

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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of the Degree of Master of Education - Educational Administration

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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.

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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.

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ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
BECF	Basic Education Curriculum Framework
CDC	Curriculum Development Centre
CRC	Convention on the Rights of the Child
DEBS	District Education Board Secretary
EFA	Education for All
ESIP	Education Sector Investment Programme Policy
HIV	Human Immune Virus
ICT	Information and Communication Technology
IRI	Interactive Radio Instructions
LSBE	Life Skills Based Education
MoE	Ministry of Education
OBE	Outcomes-Based Education
PTA	Parent /Teachers Association
SPSS	Statistical Packages for the Social Sciences
STDs	Sexually Transmitted Diseases
STIs	Sexually Transmitted Infections
TEVETA	Technical Education, Vocational and Entrepreneurship Training Authority
ToTs	Trainer of Trainers
UK	United Kingdom
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations International Children’s Emergency Fund
USA	United States of America

WHO World Health Organisation

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