Akakandelwa Akakandelwa for his commitment and provision of very helpful and constructive comments on parts of this document. He has indeed been a professional and reliable supervisor. Many thanks go to Dr Alfred M. Kakanda, Dr Kalisto K. Kalimaposo, Mr Henry J. Msango, and Dr Sophie Kasonde-Ng’andu, for their timely advice and positive contributions towards the writing of this dissertation. Their guidance and care contributed immeasurably to the improvement of the document. I also wish to thank the entire Directorate of Research and Graduate Studies for providing facilities and putting all the logistics in place during the course of my study.

Secondly, I wish to record a debt to the Kafue District Education Board Secretary (DEBS), Ms Loveness Mubisi, for granting me permission to go round targeted basic schools, and all teachers, pupils and all parents that participated in this study.

Thirdly, I wish to extend my gratitude to Mr Macmen G. Luhana who edited my numerous revisions of this document, Mr Stephen Mukunta whom I consulted regularly, and my friends, Emmanuel Machila, Florence Lubeya, Dennis Mukunta, Eness Shooba, Kelby Mwape and Grace Ngandu for being supportive companions throughout my study. Special thanks go to Patricia Kalamba. To all my colleagues (too numerous to mention one by one) who tirelessly contributed in various ways towards the completion of this document, I say thank you.

Finally, I would like to record my profound gratitude to my family, in particular, my husband Mr Paul L. B. Kalamba (MHSRIP), who supported and sacrificed his time throughout my study, my daughters Katebe and Mpande, who worked very closely with me, my in-laws for being understanding and, all the family members who encouraged me to forge ahead even after going through a very difficult and unbearable moment of losing my beloved husband. To you all, I remain indebted. Stay blessed.
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<tr>
<td>AIDS</td>
<td>Acquired Immune Deficiency Syndrome</td>
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<tr>
<td>BECF</td>
<td>Basic Education Curriculum Framework</td>
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<td>CDC</td>
<td>Curriculum Development Centre</td>
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<tr>
<td>CRC</td>
<td>Convention on the Rights of the Child</td>
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<td>DEBS</td>
<td>District Education Board Secretary</td>
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<td>EFA</td>
<td>Education for All</td>
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<td>ESIP</td>
<td>Education Sector Investment Programme Policy</td>
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<td>HIV</td>
<td>Human Immune Virus</td>
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<td>ICT</td>
<td>Information and Communication Technology</td>
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<td>IRI</td>
<td>Interactive Radio Instructions</td>
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<tr>
<td>LSBE</td>
<td>Life Skills Based Education</td>
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<td>MoE</td>
<td>Ministry of Education</td>
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<tr>
<td>OBE</td>
<td>Outcomes-Based Education</td>
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<td>PTA</td>
<td>Parent /Teachers Association</td>
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<td>SPSS</td>
<td>Statistical Packages for the Social Sciences</td>
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<tr>
<td>STDs</td>
<td>Sexually Transmitted Diseases</td>
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<tr>
<td>STIs</td>
<td>Sexually Transmitted Infections</td>
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<tr>
<td>TEVETA</td>
<td>Technical Education, Vocational and Entrepreneurship Training Authority</td>
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<tr>
<td>ToTs</td>
<td>Trainer of Trainers</td>
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<tr>
<td>UK</td>
<td>United Kingdom</td>
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<td>UN</td>
<td>United Nations</td>
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<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organisation</td>
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<td>UNICEF</td>
<td>United Nations International Children’s Emergency Fund</td>
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<tr>
<td>USA</td>
<td>United States of America</td>
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</table>
WHO  World Health Organisation

WINGS  Women Inspiring Noble Girls Successfully

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