An Investigation into the Implementation of Life Skills Curriculum at the Lower Secondary Level

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Abstract

The main aim was to study the implementation of Life Skills Curriculum at the lower secondary level. The specific aims were to study the principals' and the teachers' knowledge about Life Skills Curriculum, to study the students' knowledge about Life Skills, to study the principals' and the teachers' attitude towards Life Skills Curriculum and to study the principals' and the teachers' practices in the implementation of Life Skills Curriculum. Quantitative and qualitative methods were used. For quantitative study, the 21 principals and the 66 teachers who are teaching Life Skills at the lower secondary level and the 710 Grade-7 students were selected as sample by using random sampling method. Among them, the 10 principals and the 27 teachers were selected for (interview). Questionnaire was developed based on the related literature. Item Percent Correct (IPC) values and Mean Percent Correct (MPC) values were calculated in order to study knowledge levels. By using SPSS 20 version, descriptive analysis and Independent Samples t Test were used to calculate means and standard deviations for attitude and practices levels. The 18 principals' knowledge about Life Skills Curriculum is above the satisfactory level and the 3 principals' knowledge is at the satisfactory level. The 58 teachers' knowledge about Life Skills Curriculum is above the satisfactory level and the 8 teachers' knowledge is at the satisfactory level. The 650 students' knowledge about Life Skills is above satisfactory level and the 60 students' knowledge is at the satisfactory level. According to the total mean values, the principals' and the teachers' attitude towards Life Skills Curriculum is at the high level and their practices in the implementation of Life Skills Curriculum is also at the high level.

Key word: Life Skills

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