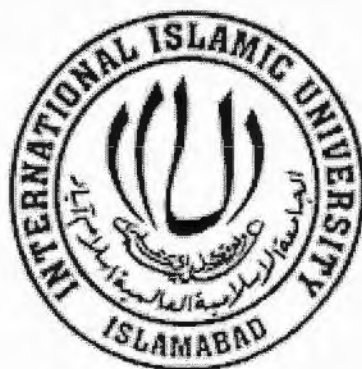


Evaluation of Secondary School Curriculum for Promoting Life Skills Based Education



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MS Education

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2016**

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Research Supervisor

DEDICATED TO

*I dedicate this piece of work to my
Parents & my beloved Husband 'Syed
Usman Rashid' whose full support,
cooperation and guidance paved the way
to these achievements*

ACKNOWLEDGEMENTS

All Praise be to Allah, the Sustainer of the Worlds, the Merciful, the Compassionate!

And may His everlasting blessing and peace be upon Muhammad (SAW) the last of

His Messengers!

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Table of Contents

CHAPTER 1	1
1 INTRODUCTION	1
1.1 Statement of Problem	4
1.2 Objectives of the Study	4
1.3 Research Questions	5
1.4 Hypotheses of the Study.....	5
1.5 Significance of the Study	6
1.6 Delimitations	8
1.7 Operational Definition of Key Terms	8
1.7.1 Life skills	8
1.7.2 Life Skills Based Education (LSBE)	9
1.7.3 Secondary education	9
1.7.4 Curriculum for secondary education.....	9
1.8 Theoretical Framework of the Study.....	10
CHAPTER 2	11
2 REVIEW OF RELATED LITERATURE.....	11
2.1 Historical Background of LSBE	11
2.2 Definition of Life Skills	12
2.2.1 Decision making	13

2.2.2	Creative thinking.....	13
2.2.3	Critical thinking	14
2.2.4	Effective communication.....	14
2.2.5	Interpersonal relationship.....	14
2.2.6	Self-awareness.....	15
2.2.7	Empathy	15
2.2.8	Coping with emotions	15
2.2.9	Coping with stress.....	16
2.3	Livelihood Skills and Life Skills Based Education.....	16
2.4	Importance of Life Skills.....	17
2.4.1	Educational	18
2.4.2	Social.....	18
2.4.3	Health.....	18
2.4.4	Economic	19
2.5	The 4.H Frame Work / Model for Life Skills	21
2.5.1	Life skills focused by 4.H Model.....	22
2.6	Assumptions Related to Life Skills Education.....	24
2.7	Theories of Life Skills Based Education.....	24
2.8	Promoting the Teaching of Life Skills	24

2.9	Methodologies for Life Skills Education	25
2.10	Life Skills Education and Adolescence	26
CHAPTER 3		28
3	RESEARCH METHODOLOGY.....	28
3.1	Research Design.....	28
3.2	Population.....	28
3.2.1	Accessible Population.....	28
3.3	Sample and Sampling Techniques	29
3.4	Research Instruments	31
3.4.1	Questionnaires.....	31
3.4.1.1	Pilot Study	32
3.4.2	Interview Guides.....	33
3.4.2.1	Validity and Reliability of Qualitative Data.....	34
3.5	Procedure for Data Collection.....	35
3.5.1	Quantitative Data	35
3.5.2	Qualitative Data	35
3.6	Data Analysis	36
CHAPTER 4		38
4	DATA ANALYSIS AND INTERPRETATION	38

4.1	Quantitative Data Analysis.....	39
4.1.1	Scoring Norms	39
4.1.2	Responses and Weight for Questionnaire Items	39
4.1.3	Descriptive Statistics/ Mean Scores of Teachers	41
4.1.4	Descriptive Statistics/ Mean Scores of Students.....	44
4.1.5	Public School Wise Mean Scores of Teachers and Students	48
4.1.6	Private School Wise Mean Scores of Teachers and Students.....	50
4.1.7	Hypotheses Testing.....	52
4.1.7.1	Decision about the null hypothesis H_{01}	56
4.1.7.2	Decision about the null hypothesis H_{02}	60
4.1.7.3	Decision about the null hypothesis H_{03}	64
4.1.7.4	Decision about the null hypothesis H_{04}	69
4.1.7.5	Decision about the null hypothesis H_{05}	73
4.2	Qualitative Data Analysis.....	73
4.2.1	Data Analysis for Parents' Interviews	74
4.2.1.1	Data Collection.....	75
4.2.1.2	Transcription of the Data.....	76
4.2.1.3	Open Coding.....	77
4.2.1.4	Axial Coding.....	77

4.2.2	Data Analysis for Curriculum Experts' Interviews	122
4.2.3	Educational Policies Reflecting Life Skills	125
4.2.4	Analysis of National Curriculum and the Textbooks	126
4.2.4.1	Standards in Curriculum of English	127
4.2.4.2	Standards and Benchmarks in Curriculum of Mathematics	127
4.2.4.3	Curriculum Analysis of Pak-Studies	128
4.2.4.4	Curriculum Analysis of Islamiyat.....	128
4.2.4.5	Curriculum Analysis of Urdu	129
CHAPTER 5	132
5	SUMMARY, FINDINGS, CONCLUSION & RECOMMENDATIONS.....	132
5.1	Summary	132
5.2	Findings.....	134
5.2.1	Findings Related to Research Questions.....	134
5.2.2	Findings Related to Hypotheses of the Study	144
5.3	Conclusion.....	147
5.4	Discussion	149
5.5	Recommendations	151
5.6	Recommendations for the future researchers	152
6	References.....	154

List of Tables

Table 2.1: 4.H Model	23
Table 3.1: Public High Schools of Sargodha City	29
Table 3.2: Private High Schools of Sargodha City	29
Table 3.3: Total No. of Students and Teachers Population	29
Table 3.4: Sample Size for Students and Teachers	30
Table 3.5: Sample Size for Parents and Curriculum Developer	31
Table 3.6: Curriculum Alignment Matrix	37
Table 4.1: Responses and Weight for Questionnaire Items	39
Table 4.2: Scoring range for CRT variable	39
Table 4.3: Scoring range for DM variable	40
Table 4.4: Scoring range for IPC variable	40
Table 4.5: Scoring range for SAE variable	40
Table 4.6: Scoring range for CSM variable	41
Table 4.7: Scoring range for overall life skills variables	41
Table 4.8: Overall teachers' mean scores about life skills	41
Table 4.9: Overall male teachers' mean scores about life skills	42
Table 4.10: Overall female teachers' mean scores about life skills	43
Table 4.11: Overall students' mean scores about life skills	44
Table 4.12: Overall male students' mean scores about life skills	45
Table 4.13: Overall female students' mean scores about life skills	46
Table 4.14: Summary of overall teachers' and students' mean scores	47

Table 4.15: Over all mean scores of public school teachers and students	48
Table 4.16: Over all mean scores of private school teachers and students	50
Table 4.17: Male/female teachers' results for CRT	52
Table 4.18: Male/female teachers' results for DM	53
Table 4.19: Male/female teachers' results for IPC	53
Table 4.20: Male/female teachers' results for SAE	54
Table 4.21: Male/female teachers' results for CSM	55
Table 4.22: Summary of male/female teachers' results about life skills	55
Table 4.23: Male/female students' results for CRT	56
Table 4.24: Male/female students' results for DM	57
Table 4.25: Male/female students' results for IPC	58
Table 4.26: Male/female students' results for SAE	58
Table 4.27: Male/female students' results for CSM	59
Table 4.28: Summary of Male/female students' results about life skills.....	60
Table 4.29: Students/teachers' results for CRT	61
Table 4.30: Students/teachers' results for DM	61
Table 4.31: Students/teachers' results for IPC.....	62
Table 4.32: Students/teachers' results for SAE	62
Table 4.33: Students/teachers' results for CSM	63
Table 4.34: Summary of results for teachers and students about life skills.....	64
Table 4.35: Private/public school teachers' results for CRT	65
Table 4.36: Private/public school teachers' results for DM	65
Table 4.37: Private/public school teachers' results for ICP.....	66

Table 4.38: Private/public school teachers' results for SAE	67
Table 4.39: Private/public school teachers' results for CSM	67
Table 4.40: Summary of results for private and public school teachers about life skills .	68
Table 4.41: Private/public school students' results for CRT	69
Table 4.42: Private/public school students' results for DM	70
Table 4.43: Private/public school students' results for IPC.....	70
Table 4.44: Private/public school students' results for SAE	71
Table 4.45: Private/public school students' results for CSM	71
Table 4.46: Summary of results for private and public school students about life skills .	72
Table 4.47: Parents Respondent Demographics	76
Table 4.48: Theme 1 Creative thinking/critical thinking (CRT) Variables	82
Table 4.49: Theme 2 Decision making/problem solving skills (DM) Variables	91
Table 4.50: Theme 3 Inter personal/ communication skills (IPC) Variables	100
Table 4.51: Theme 4 Self awareness/empathy skills (SAE) Variables	107
Table 4.52: Theme 5 coping and self management life skills (CSM) Variables	115
Table 4.53: Theme 6 List of some other life skills as proposed by parents.....	120
Table 4.54: Curriculum Experts' Demographics	122
Table 4.55: Responses of Curriculum Experts	123
Table 4.56: Curriculum Alignment Matrix.....	130

List of Figures

Figure 1.1: Theoretical Framework	10
Figure 2.1: Targeting Life Skills Model for 4.H.....	23
Figure 3.1: Sampling Size.....	30
Figure 4.1: Steps for the Data Analysis Process	75
Figure 4.2: Identify critical problems	79
Figure 4.3: Handle challenging or tricky situation	80
Figure 4.4: Use technologies effectively	81
Figure 4.5: Plan the things	87
Figure 4.6: Discuss or take opinions from others	88
Figure 4.7: Give importance to others opinions.....	89
Figure 4.8: Resolve conflicts and clashes	90
Figure 4.9: Express their feeling and opinion openly	96
Figure 4.10: Communicate accurately and fluently	97
Figure 4.11: Appreciate other's viewpoints.....	98
Figure 4.12: Appriciate others' view.....	98
Figure 4.13: Give logical arguments to convince others	99
Figure 4.14: Know their own strengths and weaknesses	104
Figure 4.15: Behave with people who are different i.e. in race, caste or social status ...	105
Figure 4.16: Understand how people could feel if they are in pain or crisis	105
Figure 4.17: Understand their and others' right and responsibilities	106
Figure 4.18: Manage his/her work independently	112
Figure 4.19: Take initiatives especially in challenging or risky situations.....	113

Figure 4.20: Improve his/her self instead of changing others.....	113
Figure 4.21: Do when get disappointment or failure	114
Figure 4.22: Some Other Life Skills.....	120
Figure 4.23: Standards in Curriculum of English	127
Figure 4.24: Standards and Benchmarks in Curriculum of Mathematics.....	127
Figure 4.25: Curriculum Analysis of Pak-Studies	128
Figure 4.26: Curriculum Analysis of Islamiyat	129
Figure 4.27: Curriculum Analysis of Urdu	130

List of Appendices

Appendix 1	157
Appendix 2	158
Appendix 3	159
Appendix 4	162
Appendix 5	166
Appendix 6	168
Appendix 7	170

List of Abbreviations

CRC: Convention on the Right of the Child

CRT: Creative/Critical Thinking

CSM: Coping and Self Management

DM: Decision Making

EFA: Education For All

HIV/AIDS: Human Immune-deficiency Virus/Acquired Immune-deficiency Syndrome

IPC: Interpersonal/Communication

LSBE: Life Skill Based Education

SAE: Self Awareness/Empathy

SPSS: Statistical Package for Social Sciences

SSC: Secondary School Certificate

UNESCO: United Nations Educational, Scientific and Cultural Organization

UNGASS: United Nations General Assembly Special Session

UNICEF: United Nations International Children's Emergency Fund

WHO: World Health Organization

WPF: World Population Foundation

Abstract

Developing Life skills in children is considered as core concept in modern education throughout the world. So it is rapidly growing trend to identify essential life skills which are considered as important tools for the survival of secondary level students and how well the existing secondary school curriculum supports to inculcate these life skills among students. The research was a twofold study; firstly it intended to investigate the expectations of parents, secondary school teachers and students about the essential life skills for secondary school students. Secondly, the secondary school curriculum was evaluated to identify which life skills were being promoted among the secondary school students. The population of the study comprised of secondary school students, teachers and parents of both private and public school in Sargodha city. Multistage stratified sampling technique was used to identify the sample for the study. It included 220 students and 90 teachers of both public and private schools. Quantitative data were collected from the students and teachers by using two self developed questionnaires based on literature review. The questionnaires were pilot tested and the cronbach's Alpha reliability coefficient 0.82 was found which is considered appropriate to continue for data collection. 20 Parents were interviewed to collect data about their expectations of life skills for secondary school students. Furthermore, five curriculum experts of secondary compulsory subjects were interviewed to find out their opinions. Secondary school curriculum and text books were also reviewed to make sure that which life skills are integrated in curriculum and which life skills are overlooked. Data were analyzed by calculating mean scores of the opinions of teachers and students and results showed that all teachers, students and parents have positive perception about the essential life skills for the secondary students. In addition, *t* test was applied to identify the difference between the opinions of students and teachers and the results depicted significant difference between the opinions of teachers and students and showed teachers have more strong perception about the life skill based education as compared to students. Furthermore it was seen that most of the essential life skills have been incorporated in the curriculum and text books of English and Urdu but over-looked in Islamiat, Mathematics and especially Pak-Studies.

CHAPTER 1

INTRODUCTION

Life skills are considered extremely important in every one's life and equipped people with problem solving behavior to manage all personal affairs and tackle different life situations. These skills help people to meet their daily life challenges courageously and successfully. It is shown in many studies that promotion of such life skills are a way for developing positive and productive youngsters in the societies. It helps individuals to adapt appropriate behavior according to the time and situation. Day by day the societies are developing as more diversified and demanding which put forward our youngsters in more complex and challenging situations. What such societies are demanding are, the key skills to furnish the young people not only to maintain the quality of their lives and social cohesion but to build them as healthy, productive and self governing individuals.

Life Skills Based Education (LBSE) has a long historical background that presents a comprehensive picture for the students' complete development and promotion of their good health. In the beginning, the Life skills were emphasized in The Ottawa Charter for Health Promotion in 1989, where it was encouraged to adopt better choices for healthy life style. The Convention on the Right of the Child (CRC) in 1989 related the term "life skill" specifically with education and emphasized that education is the only tool that can help in the development of particular life skills among young students that in turn supports for the advancement of their capacities and potential to lead their life with success. Furthermore, this concept was promoted in 1990 Jomtien Declaration on

Education For All. This declaration presented life skills as crucial learning gears for the development of potential, capacity and quality life style. Life skills were included in EFA goals and education is declared as important mean for the complete and comprehensive development of students. It was pointed out in the Dakar World education Conference 2000 that everyone has the right to equipped with education and essential life skills that help them to learn, to know, to do and live together (Life Skills-Based Education, 2014).

Life skills based education is considering as methodology which deal with variety of issues related to child's comprehensive development. Many organizations are working on this thematic issue as World Youth Report (2003), World Program for Human Right Education (2004), and World Development Report (2007). Expected learning results are based on the problem solving abilities, critical thinking, good relations with others, interpersonal communications, and self management. These all skills are related directly to knowledge, value, and attitudes of students. Life skills can be prescribe as problem solving behavior, managing self affairs, developing good relationship with others, corporation, self awareness, creative thinking, resisting pressures, coping with disappointments, assertiveness, respect others, tolerance, trust and sharing and can cover five major areas of life as, self, family, community, job and leisure (World Health Organization, 1999).

In the report, about the "Skills Defined by Curricula: South and Southeast Asia" Vineeta & Avinash (2012) elaborated that secondary education in Asian countries, is the most important level in educational system because of its transition from elementary to a higher level of education, which demands higher level skills and requires more problem solving and life saving skills among young students. That is why especially, Asian

countries are showing acute interest for developing life skills through secondary education. These countries are emphasizing in their educational policies the life skills based education particularly Nepal and Afghanistan in 2007, Sri-Lanka in 2009, India in 2009, Bangladesh in 2011 and Pakistan in 2009.2013 have been put their efforts for the life skills development policy framework. Now a days it has become obvious that governments of different countries are giving importance to the development of life skills among their young students through the education (Vineeta & Avinash, 2012).

It is recognized fact that secondary level of educations must enable students to lead their lives as productive, responsible, and democratic citizen and help them to realize what potential they have and how effectively utilize it to lead a successful and healthy life. Furthermore education must foster students' abilities such as positive behavior, and social adaptability that makes them capable to face their daily life challenges and solve their problems efficiently (Life Skills-Based Education, 2014). Life skill development is now rapidly considering as one of key component of national progress and stability. There is an emerging demand to realize the value of life skill education to accommodate new challenges and trends of the fast growing world. So was very crucial to discover the demands of parents, teachers and students about the essential life skills in the context of Pakistani societies and which life skills are being promoting through secondary education curriculum in Pakistan. The study intended to identify essential life skills for secondary students and how well the current curriculum is facilitating the development of these life skills among students.

2.1 Statement of Problem

In all over the world many countries are making efforts to equip their youngsters with some skills which lead their lives towards success and prosperity by realizing their potentials and strengths. Education is considered as the most crucial factor that enables the young people to avail the chances of prolific and liable life opportunities. In Pakistan, life skills were introduced in the National Education Policy 2009 and it was emphasized that our curriculum must include all essential life skills especially for young students (Ministry of Education, 2009). But unfortunately these skills seem lacking among our young children whereas our schools must foster such skills through which they can transform their knowledge, attitude and values into actions and must facilitate them to realize their full potential, develop confidence, promote risk free behavior, and boost their self esteem and polish them as productive, responsible and democratic citizen of the Pakistan. Initially it would be very valuable to investigate, which essential life skills are required for secondary students in the views of parents, teachers and students especially in Pakistani context. Furthermore, it was intended to evaluate which life skills are incorporated in the secondary school curriculum specifically in compulsory subjects such as Islamiat, Pak-Studies, English, Mathematics and Urdu through interviewing the curriculum experts, examining the curriculum documents and review the text books of compulsory subjects.

2.2 Objectives of the Study

Following were the objectives of the study:

1. To find out the secondary students, teachers, and parents' opinion about the essential life skills as defined by the World Health Organization.
2. To find out the opinions of curriculum experts about essential life skills for secondary students those are inculcated in the secondary curriculum.
3. To evaluate which life skills are being promoted through secondary curriculum in Punjab as defined by the World Health Organization.
4. To analyze the discrepancies in current secondary curriculum for promoting the essential life skills among students as defined by the World Health Organization.

2.3 Research Questions

The following research questions were addressed:

1. What are the perceptions of secondary students, teachers and parents about the essential life skills for secondary students?
2. What are the opinions of curriculum experts regarding life skills included in the secondary curriculum?
3. Which life skills are integrated in the secondary education curriculum?
4. Which life skills are missing in secondary education curriculum?

2.4 Hypotheses of the Study

Following were the null hypotheses for the study:

H₀₁ There is no significant difference between the mean opinion scores of male and female teachers about the essential life skills for secondary students.

H₀₂ There is no significant difference between the mean opinion scores of female and male students about the essential life skills.

H₀₃ There is no significant difference between the students and teachers mean perception scores about the essential life skills.

H₀₄ There is no significant difference between the mean perception scores of private and public school teacher about essential life skills for secondary students.

H₀₅ There is no significant difference between the mean opinion scores of private and public school students about the essential life skills.

2.5 Significance of the Study

According to UNICEF (2012), the life skills education prepare the young students with the negotiation and arbitrate challenges of their lives, participate in the society in productive and fruitful way. UNICEF is one of major organizations who are supporting life skills education in many countries. According to UNICEF, psychological competence is an individual's ability to handle daily life problems and challenges effectively. While interacting with other people, with his customs and culture, a person shows adaptive and positive behavior which exhibits his mental wellbeing and full command on critical thinking. And it is the schools responsibility to arrange such activities and programs that support a learning environment for the students to be trained in life skills effectively.

Life skill equipped students with certain abilities such as to transform their knowledge, values and attitudes into concrete abilities as what to do, how to do and when to do, to resolve any problem. These skills enable secondary students to understand critical situation intelligently and wisely and behave in logical way to solve life related problems. The successful acquirement and application of essential life skills has great impact on their lives e.g. the way they believe, feel, and think about others and about

themselves. Furthermore, these life skills contribute in the preparation of their self efficiency, self assurance and self respect. Therefore, we can say life skills play a very important role in complete and comprehensive development of individuals (UNICEF, 2012).

Many researches depicted that exact nature of life skills is determined by the cultural and social factors. For example, eye contact with boys is seen as good factor for effective communication but for girls the same thing is seen as a prohibited action. So we can say that gender issues sometimes hinder in the identification of the nature of life skills in different regions (UNICEF, 2012). Therefore, it was crucial to determine the content of life skills at country level or in more contextual form. That is why the aim of study was to identify essential life skills in the context of Pakistani culture. As we know that Pakistan is enriched with diverse cultures so here we are more interested to identify the new demanding and relevant life skills in the province of Punjab. The results of the study would be useful for all the stakeholders e.g. parents, teachers and students as they would realize how and why life skills are important for their young children and for their successful life, for community it would be a source of realization that how its youngsters equipping with life skills could contribute to the progress of the society, policy makers, curriculum developers in form of giving them the awareness of importance of life skills for our youth and these skills must be incorporated in curriculum and mostly importantly for future researchers.

2.6 Delimitations

This study was delimited to only secondary level students and teachers of public and private schools in Sargodha city. This study included a list of life skill indicators given by World Health Organization (WHO) (see Annexure 1). Furthermore, in the study the secondary educational curriculum was delimited to only compulsory subjects that are being taught in 9th and 10th class such as Islamiyat, Pak-Studies, English, Mathematics and Urdu.

2.7 Operational Definition of Key Terms

2.7.1 Life skills

World Health Organization (WHO) defined life skills as:

“Abilities for adaptive and positive behavior that enable individual to deal effectively with the demands and challenges of everyday life”

The life skills can be described as some psychological and social competencies that are based on valued behavior, problem solving skills, critical thinking, and on some personal skills e.g. self awareness, and interpersonal skills (Sheffield, 2009).

The World Health Organization has categorized life skill into the following five components and the study will focus upon these components of life skills which are following:

- Decision making/ problem solving/ information gathering skills
- Creative thinking / critical thinking
- Interpersonal / communication skills
- Self awareness / empathy

- Coping / self management skills (World Health Organization, 1999).

2.7.2 Life Skills Based Education (LSBE)

According to Vineeta & Avinash (2012), life skills based education is a combination of such experiences which reinforce psychological skills which helps to promote professional and social development and contribute in the prevention of social and health issues and defend human rights.

LSBE is explained by Munazza (2004), as “Expected learning outcomes including a combination of knowledge, values, attitudes, and skills with particular emphases on those skills that are related to critical thinking and problem solving, self management and communication and interpersonal skills”.

2.7.3 Secondary education

Secondary education in Pakistan refers as two years education class IX and X and known as high school 10th grade. This is locally termed as “Matriculation or Metric”. After the successful completion of metric examination the students are awarded Secondary School Certificate (SSC) by the Board of Intermediate and Secondary Education.

2.7.4 Curriculum for secondary education

The curriculum at secondary level is divided into three main streams, Science, Arts, Humanities and Vocational/ Technical. It is generally comprises of courses such as Mathematics, English, Urdu, Islamic studies, and Pakistan studies as compulsory subjects. Physics, Chemistry, Biology, Textile and clothing, Food and nutrition, Physiology and hygiene, and Environmental studies as elective subjects (Baela, 2009). In

study only compulsory subjects Islamiat, English, Mathematics, Urdu and Pak-Studies were focused as secondary education curriculum in Punjab.

2.8 Theoretical Framework of the Study

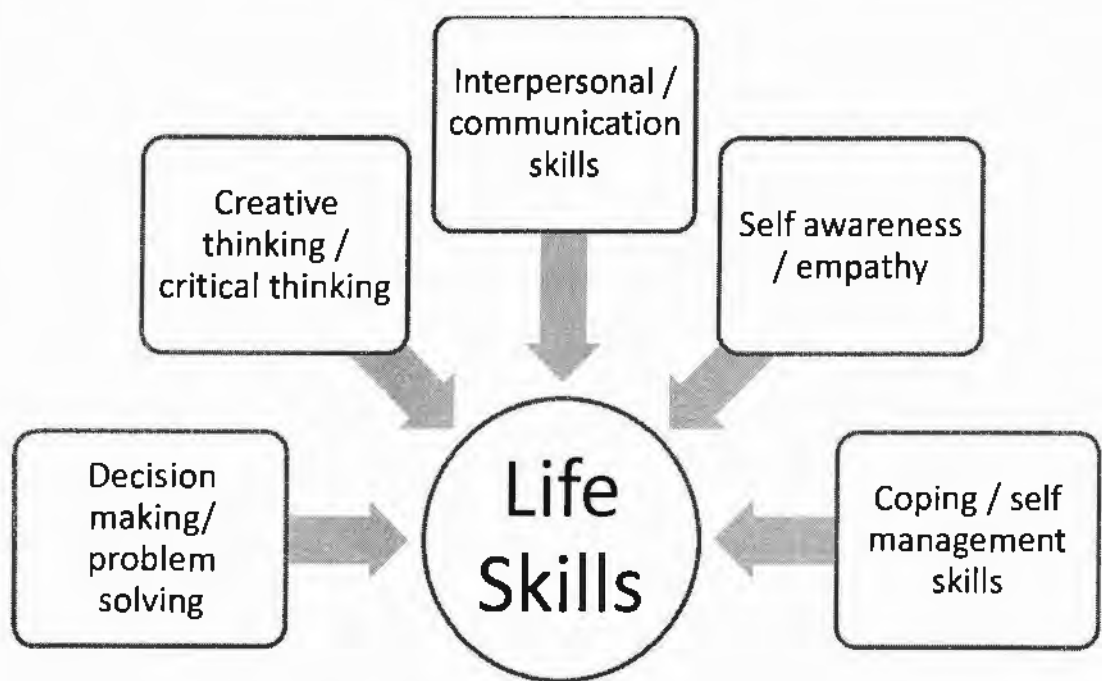


Figure 2.1: Theoretical Framework

CHAPTER 2

REVIEW OF RELATED LITERATURE

3.1 Historical Background of LSBE

Life skills education is known as essential tool for the survival of people in most of countries in the world. When we see history of the term it goes to 1986 Ottawa Charter for the Health Promotion forum. First time it was used in the context of skills specifically for the sake of health promotion but The Convention on the Child's Right of the Child (CRC) in 1989 associated life skills and education with the complete development of children's full potential. Furthermore it emphasizes upon the fact that educational possess are the key sources for the best inclusion of life skills among young students. Later on the idea was supported by the Jomtien declaration on Education for All in 1990. Furthermore life skills are being known as unavoidable tools for the successful and prosperous life. In 2000 the Dakar World Education Conference affirmed that every individual has the right to get education. According to EFA Conference, educational process must enable the individuals to learn how to get knowledge, able to do, live others and within their own lives. Two goals related to life skills are included in EFA's six goals that confirm the significance of life skills for the survival of all people throughout the world (Parmar, 2013).

Many organizations spent a lot of time and resources in researching the true importance of life skills for the people's survival in the demanding and challenging world. The term 'life skills based education' is a widely growing concept as a

methodology which threw a light on the issues related to the health and comprehensive development of the child. Many meaningful and thoughtful results are presented by different organizations such as in 2001 UNGASS efforts related to HIV / AID, in 2002 UNGASS's extensive work related "A World Fit for Children", in 2003 the World Youth Report, in 2004 the World Program for Human Right Education. There are some more work done related to the issue e.g. in 2005 the UN Decade on Education for Sustainable Development, in 2006 the UN Secretary General's Study on Violence Against, in 2007 the 51st Commission on the Status of Women, and the World Development Report. Through the extensive work of these organizations it came obvious that education must emphasize upon the combination of knowledge, skills, values and attitudes of young people, particularly related to creative and critical abilities, self management and interpersonal skills and more importantly problem solving abilities.

3.2 Definition of Life Skills

The World Health Organization defined the life skill as "the abilities for adaptive behavior that enable individuals to deal effectively with the demands and challenges of everyday life". Actually the life skills are psychological competences and interpersonal skills that enable individuals to think decisively and productively, communicate productively, make timely decisions, and solve their life related problems. Furthermore these skills empower people to build healthy relationships with others, feel empathy for others and handle successfully their lives' problems and issues (World Health Organization, 1997).

From time to time the life skills are defined differently in different cultures as for some life skills are to take care of health promotions, to some life skills are to enable people to be adaptive in all critical situations and for some life skills must focus upon the development of psychological competencies which equip people with abilities like critical thinking, self management, problem solving and coping with every day challenges confronting in their daily lives. But most extensively life skills are described as such adaptive skills which empower the people with abilities to handle their daily life issues and problems efficiently and successfully. However after the detailed analysis of life skills it comes more obvious that these are some such core skills that help to promote health and well-being of every individual. These skills as described by UNESCO, UNICEF, and WHO are creative and critical thinking, problem solving and decision making ability, effective communication, self management, interpersonal relations and empathy, coping with emotions and stresses (UNICEF, 2006).

3.2.1 Decision making

This ability is directly related to the selection of best option from the resources which are available at the time of decision. It helps to select most suitable and relevant alternative. Many people can deal constructively about the decisions in their life using decision making power. If young people actively make decisions about their dealings, this may have very positive consequences in their lives.

3.2.2 Creative thinking

This psychological competency promotes both problem solving and decision making capacity because it enables people to explore what choices they possess and what

could be the consequence of their particular action or non-action. Creative thinking allow them to look beyond their experiences and help to adapt different alternatives according to their context even if they could not find any exact solution to their problems or are unable to take final decisions.

3.2.3 Critical thinking

Critical thinking is ability that helps people to analyze various experiences and information in objective manner. It contributes very positive healthy life style by supporting others to distinguish and evaluate the key factors that manipulate their attitudes and behaviors such as influences of peers, social morals and social media etc.

3.2.4 Effective communication

Effective communication deals with how much we are able to convey our feelings, thinking's, or emotions, both verbally and non-verbally, according to our culture and situations that is also appropriate and acceptable in the society. The people are not only able to express their desires and opinions but they are courageous enough to show their fears and needs. It means that in difficult situation they are enabled to ask for help or advice timely.

3.2.5 Interpersonal relationship

Interpersonal relationship plays a vital role in the development of people's well-being and healthy life. This assists others to develop positive relationships with the people they interact in their routine life. This means to have good/positive relationships with others. It helps to keep positive relations with their family members, friends, and people at work place and with all whom they interact in daily life. Interpersonal

relationships are considered as very important source for social support so it is an ability which enables people to construct their relations positively and constructively with others.

3.2.6 Self-awareness

It means to recognize ourselves, strengths, weaknesses, desires, likes, dislikes and needs etc. Self awareness is such an ability that enables people to understand, when they are depressed, stressed, or feeling pressures, and what factors could make them to get a relief from all these pressures. It is considered as pre-requisite for the development of effective communication, interpersonal relationships and sometimes it contributes to develop empathy for others.

3.2.7 Empathy

Empathy is such an ability that enables the person to put his/her self in the place of others and realize what other feel, furthermore it enables people to appreciate and accept others who are unlike to them. The empathy is ability that enables people to think about the fact that life could be very different in various situations for other people as they have experienced it in certain situations. Empathy enables people to nurture their attitudes and behaviors towards other people for their care and assistance or tolerance etc when they are requiring help from them while suffering in a trouble.

3.2.8 Coping with emotions

This is ability to being aware of their emotions and feelings of others. It enables people to recognize and understand how emotions can influence behaviors and how they can respond to emotions in appropriate way which is acceptable and suitable in the

particular situation. For example while facing intense emotions like anger, sorrow or disappointment one could feel difficulty to cope with it. So it is crucial to have ability to cope with emotions appropriately and positively.

3.2.9 Coping with stress

This ability is related to discover the reasons for the stress in the life and understand the expected effects of stress on their life. It enables people to understand those factors that could cause stress and find out different ways to control it. It helps to find out the ways to reduce stress in their lives, sometimes by making changes in our physical environment or sometime in ways we are living that's means changes in our living styles.

Above mentioned all life skills can be inculcated to young adults as essential abilities through their planned learning experiences or formal curriculum. For instance, in problem solving skill there are certain steps to be followed such as recognize what is the problem, what are the possible solutions of a problem, discover possible merits or demerits of each and every possible solutions, choose the most suitable way out and finally act upon to solve it. However, the efforts must be made to equip our youngster with all essential life skills that are crucial for their peaceful and successful life.

3.3 Livelihood Skills and Life Skills Based Education

Life skills based education focuses on specific skills related to important psychological competencies and in most of studies it focuses upon the skills related to health. Often the 'life skills' and 'skills based health education' terms are used in the same context but after extensive literature review it becomes obvious that these two term

are very different such as 'skills based health education' emphasizes on health issues and skills related to health promotion whereas the life skills specifically linked with human rights, social life issues, citizenship and peace education. In fact both of these terms deal with real life applications of knowledge, skills, and attitudes for young people's lives. Whereas the term 'livelihood skills' specifically deals with the capabilities, resources, opportunities to identify individual and domestic economic goals means income generation or money making. Livelihood skills include technical and vocational abilities such as farming, trading, carpentry, or sewing etc. skills used to find out job e.g. interview skills, demonstrating skills, money management skills, business management skills and entrepreneurial skills (World Youth Report, 2003). Although livelihood skills are also very crucial for survival, health and development and must be kept in view while planning educational program for young people but this term is quite different from the concept of life skills based education.

3.4 Importance of Life Skills

Life skills are very essential for young students; and this is supported by many studies conducted by various organizations like WHO, UNICEF, UNESCO etc. In these studies great stress is given to the life skills based education that positively contributes in the comprehensive development of young children, enhances their socialization abilities, encourages youngsters to adopt prevention measures for diseases, life risk situations and disabilities. These skills prepare the child and young people for improving social circumstances by providing them skills that help in adapting positive attitude and behavior and deal effectively with their daily life issues.

Life skills based education could offer long term benefit to the individuals, community, societies and to nations based on individual benefits, social benefits, and health related benefits and economic related benefits mentioned below:

3.4.1 Educational

- It helps to desirable behavior transition
- Create strong and effective teacher student relationship
- Improve positive and productive school environment
- Help students to improve their performance
- Help to reduce learners problems i.e. truancy, absenteeism, substance abuse and drug uses

3.4.2 Social

- Enable students to make good and reliable friends
- Help them to get rid of peers pressures
- Improve their socialization skills
- Assist students to avoid risky situations
- Help in their character building
- Help students to use their leisure time properly and usefully

3.4.3 Health

- Lead to prevent and control of diseases e.g. HIV and AIDS
- Contribute to the personal wellbeing of the individuals
- Assist people to be responsible for their own and others health

3.4.4 Economic

- As learner opt the options to save the recourses such as money and time when they learn self management and interpersonal skills
- It helps to promote high productivity as promoting highly motivated strong and energetic individuals
- It leads to high productivity due to a motivated, strong and energetic labor force
- Help individuals to avoid drug uses and substance abuses

Life skills based education helps to promote children's abilities for their self-protection and care, democracy, good social relations, lifelong learning, basic education and creating the peace. Furthermore it is also asserted that life skills also promote the ability of young adolescents to opt best health related choices. Life skills contribute to enable young people to get prevented by unpleasant events such as, violence, early pregnancy, abuse, suicide, HIV/AIDS, injuries, accidents, and conflicts and environmental problems etc (World Health Organization, 1999).

Life skills education promotes mental well-being and equips them to handle demands and challenges of life and enhance their ability to encounter the bitter facts of the life. Moreover it encourages the young people to take responsibilities for their every action. Different organizations have described life skills education with different objectives. Some argue that life skills are source of prevention from bullying and abuse, for some prevention of AIDS/HIV, and some feel it is essential to help young people to handle successfully their everyday difficulty and challenges. The World Health Organization (1999) stresses that life skills education is not only for prevention of anything or to introduce life skills education only for mental and behavioral disorders, instead of this,

effective use of life skills education must is to influence the way youngsters feel about themselves and others, which in result contributes their self esteem and self confidence. It is suggested through many researches that school is a suitable place to introduce life skills because the school years are very crucial time period for children development, as school time period which is the major part of their formal education. Children learn more social skills when they are in the school and generally look for guidance and support from the adults.

However life skills can be paired within five main life areas as for

- i. Health promotion
- ii. Psychological competence
- iii. Prevention of substance abuse and adolescence pregnancy
- iv. Peace education
- v. support of self self-confidence and self respect

Teaching of life skills, specifically related to daily life can be the great source of enabling the young students to achieve their best well-being and healthy relationships with others and acceptable behaviors. Many problem specific skills such as to get protection from peer pressure, involvement in vandalism, sex harassment etc can be promoted through proper educational programs. Life skills education trains the people to transform their knowledge, values, and skills into the concrete abilities related to make decisions about certain actions and ways to complete a task e.g. what to do, when and how to do in certain situations. These skills enable the young people to have the desire to opt healthy ways for living, choose possible ways to do so and identify opportunities how to do so. Social support, cultural and environmental factors help the adolescence to learn

essential life skills which support their ability to behave in positive and creative manner to lead a successful life.

Furthermore effective attainment and use of life skills can manipulate our perception about ourselves and others; it contributes in the development of self-confidence, self-efficacy, and self esteem that influence the way we think about ourselves and interact with others. Life skills therefore can be said as important source for the promotion of well-being of young people that furthermore helps to prevent behavioral problems, health issues and mental disorders.

3.5 The 4.H Frame Work / Model for Life Skills

The 4.H frame work is based on five major competencies related to the complete development of young people identified by the World Health Organization. These competencies are related to head, heart, hand and health. Skills related to head are knowledge, reasoning and creativity, skills related to heart consist of personal and social competencies, competencies related to hand are vocational and citizenship, and health related skills consist of health and physical competencies. According to this model life skills are those competencies that help people in performing successfully in their lives. The comprehensive development of youth is enabling them to deal with their everyday life issues and especially transition to adulthood. Furthermore these skills help young people to fulfill their basic needs and get future accomplishments. This 4.H Model referring as "Targeting Life Skills Model" emphasizes on the development of competencies which are productive and healthy for young children and their societies (Hendricks, 1998).

3.5.1 Life skills focused by 4.H Model

Head:

Skills related to critical thinking, reasoning, creativity, and reasoning involves thinking in which a person use his/her own intelligence to get ideas, make decisions and carefully consider facts of life. More over young people learn to use resources effectively to accomplish a purpose.

Heart:

Skills associated to heart are personal and social competencies which consist of developing mutual relationships and caring nature that shows kindness, concern, affection and understanding for others.

Hand:

Hand related competencies are vocational and citizenship which include social responsibilities, providing or supplying services and working to earn money through physical or mental activities.

Heath:

Health related skills are related to living, behaving or everyday life activities. These skills are directly related to understand one's own nature, competencies, positives or negative characteristics and involve complete personal development.

Further detail of life skills that are focused in "Targeting Life Skills Model" is given in table 2.1:

Table 3.1: 4.H Model

Head	Heart	Hand	Health
Thinking Involves skills to learn critical thinking, decision making and problem solving	Relating Involves skills related to social skill, cooperation, accepting differences and conflict	Giving Related skills are providing community services, leadership, responsibilities, and positive performance in group tasks.	Living Involves skills related to healthy life style, good choices, stress management, diseases preventions and safety
Managing Involves skills related to setting the goals or targets, planning and organizing the things, keeping records, and effective use of resources	Caring Consist of empathy, relationships, sharing, take care for others and show Concern for them	Working Consist of team work skills, useful and self motivation abilities	Being Involves self respect , self responsibilities, self discipline and emotion /feeling management



Figure 3.1: Targeting Life Skills Model for 4.H

Source: (Hendricks, 1998)

3.6 Assumptions Related to Life Skills Education

There are certain assumptions related to the life skills which are some key features of young students life such as through learning the life skills they become able to make reason based decisions when equipped with proper knowledge, skills and attitudes. Education based on life skills students learn to respond to socio cultural issues like school conflicts, use of drugs, substance abuse, and HIV/AIDS. Life skills also deal with the critical needs of the youth. Life skills education must be relevant to the real life events or reflect the lifelong processes that must start from the early educations and continues throughout the life span.

3.7 Theories of Life Skills Based Education

The life skills theories have very positively contributed for the expansion of life skills education. Many theories have emphasized the concept of life kills for young people. Bandura presented social learning theory which is recognized as one of prominent theories related to life skills. Other theories related to this concept are child and adolescence development, problem solving theory, problem behavior theory, multiple intelligence theory and social influence theory etc. According to the cognitive behavioral theory the perception is that life skills are such skills which enable a person to conscious of its everyday life matters and handling of daily challenges (Pillai, 2012).

3.8 Promoting the Teaching of Life Skills

There are many forums and organizations who have been discussing about the importance of life skills for the young people. One of them is WHO, that is very prominent organization and contributing the teaching of such abilities that are often

ignored which children education. However, there is growing recognition that due to many cultural changes a lot of young adolescence is not well equipped with the essential life skills which could help them to learn how to deal with demands and stress of life. Generally it could be because of cultural mechanism such as families and customs in which life skills are not seen as crucial or influencing factors for adolescence comprehensive development. Throughout the world, a swift growing change is seen among young people's expectations, values, and living styles that is very different from their parents and forefathers due to the cultural transformation in many countries, (Rasheed, 2010).

Life skills must be distinguished from the other essential skills such as reading, writing, practical or technical skills which are generally known as livelihood skills and young children are expected to be equipped with them as they grow up. In fact life skills include psychological and social competencies that equip young people with critical, problem solving, self-management and socialization abilities. The efforts must be made to inculcate life skills through formal and informal education, in schools, home and in societies. Especially educational process must focus on the development of these life skills among young people so that they can lead their life successfully and handle challenging situations effectively.

3.9 Methodologies for Life Skills Education

The methods used in the teaching of life skills builds upon what is known of how young people learn from their own experiences and from the people around them, from observing how others behave and what consequences arise from behavior. This is

described in the Social Learning Theory developed by Bandura (1977). In Social Learning Theory, learning is considered to be an active acquisition, processing and structuring of experiences. LSE is generally implemented through methodologies such as group discussion, discussion based on case vignette, role-play, simple games, and storytelling, debate, etc (Rasheed, 2010). These methodologies unlike the lecture method, arouse and sustain attention and interest, ensure participation and team work and also facilitate learning through fun and humour. Therefore, it's important for the trainer to be well versed in these methodologies; it in turn helps in internalising the skills by the participants in a better way.

3.10 Life Skills Education and Adolescence

Adolescence is the most critical phase of an individual. It denotes the transitional stage from childhood to adulthood marked by conspicuous physical, cognitive, emotional and social changes. The inbuilt buffers existing in the society in the form of control and support from the near and dear ones guide the adolescents to grow into a mature adult.

However, in the recent years, big changes have taken place in our traditional society owing to industrialisation and globalisation. The impact is evident in the entire society, with no exception to adolescents. In the report "Development of social skills among children" Rasheed (2010) explained, the family ties have weakened; moral, social, religious and cultural controls rarely exist and a new life style emerged among the adolescents. The highly competitive world of today and the absence of traditional norms and support have heightened the stress among adolescents resulting in multiple mental health issues such as depression, anxiety, loneliness, rejection, diffidence, anger,

confliction in interpersonal relationship and failure. Alcohol abuse and criminal behaviour among the adolescents too are not uncommon.

Life skills education is suggested by many as a prevention and development approach to this serious scenario. As the definition by WHO in 1997 suggested, internalising the core essential life skills helps the adolescents to deal with the concerns in the modern world in a dignified and mature way bringing success to them. These skills will help them to resist peer pressure as they learn how to accept themselves for who they are. These basic skills will help young people in coping with difficulties they face in their personal, emotional and social development. Life skills are essentially those abilities that help promote mental well-being and competence in young people as they face the realities of life. With life skills one is able to explore alternatives, weigh pros and cons and make rational decisions in solving each problem or issue as it arises.

CHAPTER 3

RESEARCH METHODOLOGY

4.1 Research Design

It was a mixed method research and involved both of quantitative and qualitative research designs. The design of study was a survey research type because survey research is descriptive in nature and a non-experimental study. It is a systematic way to collect information to describe, compare or explain knowledge, behaviors, and attitudes. In surveys, usually data are collected through use of questionnaire and interviews. Surveys can be qualitative as using open-ended questions or quantitative using close ended questions in measuring instruments. There are two major types of survey studies, cross-sectional and longitudinal surveys (Creswell, 2003).

4.2 Population

A research population is a large collection of individuals that are the main focus of the study, and have similar characteristics or traits. Sometimes due to the large size of population, it is not easy for a researcher to include each and every individual in his/her study, furthermore it is too expensive and time consuming to research on a large number of people. Due to this reason, researches moved towards adopting a sampling technique.

4.2.1 Accessible Population

The accessible population for the study included teachers and students of all private and public secondary schools of Sargodha city, parents of secondary students and

curriculum experts of compulsory subjects at secondary level of Punjab. Details of all public and private male and female high schools, number of students and teachers is given in table 3.1 and table 3.2 respectively.

Table 4.1: Public High Schools of Sargodha City

	Schools	No. of Students	Teachers
Male	14	6282	157
Female	17	6358	249
Total	31	12640	406

Table 4.2: Private High Schools of Sargodha City

	Schools	No. of Students	Teachers
Male	45	5394	265
Female	34	3703	223
Total	79	8997	488

Table 4.3: Total No. of Students and Teachers Population

	Schools	No. of Students	Teachers
Male	59	11676	422
Female	51	10061	472
Total	110	21737	894

4.3 Sample and Sampling Techniques

A multistage stratified sampling technique was used to select the sample of teachers and students. At first stage, from 110 of total Private and public schools (10 %) 11 schools were selected randomly as strata of teachers and students. Secondly, Stratified Proportionate Sampling technique was used to select 120 male students out of 11676 and 100 female students from 10061 secondary students of both private and public secondary schools. Similarly 39 male teachers from 422 and 51 female teachers out of 472 teachers of both private and public schools were selected using the 'Rule of thumb'

TH-16938

(see Annexure 2). According to the ‘rule of thumb’, an adequate sample of 10,000 students would be a random sample of 1%, or 100 and 10% if population is within 1001.1000 presented by Dr. John Curry (as cited in Yount, 2006). However total 220 students and 90 teachers were selected as sample for the research, following the rule of thumb. The sample is given in table 3.4:

Table 4.4: Sample Size for Students and Teachers

	No. of Students	Teachers
Male	120	39
Female	100	51
Total	220	90

Sampling

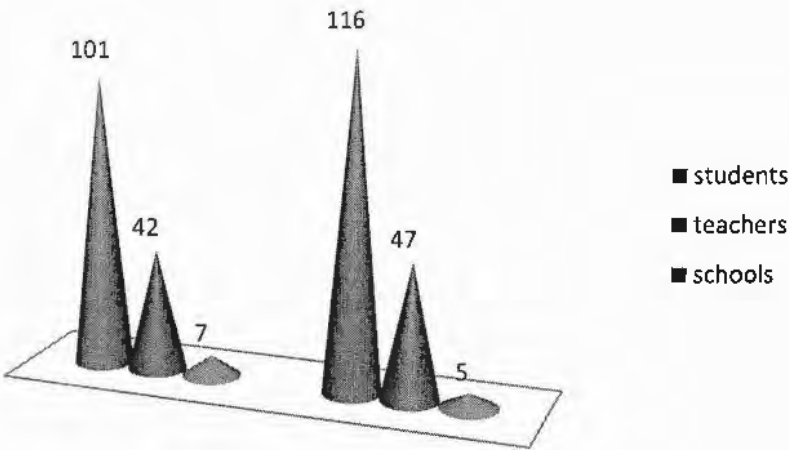


Figure 4.1: Sampling Size

Thirdly, Parents and curriculum experts were selected using purposive sampling technique for the study.

Table 4.5: Sample Size for Parents and Curriculum Developer

Parents	20
Curriculum experts	5
Total	25

4.4 Research Instruments

To collect the data mainly 2 instruments were used such as questionnaires and interview guides.

4.4.1 Questionnaires

Questionnaires are considered as useful research tools to obtain data from a large number of people. As Orodho (2008) said that questionnaires has a greater reliability because it allow a greater number of sample size to participate in the study. Quantitative data were obtained by administering two self developed questionnaires, based on extensive literature review, and were used to collect data about the perception of secondary school students and teacher regarding essential life skills for secondary students. These questionnaires were developed in various steps. In first step various items related to the main five components of life skills such as (1) Decision making/problem solving, (2) Creative thinking/critical thinking, (3) Inter personal/ communication skills, (4) Self awareness/empathy (5) Coping/self management skills, identified by WHO, were developed while doing the related literature review. Relevant resources and people were requested for the permission to use their data and information as helping material for developing items for the questionnaires. After development of the first draft of questionnaires, it was given to the experts for the review and necessary changes were made in the light of the experts' comments. After the editing total 47 items related to the

main five components of life skills were constructed such as (8) items related to the Creative thinking/critical thinking, (8) items related to the Decision making/problem solving skills, (10) items related to the Inter personal/ communication skills, (9) items related to the Self awareness/empathy and (12) items related to the Coping/self management skills. Both of questionnaires were based on 5 point rating scales such as (Strongly agree, Agree, Not Decided, Disagree, and Strongly Disagree). Scoring key for responses was consisted of 5 marks allocated to the response of Strongly Agree, 4 marks for Agree, 3 marks for Not Decided, 2 marks for Disagree and 1 mark for Strongly Disagree (see Annexure 3 & 4) .

4.4.1.1 Pilot Study

Through piloting the research instrument a researcher can ensure that it is not only measuring what it is intended to measure but it is consistent and stable over repeated use. It also helps to identify whether the instrument is understandable by the sample or not. Furthermore it assists to detect the deficiency in research tool and overcome them before administering it to a large sample size (Orodho & Abobo, 2014).

A pilot study was conducted and its results were used to calculate the reliability of the questionnaire. For this purpose 20 students and 10 teachers from the accessed population, were given the questionnaire forms and data were obtained. Using the SPSS software Cronbach's alpha coefficient reliability was calculated as .82 which is considered as an appropriate measure to continue the questionnaires for further study.

4.4.2 Interview Guides

A semi-structured interview guide was conducted for parents to know about which life skills, according to their opinion, are essential for their young children to have a successful life. It was made sure that all parents included in study have the child studying in 9th or 10th grade and were encouraged to answer the questions respective to their that child. It is elaborated in many researches that qualitative studies widely used in educational researches and relies on the data obtained by the participants. Interviews are used in qualitative research to collect useful and valuable information when the researcher can't observe directly to the participants. Interview data collection technique helps the researcher to have better control over the information because specific questions are used to elicit the data (Creswell J. W., 2005). The interview guide contained 20 questions such as 1.3 questions were related to the Creative thinking/critical thinking skills, 4.7 questions were related to the Decision making/problem solving skills, 8.11 questions were related to the Inter personal/ communication skills, 12.15 questions were related to the Self awareness/empathy and 16.19 questions were related to the Coping/self management skills. Question no. 20 was about the parents general opinion regarding some life skills other than mentioned in the interview (see Annexure 5). For this purpose 20 parents both male and female representing different professions were personally interviewed by the researcher and requested to give their valuable opinions regarding essential life skills for their young secondary schools students. Moreover, an interview guide was developed for five Punjab curriculum experts based on five base questions related to the life skills (see Annexure 6). The five curriculum experts SST Pak-Studies, SST English, SST Urdu, SST Mathematics and SST Islamiat were requested to give

interview via email or telephone because they all were in Lahore city and it was not convenient for the researcher to personally visit them. They all accepted the request to give their responses through telephone.

4.4.2.1 Validity and Reliability of Qualitative Data

It is very essential to determine validity and reliability of the research instruments and data in any type of research. For qualitative research the terms consistency, dependability, authenticity, credibility and conformability are used to determine the quality of the research. The term 'dependability' is used in qualitative study instead of reliability which determines the consistency of the data (Lincoln & Guba, 1985). Validity in qualitative studies means whether the researchers find what they intended to find. To ensure the consistency and authenticity of the qualitative part of the research, certain measures were taken by the researcher. For the optimum authenticity of data, the researcher conducted the interviews by personal visits to the participants. As it was one to one interview and researcher had to take notes from the verbal discussion, to ensure authenticity and accuracy of data, written responses were discussed with the participants as reflective talk so that any point of divergence can be evaded and in turns minimize the researcher's biasness. Flick (2008) specified three major techniques to ensure reliability of qualitative data, first is to train the interviewer, second is to provide interview guide and third is to analysis interview questions through piloting. Furthermore in the study all of above measures were taken as the researcher herself conducted interviews and a proper interview guide was developed and pilot study was conducted to ensure the reliability of the study. As Leedy & Ormrod (2009) explained that to determine the feasibility,

consistency and authenticity of the interviews, or instruments in the qualitative study, a pilot study can play a great contribution. However most of researchers claimed that one of the main factors that can ensure consistency or reliability of the qualitative studies is its validity (Lincoln & Guba, 1985).

4.5 Procedure for Data Collection

Data were collected in both forms, qualitative and quantitative

4.5.1 Quantitative Data

Students and teachers were given two different questionnaires based on 5 point rating scale about the life skills to determine their views about essential life skills and data were retrieved in quantitative form. The researcher personally visited the public and private schools and questionnaires were distributed among the 9th and 10th class students. Students were explained and briefed about the tricky items of questionnaire to have more accurate and valuable information. Teachers of secondary schools who are teaching 9th and 10th classes were requested to fill the given questionnaire to share their precious answers regarding the asked questions.

4.5.2 Qualitative Data

Qualitative data were obtained via conducting a semi structured interview guide based 20 open ended questions was developed related to the components of life skills by WHO to take opinion of 20 parents including both male and female about the essential life skills for their children. The researcher personally visited every parent and information was obtained from them. Punjab curriculum experts of compulsory subjects were also traced and requested to give their response against the asked interview. For this

purpose the interview guide was emailed to the relevant people. Three of them gave their responses via telephone and two did not reply, whereas initially all of them were agreed to give their response to the interview. Instead of this, curriculum documents and text books of class IX and X compulsory subjects including Mathematics, English, Urdu, Islamiyat, and Pak-Studies were critically reviewed to analyze which life skills are being focused or overlooked for secondary students.

4.6 Data Analysis

Data were analyzed through calculating the mean scores of secondary students and teachers perception regarding the life skills. Furthermore, the difference between the opinions of male and female, students and teachers were analyzed by applying independent samples *t*-test concerning the expected life skills for secondary students. Interview data collected from parents were analyzed using the software NVIVO.10 and different codes and themes were identified. Text Search Query was run and related statements and expression about the key factors of the life skills were identified. Furthermore the coding summary by nodes is attained and presented (see Annexure 7). The data obtained from curriculum experts were analyzed by getting their opinions and key words reflecting their perception about life skills and to determine what life skills are being focused and incorporated in secondary school curriculum especially related to their subject. Additionally the curriculum documents and content of text books of compulsory subjects were analyzed by using Curriculum Alignment Matrix to find out what life skills are being promoted and which are overlooked as mention in the table given below:

Table 4.6: Curriculum Alignment Matrix

	Urdu	English	Mathematics	Pak-Studies	Islamiat
Creative thin king/ critical thin king					
Decision making/ problem solving					
Interpersonal/ communication					
Self awareness/ empathy					
Coping and self management					

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

The chapter four “Data Analysis and Interpretation” is a presentation, investigation and interpretation of the collected data using various data collection tools e.g. questionnaires, interviews and document analysis etc. The main purpose of the study was to explore the perception of parents, teachers, and students about the essential life skills and analyze the secondary schools curriculum to explore what life skills are included in the curriculum and what skills are overlooked. For this purpose data were collected using questionnaires, interview and curriculum document analysis and text books of compulsory subjects. Quantitative data were collected via administering two questionnaires to secondary school students and teachers to obtain their expectations about the life skills for the secondary school students of Sargodha city. To obtain qualitative data parents were interviewed to attain their perception about essential life skills for their young children. Some curriculum experts were interviewed to know what life skills are being the part of secondary school curriculum specifically in their subject and finally curriculum documents and text books of compulsory subjects such as Urdu, English Math, Pak-Studies and Islamiyat, of 9th and 10th classes were reviewed to investigate which of life skills have been included and which are overlooked. Findings of the research were organized and presented in line with the objectives of the study.

5.1 Quantitative Data Analysis

The questionnaires were delivered to the students and teachers to collect quantitative data from them. Both questionnaires were based on rating scale with five options such as Strongly Agree, Agree, Not Decided, Disagree and Strongly Disagree having the same number of items and scoring norms. Scoring norms for the questionnaire is given below:

5.1.1 Scoring Norms

Total item numbers: 47

5.1.2 Responses and Weight for Questionnaire Items

Table 5.1: Responses and Weight for Questionnaire Items

Responses:	Strongly Agree	Agree	Not Decided	Disagree	Strongly Disagree
Weights	1	2	3	4	5

Table 5.2: Scoring range for CRT variable

No. of Items	Negative perception	Positive perception
8	8-24	25-40

If the perceived mean score obtained by students or teachers falls between the range 8-24 it shows the negative perception about the creative thinking/ critical thinking (CRT) variable. But, if obtained mean score falls between the range 25-40, it exhibits positive perception about the CRT variable.

Table 5.3: Scoring range for DM variable

No. of Items	Negative perception	Positive perception
8	8-24	25-40

If the perceived mean scores obtained by students or teachers fall between the range 8-24 it shows the negative perception about the decision making/ problem solving (DM) variable. But, if obtained mean scores fall between the range 25-40, it exhibits positive perception about the DM variable.

Table 5.4: Scoring range for IPC variable

No. of Items	Negative perception	Positive perception
10	10-30	31-50

If the perceived mean scores obtained by students or teachers fall between the range 10-30 it shows the negative perception about the interpersonal/ communication life (IPC) variable. But, if obtained mean scores fall between the range 31-50, it exhibits positive perception about the IPC variable.

Table 5.5: Scoring range for SAE variable

No. of Items	Negative perception	Positive perception
9	9-27	28-45

If the perceived mean scores obtained by students or teachers fall between the range 9-27 it shows the negative perception about the self awareness / empathy (SAE) variable. But, if obtained mean scores fall between the range 28-45, it exhibits positive perception about the SAE variable.

Table 5.6: Scoring range for CSM variable

No. of Items	Negative perception	Positive perception
12	12-36	37-60

If the perceived mean scores obtained by students or teachers fall between the range 12-36 it shows the negative perception about the coping and self management (CSM) variable. But, if obtained mean scores fall between the range 37-60, it exhibits positive perception about the CSM variable.

Table 5.7: Scoring range for overall life skills variables

No. of Items	Negative perception	Positive perception
47	47-141	142-235

If the perceived mean scores obtained by students or teachers fall between the range 47-141 it shows the negative perception about the overall life skills variable. But, if obtained mean scores fall between the range 142-235, it exhibits positive perception about the overall Life Skills variables.

5.1.3 Descriptive Statistics/ Mean Scores of Teachers

Table 5.8: Overall teachers' mean scores about life skills

	N	Mean Scores	Std. Deviation
CRT	90	34.01	3.357
DM	90	34.36	4.032
IPC	90	43.07	3.518
SAE	90	39.56	3.532
CSM	90	49.96	5.125
Life Skills	90	200.94	16.136

Interpretation

It is perceived that overall teachers' perception about the life skills is positive as Table 4.8 represented that teachers' mean score (34.01) about the creative

thinking/ critical thinking life skills (CRT) variable falls between the range of 25-40 that exhibits positive perception of teachers about the CRT variable. Similarly all teachers' mean scores fall within the range of positive perception such as mean score (34.36) of decision making/ problem solving life skills (DM) variable falls within the range 25-40, mean scores (43.07) related to the interpersonal/ communication life skills (IPC) variable fall between the range 31-50, mean scores (39.56) related to the self awareness / empathy life skills (SAE) variable surrounds the range 28-45, mean scores (49.96) about the coping and self management life skills (CSM) variable comes within the range 37-60 and mean scores (200.94) about over all life skills are within the range 142-235 that portrays the positive perception of all teachers towards the various variables of Life Skills.

Table 5.9: Overall male teachers' mean scores about life skills

	N	Mean Scores	Std. Deviation
CRT	39	34.74	2.741
DM	39	35.10	3.331
IPC	39	43.28	3.170
SAE	39	40.18	3.347
CSM	39	50.46	4.254
Life Skills	39	203.76	13.133

Interpretation

It is apparent that overall male teachers' perception about the life skills is highly positive as Table 4.9 denotes that male teachers' mean score (34.74) related to the creative thinking/ critical thinking life skills (CRT) variable falls between the range of 25-40 which exhibits positive perception of teachers about the CRT variable. Similarly the mean score (35.10) of decision making/ problem solving life skills (DM) variable comes within the range 25-40, mean scores (43.28) related to the interpersonal/

communication life skills (IPC) variable fall between the range 31-50, mean scores (40.18) of the self awareness / empathy life skills (SAE) variable surrounds the range 28-45, mean scores (50.46) about the coping and self management life skills (CSM) variable comes within the range 37-60 and mean scores (203.76) about over all life skills are within the range 142-235 that portray the positive perception of all male teachers towards the various variables of Life Skills.

Table 5.10: Overall female teachers' mean scores about life skills

	N	Mean Scores	Std. Deviation
CRT	51	33.45	3.690
DM	51	33.78	4.442
IPC	51	42.90	3.786
SAE	51	39.08	3.627
CSM	51	49.57	5.714
Life Skills	51	198.78	17.927

Interpretation

It is perceived that overall female teachers' perception about the life skills is positive as Table 4.10 represents that teachers' mean score (33.45) about the creative thinking/ critical thinking life skills (CRT) variable falls between the range of 25-40 which exhibits positive perception of female teachers about the CRT variable. Similarly all female teachers' mean scores fall within the range of positive perception such as mean score (33.78) of decision making/ problem solving life skills (DM) variable falls within the range 25-40, mean scores (42.90) related to the interpersonal/ communication life skills (IPC) variable fall between the range 31-50, mean scores (39.08) related to the self awareness / empathy life skills (SAE) variable surrounds the range 28-45, mean scores (49.57) about the coping and self management life skills (CSM) variable comes within

the range 37-60 and mean scores (198.78) about over all life skills are within the range 142-235 that shows positive perception of all female teachers towards the various variables of Life Skills.

5.1.4 Descriptive Statistics/ Mean Scores of Students

Table 5.11: Overall students' mean scores about life skills

	N	Mean Scores	Std. Deviation
CRT	220	33.35	3.839
DM	220	33.82	3.594
IPC	220	40.94	5.029
SAE	220	38.21	4.885
CSM	220	49.37	6.440
Life Skills	220	195.68	19.438

Interpretation

It is apparent that overall students' perception about the essential life skills is positive as Table 4.11 represents that students' mean score (33.35) about the creative thinking/ critical thinking life skills (CRT) variable falls between the range of 25-40 which exhibits positive perception of students about the CRT variable. Likewise all students' mean scores fall within the range of positive perception such as mean score (33.82) related to decision making/ problem solving life skills (DM) variable falls within the range 25-40 , mean scores (40.94) about the interpersonal/ communication life skills (IPC) variable fall between the range 31-50 , mean scores (38.21) related to the self awareness / empathy life skills (SAE) variable surrounds the range 28-45, mean scores (49.37) for the coping and self management life skills (CSM) variable comes within the range 37-60 and mean scores (195.68) about over all life skills are within the range 142-

235 that represents positive perception of all students towards the various variables of Life Skills.

Table 5.12: Overall male students' mean scores about life skills

	N	Mean Scores	Std. Deviation
CRT	120	33.96	3.868
DM	120	34.27	3.808
IPC	120	41.16	5.284
SAE	120	38.23	4.852
CSM	120	48.76	6.798
Life Skills	120	196.37	20.248

Interpretation

It is apparent that overall male students' perception about the essential life skills is positive as Table 4.12 represents that male students' mean score (33.96) about the creative thinking/ critical thinking life skills (CRT) variable falls between the range of 25-40 which exhibits positive perception of male students about the CRT variable. Similarly mean scores of all male students fall within the range of positive perception for instance mean score (34.27) related to decision making/ problem solving life skills (DM) variable falls within the range 25-40, mean scores (41.16) about the interpersonal/ communication life skills (IPC) variable fall between the range 31-50, mean scores (38.23) related to the self awareness / empathy life skills (SAE) variable surrounds the range 28-45, mean scores (48.76) for the coping and self management life skills (CSM) variable comes within the range 37-60 and mean scores (196.37) about over all life skills are within the range 142-235 that represents positive perception of all male students towards the various variables of Life Skills.

Table 5.13: Overall female students' mean scores about life skills

	N	Mean Scores	Std. Deviation
CRT	100	32.61	3.690
DM	100	33.29	3.258
IPC	100	40.67	4.718
SAE	100	38.18	4.949
CSM	100	50.10	5.933
Life Skills	100	194.85	18.487

Interpretation

It is shown that overall female students' perception about the essential life skills is positive as Table 4.13 represents that female students' mean score (32.61) about the creative thinking/ critical thinking life skills (CRT) variable falls between the range of 25-40 which exhibits positive perception of female students about the CRT variable. Similarly mean scores (33.29) of all female students related to decision making/ problem solving life skills (DM) variable falls within the range 25-40 and presents positive perception of female students, mean scores (40.67) about the interpersonal/ communication life skills (IPC) variable fall between the range 31-50, mean scores (38.18) related to the self awareness / empathy life skills (SAE) variable surrounds the range 28-45, mean scores (50.10) for the coping and self management life skills (CSM) variable comes within the range 37-60 and mean scores (194.85) about over all life skills are within the range 142-235 that represents positive perception of all female students towards the various variables of Life Skills.

Table 5.14: Summary of overall teachers' and students' mean scores

Respondent	N	CRT	DM	IPC	SAE	CSM	Life Skills
Students	220	33.35	33.82	40.94	38.21	49.37	195.68
Teachers	90	34.01	34.36	43.07	39.56	49.96	200.94
Total	310	33.54	33.98	41.55	38.60	49.54	197.20

Interpretation

Table 4.14 represents that all students' mean score (33.35) and teachers' mean score (34.01) about the creative thinking/ critical thinking life skills (CRT) variable is slightly varies as teachers' perception seems more positive as compare to students, but however falls between the range of 25-40 which exhibits positive perception of all students and teachers about the CRT variable. Similarly students' mean scores (33.82) and teachers' mean scores (34.36) related to decision making/ problem solving life skills (DM) variable is somewhat different as teachers' mean score seems more positive as compare to students mean score but falls within the range 25-40 that shows positive perception of both groups about DM variable. The mean scores of students (40.94) and teachers (43.07) about the interpersonal/ communication life skills (IPC) variable fall between the range 31-50 that depicts their positive perception but the difference in mean scores shows that teachers possess more strong perception as compare to students about ICP variable. Teachers' mean score (39.56) depicts more positive perception as compare to students' mean scores (38.21) related to the self awareness / empathy life skills (SAE) variable but however fall within the range 28-45that shows both groups possess positive perception for the SAE variable. Similarly the mean scores of students (49.37) and teachers (49.96) for the coping and self management life skills (CSM) variable seems

very close and fall within the range 37-60 that represents the positive perception of all students and teachers towards the CSM variable of Life Skills. Moreover the mean scores of students (195.68) is less than the teachers mean score (200.94) for overall the life skills variable that illustrate teachers' strong and more positive perception towards the all variables of Life Skills but both scores fall within the range 142-235 that represents positive perception of both groups.

5.1.5 Public School Wise Mean Scores of Teachers and Students

Table 5.15: Over all mean scores of public school teachers and students

Respondent	N	CRT	DM	IPC	SAE	CSM	Life Skills
Male Teachers	20	34.65	34.75	43.05	40.50	50.30	203.25
Female Teachers	20	32.65	33.75	42.30	39.10	49.55	197.35
Male students	50	34.68	35.14	41.84	38.98	50.58	201.22
Female Students	50	30.92	32.66	39.94	37.34	47.28	188.14

Interpretation

Table 4.15 represents that overall mean score of male teachers (34.65), female teachers (32.65), male students (34.68) and female students (30.92) of public schools fall between the range of 25-40 which exhibits positive perception of all students and teachers of public schools about the creative thinking/ critical thinking life skills (CRT) variable. Although some mean scores seem slightly varies as male teachers' perception seems more positive as compare to female teachers' and perception of male students seems more positive as compare to female students. Similarly mean scores of male teachers (34.75), female teachers (33.75), male students (35.14) and female students

(32.66) of public schools related to decision making/ problem solving life skills (DM) variable fall within the range 25-40 that shows positive perception of all groups but difference in mean scores shows that male teacher have more positive perception as compare to the female teachers and male students are more positive about the decision making and problem solving skills than the female students of public schools . The mean scores of male students (41.84), female students (39.94), male teachers (43.05) and female teachers (42.30) about the interpersonal/ communication life skills (IPC) variable fall between the range 31-50 that depicts their positive perception but the mean difference shows that male teachers have more positive opinion than the female teachers and male students possess more strong perception as compare to female students about ICP variable. Male teachers' (40.50) and female teachers' mean score (39.10) depict more positive perception as compare to male students' (38.98) and female students' mean scores (37.34) related to the self awareness / empathy life skills (SAE) variable but however fall within the range 28-45 that shows both groups of public schools possess positive perception for the SAE variable. In the same way the mean scores of male students (50.58), female students (47.28) and male teachers (50.30) and female teachers (49.55) for the coping and self management life skills (CSM) variable seems positive and fall within the range 37-60 that represents the positive perception of all students and teachers of public schools towards the CSM variable of Life Skills. Male teachers (203.25) depicts more positive perception as compare to female teachers mean score (197.35) and male students mean score (201.22) represents more positive perception as compare to female students mean scores (188.14) related to the overall Life

Skills variable but however fall within the range 142-235 that shows positive perception of all groups of public schools for the overall Life Skills variable.

5.1.6 Private School Wise Mean Scores of Teachers and Students

Table 5.16: Over all mean scores of private school teachers and students

Respondent	N	CRT	DM	IPC	SAE	CSM	Life Skills
Male Teachers	19	34.84	33.75	42.30	39.84	50.63	204.31
Female Teachers	31	33.97	33.81	43.29	39.06	49.58	199.70
Male students	70	33.44	35.47	43.53	37.70	47.46	192.91
Female Students	50	34.30	33.92	41.40	39.02	52.92	201.56

Interpretation

Table 4.16 signifies that overall mean score of male teachers (34.84), female teachers (33.97), male students (33.44) and female students (34.30) of private schools, fall between the range of 25-40 which exhibits positive perception of all students and teachers of private schools about the creative thinking/ critical thinking life skills (CRT) variable. Although some mean scores seem slightly vary as male teachers' perception seems more positive as compare to female teachers and perception of female students seems more positive as compare to male students. Similarly mean scores of male teachers (33.75), female teachers (33.81), male students (35.47) and female students (33.92) of private schools related to decision making/ problem solving life skills (DM) variable fall within the range 25-40 that shows positive perception of all groups with very slight difference in mean scores that shows all groups have almost same level of perception about the decision making and problem solving skills in private schools. The mean scores of male students (43.53), female students (41.40), male teachers (42.30) and

female teachers (43.29) about the interpersonal/ communication life skills (IPC) variable fall between the range 31-50 that depicts their positive perception but the mean difference shows that female teachers have more positive opinion than the male teachers and male students possess more strong perception as compare to female students about ICP variable. Male teachers' (39.84), female teachers' mean score (39.10) and female students' mean scores (39.02) depict more positive perception as compare to male students (37.70) related to the self awareness / empathy life skills (SAE) variable but however fall within the range 28-45 that shows all groups possess positive perception for the SAE variable. In the same way the mean scores of male students (47.46), female students (52.92) and male teachers (50.63) and female teachers (49.58) for the coping and self management life skills (CSM) variable seems positive and fall within the range 37-60 that represents the positive perception of all students and teachers of private towards the CSM variable of Life Skills. But difference in mean scores shows that male teachers' mean score is better than the female teachers and mean score of female students is more positive than the male students. The mean scores of male students (192.91), female students (201.56), male teachers (204.31) and female teachers (199.70) of private schools related to the overall Life Skills variable fall between the range 142-235 that depicts their positive perception but the mean difference shows that in private schools the male teachers have more positive opinion than the female teachers and female students possess more strong perception as compare to male students about overall Life Skills variable.

5.1.7 Hypotheses Testing

Specification of the level of significance:

$$= 0.05$$

Specification of the test statistics:

Independent Samples Test

Determination of critical region:

$P = 0.05$. If $p > .$ than null hypotheses is rejected and if $p < .$ than null hypotheses is accepted

H₀₁ There is no significant difference between the mean opinion scores of male and female teachers about the essential life skills for secondary students

Table 5.17: Male/female teachers' results for CRT

	Numbers of teacher	Mean score	Standard deviation	t	df.	Sig.(2tailed)
Male Teachers	39	34.74	2.741	1.834	88	.070
Female Teachers	51	33.45	3.690			

Interpretation

Table 4.17 shows that the male teachers' mean score (34.74) is higher than the female teachers' mean score (33.45) and fall between the range (25-40) that illustrates both groups possess positive perception but difference in mean score depicts that male teachers have more strong perception as compare to the female teachers about the creative thinking/ critical thinking Life Skills (CRT).

An independent samples t test was performed to analyze whether the perception of male and female teachers about the asked variable differs significantly or not. The test results show no significant difference in the scores of male teachers ($M=34.74$, $SD=2.74$) and female teachers ($M=33.45$, $SD=3.690$); $t(88) = 1.834$, $p = .070$ as $p > 0.05$

Table 5.18: Male/female teachers' results for DM

	Numbers of teacher	Mean score	Standard deviation	t	df.	Sig.(2tailed)
Male Teachers	39	35.10	3.331	1.549	88	.125
Female Teachers	51	33.78	4.442			

Interpretation

Table 4.18 shows that the male teachers' mean score (35.10) is higher than the female teachers' mean score (33.78) and fall between the range (25-40) that illustrates both groups possess positive perception but difference in mean score illustrates that male teachers have more strong perception as compare to the female teachers about the decision making/ problem solving Life Skills (DM) variable.

An independent samples t test was conducted to analyze whether the perception of male and female teachers about the asked variable differs significantly or not. The test results show no significant difference in the scores of male teachers ($M=35.10$, $SD=3.331$) and female teachers ($M=33.78$, $SD=4.442$); $t(88) = 1.549$, $p = .125$ as $p > 0.05$.

Table 5.19: Male/female teachers' results for IPC

	Numbers of teacher	Mean score	Standard deviation	t	df.	Sig.(2tailed)
Male Teachers	39	43.28	3.170	.506	88	.614
Female Teachers	51	42.90	3.786			

Interpretation

Table 4.19 shows that the male teachers' mean score (43.28) is higher than the female teachers' mean score (42.90) and fall between the range (31-50) that illustrates both groups possess positive perception but difference in mean score depicts that male

teachers have more strong perception as compare to the female teachers about the interpersonal/ communication life skills (IPC) variable.

An independent samples t test was conducted to analyze whether the perception of male and female teachers about the asked variable differs significantly or not. The test results show no significant difference in the scores of male teachers ($M=43.28$, $SD=3.170$) and female teachers ($M=42.90$, $SD=3.786$); $t(88) = .506$, $p = .614$ as $p > 0.05$

Table 5.20: Male/female teachers' results for SAE

	Numbers of teacher	Mean score	Standard deviation	t	df.	Sig.(2tailed)
Male Teachers	39	40.18	3.347	.506	88	.144
Female Teachers	51	39.08	3.627			

Interpretation

Table 4.20 shows that the female teachers' mean score (40.18) is higher than the female teachers' mean score (39.08) and fall between the range (28-45) that illustrates both groups possess positive perception but difference in mean score represents that male teachers have more strong perception as compare to the female teachers about self awareness / empathy life skills (SAE) variable.

An independent samples t test was conducted to analyze whether the perception of male and female teachers about the asked variable differs significantly or not. The test results show no significant difference in the scores of male teachers ($M=40.18$, $SD=3.347$) and female teachers ($M=39.08$, $SD=3.627$); $t(88) = .506$, $p = .144$ as $p > 0.05$

Table 5.21: Male/female teachers' results for CSM

	Numbers of teacher	Mean score	Standard deviation	t	df.	Sig.(2tailed)
Male Teachers	39	50.46	4.254	.817	88	.416
Female Teachers	51	49.57	5.714			

Interpretation

Table 4.21 shows that the female teachers' mean score (50.46) is higher than the female teachers' mean score (49.57) and fall between the range (37-60) that illustrates both groups possess positive perception but difference in mean score shows that male teachers have more strong perception as compare to the female teachers about the coping and self management life skills (CSM) variable.

An independent samples t test was conducted to analyze whether the perception of male and female teachers about the asked variable differs significantly or not. The test results show no significant difference in the scores of male teachers (M=50.46, SD=4.254) and female teachers (M=49.57, SD=5.714); $t(88) = .817, p = .416$ as $p > 0.05$

Table 5.22: Summary of male/female teachers' results about life skills

	Numbers of teacher	Mean score	Standard deviation	t	df.	Sig.(2tailed)
Male Teachers	39	203.7	13.133	1.461	88	.147
Female Teachers	51	198.7	17.927			

Interpretation

Table 4.22 shows that overall the male teachers' mean score (203.7) is higher than the female teachers' mean score (198.7) and fall between the range (142-235) that shows both groups have positive perception but difference in mean score depicts that male

teachers have more strong perception as compare to the female teachers about the all variables of Life Skills.

An independent samples t test was performed to analyze whether the perception of male and female teachers about the all inquired variables of Life Skills differs significantly or not. The test results show no significant difference in the scores of male teachers ($M=203.7$, $SD=13.133$) and female teachers ($M=198.7$, $SD=17.927$); $t(88) = 1.549$, $p = .125$ as $p > 0.05$

5.1.7.1 Decision about the null hypothesis H_{01}

Since the $p = .125$ is greater than the chosen significance level $\alpha = 0.05$, so the null hypothesis "There is no significant difference between the mean opinion scores of male and female teachers about the essential life skills for secondary students" is fail to be rejected and portrays no significant difference between the overall male and female teachers' perception about the Life Skills.

H_{02} There is no significant difference between the mean opinion scores of female and male students about the essential life skills

Table 5.23: Male/female students' results for CRT

	Numbers of students	Mean score	Standard deviation	t	df.	Sig.(2tailed)
Male students	120	33.96	3.868	2.629	218	.009
Female students	100	32.61	3.690			

Interpretation

Table 4.23 illustrates that the male students' mean score (33.96) is higher than the female students' mean score (32.61) and fall between the range (25-40) that illustrates

both groups possess positive perception but difference in mean score depicts that male students have more strong perception as compare to the female students about the creative thinking/ critical thinking Life Skills (CRT).

An independent samples t test was performed to analyze whether the perception of male and female students about the asked variable differs significantly or not. The test results show significant difference in the scores of male teachers (M=33.96, SD=3.868) and female teachers (M=32.61, SD=3.690); $t(218) = 2.629$, $p = .009$ as the $p < 0.05$

Table 5.24: Male/female students' results for DM

	Numbers of students	Mean score	Standard deviation	t	df.	Sig.(2tailed)
Male students	120	34.27	3.808	2.021	218	.044
Female students	100	33.29	3.258			

Interpretation

Table 4.24 illustrates that the male students' mean score (34.27) is higher than the female students' mean score (33.29) and fall between the range (25-40) that illustrates both groups possess positive perception but difference in mean score depicts that male students have more strong perception as compare to the female students about the decision making/ problem solving Life Skills (DM) variable.

An independent samples t test was performed to analyze whether the perception of male and female students about the asked variable differs significantly or not. The test results show significant difference in the scores of male teachers (M=34.27, SD=3.808) and female teachers (M=33.29, SD=3.258); $t(218) = 2.021$, $p = .044$ as the $p < 0.05$

Table 5.25: Male/female students' results for IPC

	Numbers of students	Mean score	Standard deviation	t	df.	Sig.(2tailed)
Male students	120	41.16	5.284	.716	218	.475
Female students	100	40.67	4.718			

Interpretation

Table 4.25 illustrates that the male students' mean score (41.16) is higher than the female students' mean score (40.67) and depicts that male students have more strong perception as compare to the female students about the interpersonal/ communication life skills (IPC) variable. An independent samples t test was performed to analyze whether the perception of male and female students about the asked variable differs significantly or not. The test results show no significant difference in the scores of male teachers (M=41.16, SD=5.284) and female teachers (M=40.67, SD=4.718); $t(218) = .716$, $p = .475$ as the $p > 0.05$

Table 5.26: Male/female students' results for SAE

	Numbers of students	Mean score	Standard deviation	t	df.	Sig.(2tailed)
Male students	120	38.23	4.852	.080	218	.936
Female students	100	38.18	4.949			

Interpretation

Table 4.26 illustrates that the male students' mean score (38.23) is higher than the female students' mean score (38.18) and fall between the range (28-45) that illustrates both groups possess positive perception but difference in mean score depicts that to some extent male students have more positive perception as compare to the female students about self awareness / empathy life skills (SAE) variable.

An independent samples t test was performed to analyze whether the perception of male and female students about the asked variable differs significantly or not. The test results show no significant difference in the scores of male teachers ($M=38.23$, $SD=4.852$) and female teachers ($M=38.18$, $SD=4.949$); $t(218) = .080$, $p = .936$ as the $p > 0.05$

Table 5.27: Male/female students' results for CSM

	Numbers of students	Mean score	Standard deviation	t	df.	Sig.(2tailed)
Male students	120	48.76	6.798	.1543	218	.124
Female students	100	50.10	5.933			

Interpretation

Table 4.27 illustrates that the male students' mean score (48.76) is less than the female students' mean score (50.10) but fall between the range (37-60) that illustrates both groups possess positive perception however difference in mean score depicts that female students have more strong perception as compare to the male students about the coping and self management life skills (CSM) variable.

An independent samples t test was performed to analyze whether the perception of male and female students about the asked variable differs significantly or not. The test results show no significant difference in the scores of male teachers ($M=48.76$, $SD=6.798$) and female teachers ($M=50.10$, $SD=5.933$); $t(218) = .1543$, $p = .124$ as the $p > 0.05$

Table 5.28: Summary of Male/female students' results about life skills

	Numbers of students	Mean score	Standard deviation	t	df.	Sig.(2tailed)
Male students	120	196.3	20.248	.579	218	.564
Female students	100	194.8	18.487			

Interpretation

Table 4.28 illustrates that the male students' mean score (196.3) is greater than the female students' mean score (194.8) and fall between the range (142-235) that shows both groups have positive perception but difference in mean score depicts that male students have more strong perception as compare to the female students about the all variables of Life Skills.

An independent samples t test was performed to analyze whether the perception of male and female students about the asked variables related to Life Skills differs significantly or not. The test results show no significant difference in the scores of male students ($M=196.3$, $SD=20.248$) and female students ($M=194.8$, $SD=18.487$); $t(218) = .579$, $p = .564$ as the $p > 0.05$

5.1.7.2 Decision about the null hypothesis H_{02}

Since the $p = .564$ is greater than the chosen significance level $\alpha = 0.05$, so the null hypothesis "There is no significant difference between the mean opinion scores of male and female students about the essential life skills" is fail to be rejected and reveals no significant difference between the overall male and female students' perception about the Life Skills.

H₀₃ There is no significant difference between the students and teachers mean perception scores about the essential life skills

Table 5.29: Students/teachers' results for CRT

	N	Mean score	Standard deviation	t	df.	Sig.(2tailed)
Students	220	33.35	3.839	1.518	187.8	.131
Teachers	90	34.01	3.357			

Interpretation

Table 4.29 illustrates that the students' mean score (33.35) is less than the teachers' mean score (34.01) and fall between the range (25-40) that illustrates both groups possess positive perception but difference in mean score depicts that teachers have more strong perception as compare to the students about the creative thinking/ critical thinking Life Skills (CRT).

An independent samples t test was performed to analyze whether the perception of students and teachers about the asked variable differs significantly or not. The test results show no significant difference in the scores of students ($M=33.35$, $SD=3.839$) and teachers ($M=32.61$, $SD=3.357$); $t(187.8) = .1518$, $p = .131$ as the $p > 0.05$

Table 5.30: Students/teachers' results for DM

	N	Mean score	Standard deviation	t	df.	Sig.(2tailed)
Students	220	33.82	3.594	.1143	308	.254
Teachers	90	34.36	4.032			

Interpretation

Table 4.30 illustrates that the students' mean score (33.82) is less than the teachers' mean score (34.36) and fall between the range (25-40) that illustrates both groups possess positive perception but difference in mean score depicts that teachers have

more strong perception as compare to the students about the decision making/ problem solving Life Skills (DM) variable.

An independent samples t test was performed to analyze whether the perception of students and teachers about the asked variable differs significantly or not. The test results show no significant difference in the scores of students ($M=33.82$, $SD=3.839$) and teachers ($M=34.36$, $SD=4.032$); $t(308) = .1143$, $p = .254$ as the $p > 0.05$

Table 5.31: Students/teachers' results for IPC

	N	Mean score	Standard deviation	t	df.	Sig.(2tailed)
Students	220	40.94	5.029	.4240	233.6	.000
Teachers	90	43.07	3.518			

Interpretation

Table 4.31 illustrates that the students' mean score (40.94) is less than the teachers' mean score (43.07) but fall between the range (31-50) that illustrates both groups possess positive perception however difference in mean score depicts that teachers have more strong perception as compare to the students about the interpersonal/ communication life skills (IPC) variable.

An independent samples t test was performed to analyze whether the perception of students and teachers about the asked variable differs significantly or not. The test results show highly significant difference in the scores of students ($M=40.94$, $SD=5.029$) and teachers ($M=43.07$, $SD=3.518$); $t(233.6) = .4240$, $p = .000$ as the $p < 0.05$

Table 5.32: Students/teachers' results for SAE

	N	Mean score	Standard deviation	t	df.	Sig.(2tailed)
Students	220	38.21	4.885	.2709	226.4	.007
Teachers	90	39.56	3.532			

Interpretation

Table 4.32 illustrates that the students' mean score (38.21) is less than the teachers' mean score (39.56) but fall between the range (28-45) that illustrates both groups possess positive perception however difference in mean score depicts that teachers have more strong perception as compare to the students about self awareness / empathy life skills (SAE) variable.

An independent samples t test was performed to analyze whether the perception of students and teachers about the asked variable differs significantly or not. The test results show significant difference in the scores of male teachers ($M=38.21$, $SD=4.885$) and female teachers ($M=39.56$, $SD=3.532$); $t(226.4) = .2.709$, $p = .007$ as the $p < 0.05$

Table 5.33: Students/teachers' results for CSM

	N	Mean score	Standard deviation	t	df.	Sig.(2tailed)
Students	220	49.37	6.440	.771	308	.441
Teachers	90	49.96	5.125			

Interpretation

Table 4.33 illustrates that the students' mean score (49.37) and the teachers' mean score (49.96) fall between the range (37-60) that illustrates both groups have strong and positive perception about the coping and self management life skills (CSM) variable.

An independent samples t test was performed to analyze whether the perception of students and teachers about the asked variable differs significantly or not. The test results show no significant difference in the scores of students ($M=49.37$, $SD=6.440$) and teachers ($M=49.96$, $SD=5.125$); $t(308) = .771$, $p = .441$ as the $p > 0.05$

Table 5.34: Summary of results for teachers and students about life skills

	N	Mean score	Standard deviation	t	df.	Sig.(2tailed)
Students	220	195.6	19.438	.2.268	308	.024
Teachers	90	200.9	16.136			

Interpretation

Table 4.34 illustrates that the students' mean score (195.6) is lesser than the teachers' mean score (200.9) but fall between the range (142-235) that shows both groups have positive perception however difference in mean score depicts that teachers have more strong perception as compare to the students about the all variables of Life Skills.

An independent samples t test was performed to analyze whether the perception of students and teachers about the asked variables related to Life Skills differs significantly or not. The test results show highly significant difference in the scores of students ($M=195.6$, $SD=19.438$) and teachers ($M=200.9$, $SD=16.136$); $t(308) = .2.268$, $p = .024$ as the $p < 0.05$

5.1.7.3 Decision about the null hypothesis H_{03}

Since the $p = .024$ is lesser than the chosen significance level $\alpha = 0.05$, so the null hypothesis "There is no significant difference between the students and teachers mean perception scores about the essential life skills" is rejected and reveals highly significant difference between the overall students' and teachers' perception about the Life Skills and shows that teachers' perception about over all life skills is better than the students'.

H₀₄ There is no significant difference between the mean perception scores of private and public school teachers about essential life skills for secondary students

Table 5.35: Private/public school teachers' results for CRT

	Numbers of teachers	Mean score	Standard deviation	t	df.	Sig.(2tailed)
Public	40	33.65	2.975	.912	88	.364
Private	50	34.30	3.638			

Interpretation

Table 4.35 shows that the public school teachers' mean score (33.65) is less than the private school teachers' mean score (34.30) and fall between the range (25-40) that illustrates both groups possess positive perception but difference in mean score depicts that private school teachers have more strong perception as compare to the public school teachers about the creative thinking/ critical thinking Life Skills (CRT).

An independent samples t test was performed to analyze whether the perception of public and private school teachers about the asked variable differs significantly or not. The test results show no significant difference in the scores of public school teachers ($M=34.74$, $SD=2.975$) and private school teachers ($M=34.30$, $SD=3.638$); $t(88) = .912$, $p = .364$ as $p > 0.05$

Table 5.36: Private/public school teachers' results for DM

	Numbers of teachers	Mean score	Standard deviation	t	df.	Sig.(2tailed)
Public	40	34.25	3.201	.221	88	.826
Private	50	34.44	4.621			

Interpretation

Table 4.36 shows that the public school teachers' mean score (34.25) and the private school teachers' mean score (34.44) is very close and fall between the range (25-

40) that both private school teachers and public school teachers have strong perception about the decision making/ problem solving Life Skills (DM) variable.

An independent samples t test was performed to analyze whether the perception of public and private school teachers about the asked variable differs significantly or not. The test results show no significant difference in the scores of public school teachers (M=34.25, SD=3.201) and private school teachers (M=34.44, SD=4.621); $t(88) = .912$, $p = .826$ as $p > 0.05$

Table 5.37: Private/public school teachers’ results for ICP

	Numbers of teachers	Mean score	Standard deviation	t	df.	Sig.(2tailed)
Public	40	42.68	2.921	.975	87.565	.332
Private	50	43.38	3.933			

Interpretation

Table 4.37 shows that the public school teachers’ mean score (42.68) is less than the private school teachers’ mean score (43.38) but fall between the range (31-50) that illustrates both groups possess positive perception however difference in mean score depicts that private school teachers have more strong perception as compare to the public school teachers about interpersonal/ communication life skills (IPC) variable.

An independent samples t test was performed to analyze whether the perception of public and private school teachers about the asked variable differs significantly or not. The test results show no significant difference in the scores of public school teachers (M=42.68, SD=2.921) and private school teachers (M=43.38, SD=3.933); $t(87.565) = .912$, $p = .364$ as $p > 0.05$

Table 5.38: Private/public school teachers' results for SAE

	Numbers of teachers	Mean score	Standard deviation	t	df.	Sig.(2tailed)
Public	40	39.80	2.821	.585	88	.560
Private	50	39.36	4.029			

Interpretation

Table 4.38 shows that the public school teachers' mean score (39.80) and the private school teachers' mean score (39.36) fall between the range (28-45) that illustrates both public and private type of schools teachers have strong and positive perception about the awareness / empathy life skills (SAE) variable.

An independent samples t test was performed to analyze whether the perception of public and private school teachers about the asked variable differs significantly or not. The test results show no significant difference in the scores of public school teachers ($M=39.80$, $SD=2.821$) and private school teachers ($M=39.36$, $SD=4.029$); $t(88) = .585$, $p = .560$ as $p > 0.05$

Table 5.39: Private/public school teachers' results for CSM

	Numbers of teachers	Mean score	Standard deviation	t	df.	Sig.(2tailed)
Public	40	49.93	4.731	.050	88	.960
Private	50	49.98	5.468			

Interpretation

Table 4.39 shows that the public school teachers' mean score (49.93) and private school teachers' mean score (49.98) fall between the range (37-60) that illustrates both public and private type of schools teachers have strong and positive perception about the coping and self management life skills (CSM) variable.

An independent samples t test was performed to analyze whether the perception of public and private school teachers about the asked variable differs significantly or not. The test results show no significant difference in the scores of public school teachers ($M=49.93$, $SD=4.731$) and private school teachers ($M=49.98$, $SD=5.468$); $t(88) = .050$, $p = .960$ as $p > 0.05$

Table 5.40: Summary of results for private and public school teachers about life skills

	Numbers of teachers	Mean score	Standard deviation	t	df.	Sig.(2tailed)
Public	40	200.3	12.973	.337	88	.737
Private	50	201.4	18.395			

Interpretation

Table 4.40 shows that the public school teachers' mean score (200.3) is less than the private school teachers' mean score (201.4) but fall between the range (142-235) that shows both groups have positive perception but difference in mean score depicts that private school teachers have more strong perception as compare to the public school teachers about the overall life skills for secondary school students.

An independent samples t test was performed to analyze whether the perception of public and private school teachers about the asked variable differs significantly or not. The test results show no significant difference in the scores of public school teachers ($M=200.3$, $SD=12.973$) and private school teachers ($M=201.4$, $SD=18.395$); $t(88) = .337$, $p = .737$ as $p > 0.05$

5.1.7.4 Decision about the null hypothesis H_{04}

Since the $p = .737$ is greater than the chosen significance level $\alpha = 0.05$, so the null hypothesis "There is no significant difference between the mean perception scores of private and public school teachers about essential life skills for secondary students" is fail to be rejected and reveals no significant difference between the overall public and private teachers' perception about the Life Skills.

H_{05} There is no significant difference between the mean opinion scores of private and public school students about the essential life skills

Table 5.41: Private/public school students' results for CRT

	Numbers of students	Mean score	Standard deviation	t	df.	Sig.(2tailed)
Public	100	32.80	4.408	.1884	178.1	.061
Private	120	33.80	3.240			

Interpretation

Table 4.41 illustrates that the public school students' mean score (32.80) is less than the private school students' mean score (33.80) and fall between the range (25-40) that illustrates both groups possess positive perception but difference in mean score depicts that private school students have more strong perception as compare to the public school students about the creative thinking/ critical thinking Life Skills (CRT).

An independent samples t test was performed to analyze whether the perception of public schools students and private school students about the asked variable differs significantly or not. The test results show no significant difference in the scores of public school students ($M=32.80$, $SD=4.408$) and private school students ($M=33.80$, $SD=3.240$); $t(178.1) = .1884$, $p = .061$ as the $p > 0.05$

Table 5.42: Private/public school students' results for DM

	Numbers of students	Mean score	Standard deviation	t	df.	Sig.(2tailed)
Public	100	33.90	3.797	.291	218	.772
Private	120	33.76	3.430			

Interpretation

Table 4.42 illustrates that the public school students' mean score (33.90) and the private school students' mean score (33.76) is very close and fall between the range (25-40) that illustrates both public and private school students have strong perception about the decision making/ problem solving Life Skills (DM) variable.

An independent samples t test was performed to analyze whether the perception of public schools students and private school students about the asked variable differs significantly or not. The test results show no significant difference in the scores of public school students ($M=33.90$, $SD=3.797$) and private school students ($M=33.76$, $SD=3.430$); $t(218) = .291$, $p = .772$ as the $p > 0.05$

Table 5.43: Private/public school students' results for IPC

	Numbers of students	Mean score	Standard deviation	t	df.	Sig.(2tailed)
Public	100	40.89	5.521	.125	218	.901
Private	120	40.98	4.603			

Interpretation

Table 4.43 illustrates that the public school students' mean score (40.89) and the private school students' mean score (40.98) is almost same and fall between the range (31-50) that illustrates that both public and private school students have strong and positive perception about the interpersonal/ communication life skills (IPC) variable.

An independent samples t test was performed to analyze whether the perception of public schools students and private school students about the asked variable differs significantly or not. The test results show no significant difference in the scores of public school students ($M=40.89$, $SD=5.521$) and private school students ($M=40.98$, $SD=4.603$); $t(218) = .125$, $p = .901$ as the $p > 0.05$

Table 5.44: Private/public school students' results for SAE

	Numbers of students	Mean score	Standard deviation	t	df.	Sig.(2tailed)
Public	100	38.16	5.891	.131	165.4	.896
Private	120	38.25	3.879			

Interpretation

Table 4.44 illustrates that the public school students' mean score (38.16) and the private school students' mean score (38.25) seems almost same and fall between the range (28-45) that illustrates both public and private type of schools students have strong and positive perception about the awareness / empathy life skills (SAE) variable.

An independent samples t test was performed to analyze whether the perception of public schools students and private school students about the asked variable differs significantly or not. The test results show no significant difference in the scores of public school students ($M=38.16$, $SD=5.891$) and private school students ($M=38.25$, $SD=3.879$); $t(165.4) = .131$, $p = .896$ as the $p > 0.05$

Table 5.45: Private/public school students' results for CSM

	Numbers of students	Mean score	Standard deviation	t	df.	Sig.(2tailed)
Public	100	48.93	7.120	.904	190.7	.367
Private	120	49.73	5.819			

Interpretation

Table 4.45 illustrates that the public school students' mean score (48.93) is less than the private school students' mean score (49.73) but fall between the range (37-60) that illustrates both groups possess positive perception however difference in mean score depicts that private school students have more strong perception as compare to the public school students about the coping and self management life skills (CSM) variable.

An independent samples t test was performed to analyze whether the perception of public schools students and private school students about the asked variable differs significantly or not. The test results show no significant difference in the scores of public school students ($M=48.93$, $SD=7.120$) and private school students ($M=49.73$, $SD=5.819$); $t(190.7) = .904$, $p = .367$ as the $p > 0.05$

Table 5.46: Summary of results for private and public school students about life skills

	Numbers of students	Mean score	Standard deviation	t	df.	Sig.(2tailed)
Public	100	194.6	23.180	.674	168.7	.501
Private	120	196.5	15.710			

Interpretation

Table 4.46 illustrates that the public school students' mean score (194.6) is lesser than the private school students' mean score (196.5) but fall between the range (142-235) that shows both groups have positive perception but difference in mean score depicts that private school students have more strong perception as compare to the public school students about the all variables of Life Skills.

An independent samples t test was performed to analyze whether the perception of public and private schools students about the asked variables related to Life Skills

differs significantly or not. The test results show no significant difference in the scores of public school students ($M=194.6$, $SD=23.180$) and private school students ($M=196.5$, $SD=15.710$); $t(168.7) = .674$, $p = .501$ as the $p > 0.05$

5.1.7.5 Decision about the null hypothesis H_{05}

Since the $p = .501$ is greater than the chosen significance level $\alpha = 0.05$, so the null hypothesis "There is no significant difference between the mean opinion scores of private and public school students about the essential life skills" is fail to be rejected and reveals no significant difference between the overall public and private school students' perception about the Life Skills.

5.2 Qualitative Data Analysis

There were two main objectives of the study related to explore the parents' perception about the essential life skills for their secondary school children and curriculum experts' opinion about the life skills which are integrated with the secondary school curriculum. To answer the first question it was essential to collect open and in-depth data from the parents to achieve their deep understanding about the essential life skills required for the young secondary school students. To answer the second question, five curriculum experts were interviewed to obtain information regarding which life skills have been inculcated in secondary school curriculum. Two interview guides were developed to obtain data from these two groups. The first interview guide was developed for parents that contained 20 questions such as 1-3 questions were related to the Creative thinking/critical thinking skills (CRT), 4-7 questions were related to the Decision making/problem solving skills (DM), 8-11 questions were related to the Inter personal/

communication skills (IPC), 12-15 questions were related to the Self awareness/empathy skills (SAE) and 16-19 questions were related to the coping and self management life skills (CSM). Question no. 20 was asked about the parents general opinion regarding some life skills other than mentioned in the interview (see Annexure 5). Second interview guide was constructed for five curriculum experts and contained five explorative questions to obtain their opinion about the essential life skills which are inculcated in the secondary school curriculum (see Annexure 6).

4.2.1 Data Analysis for Parents' Interviews

Qualitative data were analyzed using different steps, before proper coding and analysis it is necessary to transcribe interview data accurately so that meanings, feelings and ideas of participants can be reported truthfully. In qualitative research usually three approaches are used to construct the codes. First is 'inductive' approach in which codes are assigned to raw data instead of pre determined codes. Second is deductive approach that starts with predetermining codes and the third is integrated approach that is combined of both inductive and deductive approaches (Kwan, 2013). In the proposed study the researcher used third approach as initially certain life skills were pre-determined; secondly it was observed that how parents perceived those life skills and then certain emerging themes were observed and discovered that were seemed important and interesting. Below figure presents all steps taken for data analysis process:

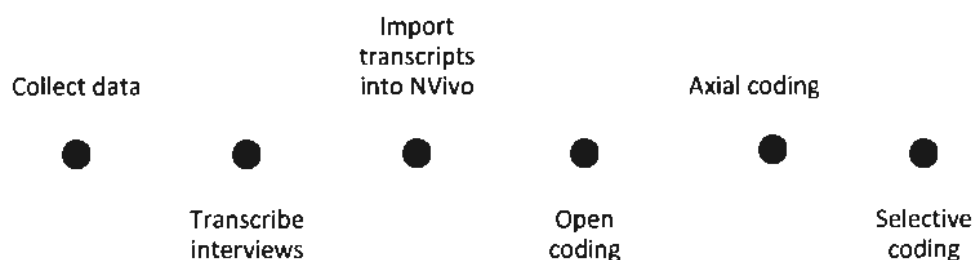


Figure 4-1: Steps for the Data Analysis Process

4.2.1.1 Data Collection

To collect the qualitative data a semi-structured interview was conducted from parents to know about which life skills, according to their opinion, are essential for their young children to have a successful life. It was made sure that all parents included in study have the child studying in 9th or 10th grade and were encouraged to answer the questions respective to their child. The researcher personally visited the parents and requested them to give their response for the interview questions. It was made sure that data will be kept confidential and will be used only for research purpose. It took almost an hour to take detailed response from each parent. Some probing questions were asked to obtain their in-depth views and clarifying vague comments. Following is the demographic detail of parents who participated in the interview;

Table 4-47: Parents Respondent Demographics

Participant	Gender	Child Gender	Child's school	Profession	Qualification
P1	Female	Girl	Public	Teacher	M.A.
P2	Female	Boy	Public	Lecturer	M.S (chemistry)
P3	Male	Boy	Public	Govt. Servant	M.Sc.
P4	Female	Boy	Public	Doctor	MBBS
P5	Female	Boy	Private	House Wife	M.A
P6	Female	Boy	Public	Teacher	M.Sc.
P7	Female	Boy	Public	Teacher	M.Sc.
P8	Female	Girl	Public	Teacher	M.Sc.
P9	Male	Boy	Public	Business	M.A
P10	Female	Boy	Private	Lecturer	M.Sc.
P11	Female	Boy	Public	Teacher	M.A
P12	Female	Girl	Public	Teacher	M.A
P13	Female	Boy	Private	Lecturer	M.A
P14	Male	Boy	Private	Business	M.BA
P15	Male	Boy	Private	Govt. Servant	M.A
P16	Female	Boy	Private	House Wife	M.A
P17	Female	Girl	Private	House Wife	B.A
P18	Female	Boy	Private	House Wife	B.A
P19	Female	Boy	Private	House Wife	B.A
P20	Female	Girl	Private	House Wife	B.A

The participants for the interview included 4 male members, and 16 females representing different professions such as 2 parents were from govt. services, 2 parents were from business sector, 3 lecturers, one doctor, 6 teachers and 6 mothers were house wives. There were five parents who talked about the girl child and 15 parents gave information about the boys. 10 of the children were from private schools and 10 from the public schools. These all children were students of 9th or 10th class.

4.2.1.2 Transcription of the Data

Initially interview data were transcribed in Microsoft Word and the effort was made to include all raw and relevant data that is observed in the transcription. The transcription was labeled with the code names rather than using the original names of the participants such as P1 and P2 etc., so that, confidentiality of the information provided by

the parents/ participants could be ensured. The transcribed data were reviewed and evaluated again and again for the precision and accuracy. Furthermore the transcribed document was formatted by applying the heading style to structure the data. After the transcription of data it was imported into NVIVO 10 software for further analysis.

4.2.1.3 Open Coding

The very first step in qualitative analysis is open coding that consists taking data from the transcription of interviews and segmenting it into different groups of information. This step is known as “fracturing” or “slicing” the transcription of interviews and forming the components (Bazeley, 2007). After the transcription, initial coding was made by highlighting the meaningful text and memos were created. All responses related to the same concept or question was organized under the same heading so that all relevant comments can be obtained at the same place. All responses of participants were coded under the same heading using the NVIVO 10 software as free node.

4.2.1.4 Axial Coding

This is the second step in coding the data. In axial coding various categories are derived from the open coding and known as central observable facts. Bazeley, (2007), defined axial coding as the intermediate level of coding about the main concepts between the initial/open coding and development of final themes. This is a higher level of ‘abstraction’ or ‘fractured’ data. This type of coding (axial coding) helps in grouping the initial codes or items (nodes) which are connected into a set or in a tree node that finally belong to the core themes conceptually and systematically. After importing the

transcribed interviews auto nodes were created and through text search query images were created so that main concepts can be identified and related statement (tree nodes) can be observed. Following are the images created using NVIVO 10 software showing the participants perception/comments related to the pre selected coding:

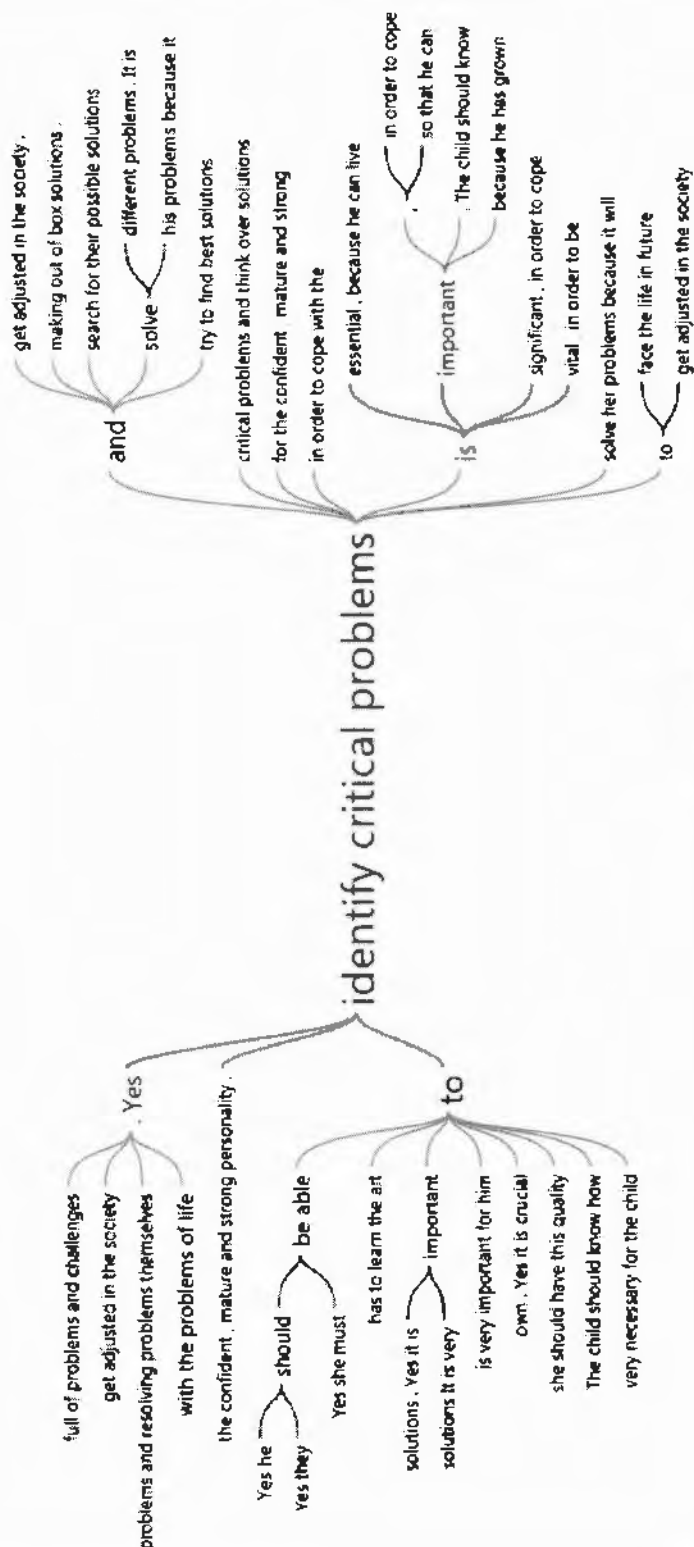


Figure 4-2: Identify critical problems

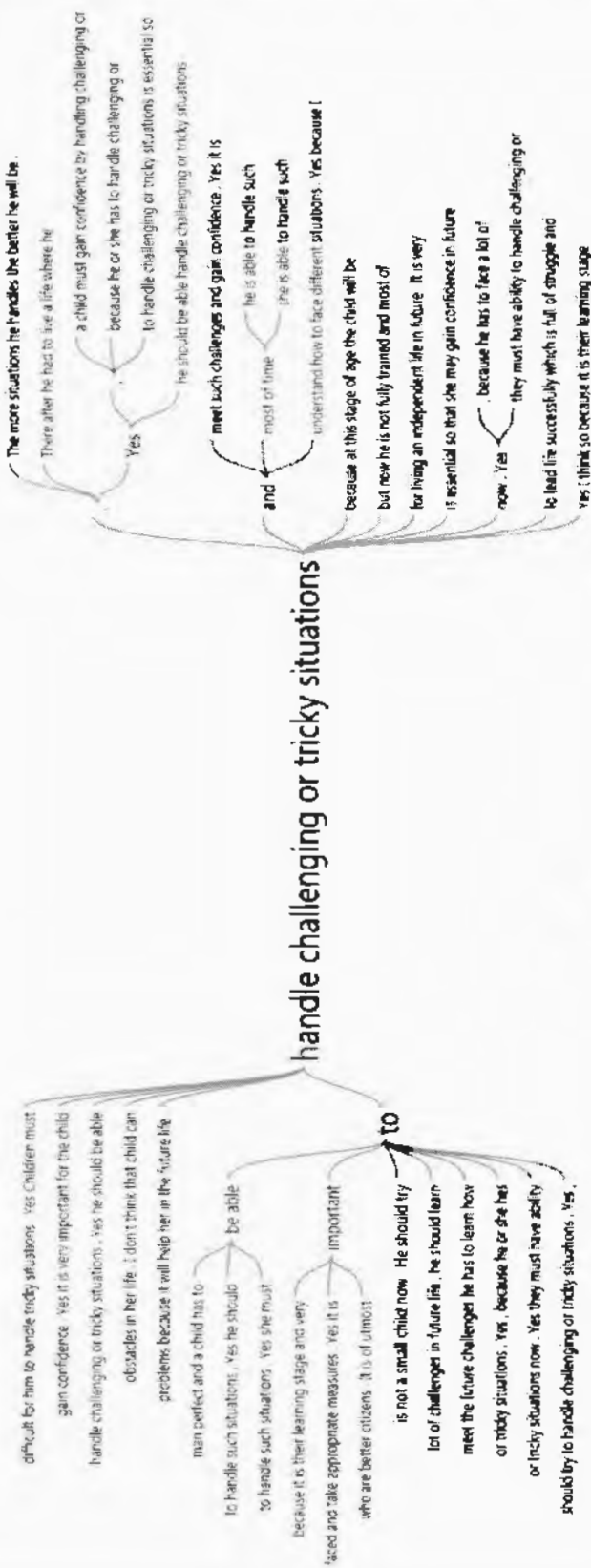


Figure 4-3: Handle challenging or tricky situation

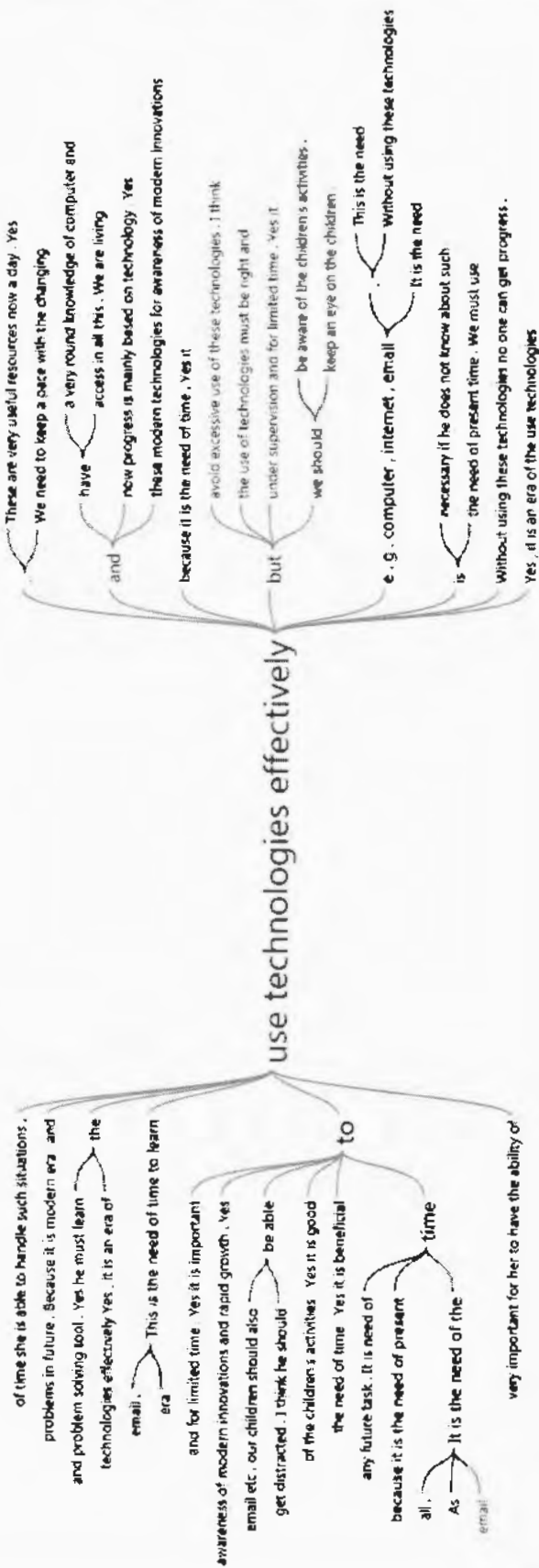


Figure 4-4: Use technologies effectively

Table 4-48: Theme 1 Creative thinking/critical thinking (CRT) Variables

Sub-themes	Expectations	Elucidations
Identify critical problems		Positive Comments: <ul style="list-style-type: none"> • get adjusted in the society • excel in all walks of life • to get a solution • take decisions independently • cope with the problems of life • live his life in a better way • for confident, mature and strong personality • think over solutions; solve different problems • cope with the problems of life • to be independent • to face the life • to find best solutions
	Yes	
	It is very important should be able has to learn must be able	
Handle challenging or tricky situations		Positive Comments: <ul style="list-style-type: none"> • important for living an independent life • training for young to come ahead • builds up gentlemen who are better citizens • take appropriate measures • lead life full of struggle and availing opportunities • understand how to face different situations • understand how to face the problems • resolving further obstacles in her life • gain confidence • practice makes a man perfect • in order to meet the future challenges • has to face a lot of challenges in future life
	Yes	
	very important should be able must be able	
		Contrary Comments: <ul style="list-style-type: none"> • will be not able to handle or even identify solutions • not fully trained and most of time he is unable to handle such

	situations
	<ul style="list-style-type: none">at this stage of age the child will be not able to handle or even identify solutions
	Positive Comments: <ul style="list-style-type: none">communicate with each other through internet and email etc;to keep a pace with the changing environment;for success in any future taskprogress is mainly based on technologyWithout using these technologies no one can get progressfor awareness of modern innovations and rapid growthif not know, will face many problemsvery useful resources now a daydata collection and problem solving tool
	Contrary Comments: <ul style="list-style-type: none">children must be kept away from these allbut we should keep an eye on the childrenwe should be aware of the children's activitiesavoid excessive useavoid misuse of such thingswastes a lot of time and get distractedunder supervision and for limited time
Use technologies effectively e.g. computer, internet, email etc	
It is the need of the time need of present time Yes, it is an era of computer Contrary comments should not use	

Interpretation: Theme 1 Creative thinking/critical thinking (CRT) Variables

Table 4-48 illustrates most of parents recognized that critical and creative thinking ability

- is very important skill for the children especially for secondary level students. The first sub-theme 'Identify critical problems' was derived from the interview question 'what do you think, why should your child possess the ability to identify critical problems and search for their possible solutions?' The parents supported their answers with the expressions "*yes it is very important that children should be able to critically identify various problems and has to learn how to search for their possible solutions*". To support their consent for this skill they elucidated their comment as "*it helps to be get adjusted in the society; excel in all walks of life, to get a solution; take decisions independently; cope with the problems of life; live his life in a better way, for confident; mature and strong personality; think over solutions; solve different problems; cope with the problems of life, to be independent; to face the life, to find best solutions*".
- The second sub-theme 'Handle challenging or tricky situations' derived from the interview question "Do you think it is important for your child to be able to handle challenging or tricky situations at this stage of his/her life?" Almost all of parents seemed in favor of this skill and confirmed their consent with the expressions "*Yes, very important; should be able; and must be able*". Furthermore they supported their assent for this skills with the statements such as "*important for living an independent life; training for young to come ahead; builds up gentlemen who are better citizens; take appropriate measures; lead life full of struggle and availing opportunities; understand how to face different situations; understand how to face the problems; resolving further obstacles in her life; gain confidence; practice makes a man perfect; in order to meet the future challenges; has to face a lot of challenges in future life*". Only two parents had

different view point regarding the asked question and thought that at this stage of their life children are unable and even not properly trained to handle tricky and critical situations as P 9 and P 18 answered *"I don't think so because at this stage of age the child will be not able to handle or even identify solutions; it is difficult for him to handle tricky situations; and he is not fully trained and most of time he is unable to handle such situations"*. Third sub-theme 'Use technologies effectively e.g. computer, internet, email etc' obtained from the interview question 'Why is it important for your child to have the ability to use technologies effectively e.g. computer, internet, email etc?' and most of parents were in favor this skill expressing their consent as *"It is the need of the time; need of present time, yes; it is an era of computer"* further they explain their consent with the words *"communicate with each other through internet and email etc; to keep a pace with the changing environment, for success in any future task; progress is mainly based on technology; Without using these technologies no one can get progress; for awareness of modern innovations and rapid growth; if not know, will face many problems; very useful resources now a day; data collection and problem solving tool"*. But some of parents seemed more concerned and conservative while discussing the use of technologies like computer, email and internet. They supported their pessimistic approach towards these technologies with the statements as P 10 said *"must use it in positive sense and beside this children must be kept away from these all"*, P 18 assumed *"should not use such technologies because of it he wastes a lot of time and get distracted"*, P 17 and P 20 stated *"avoid excessive use"*, *"avoid misuse of such things"*. P 12, P13 and P 19 expressed their concern in the words *"we should keep an eye on the children"*, *"we should be aware of the children's activities"* and

"use technologies but under supervision and for limited time". But most of parents positively perceive the significance of learning these technologies for their young children especially secondary students.

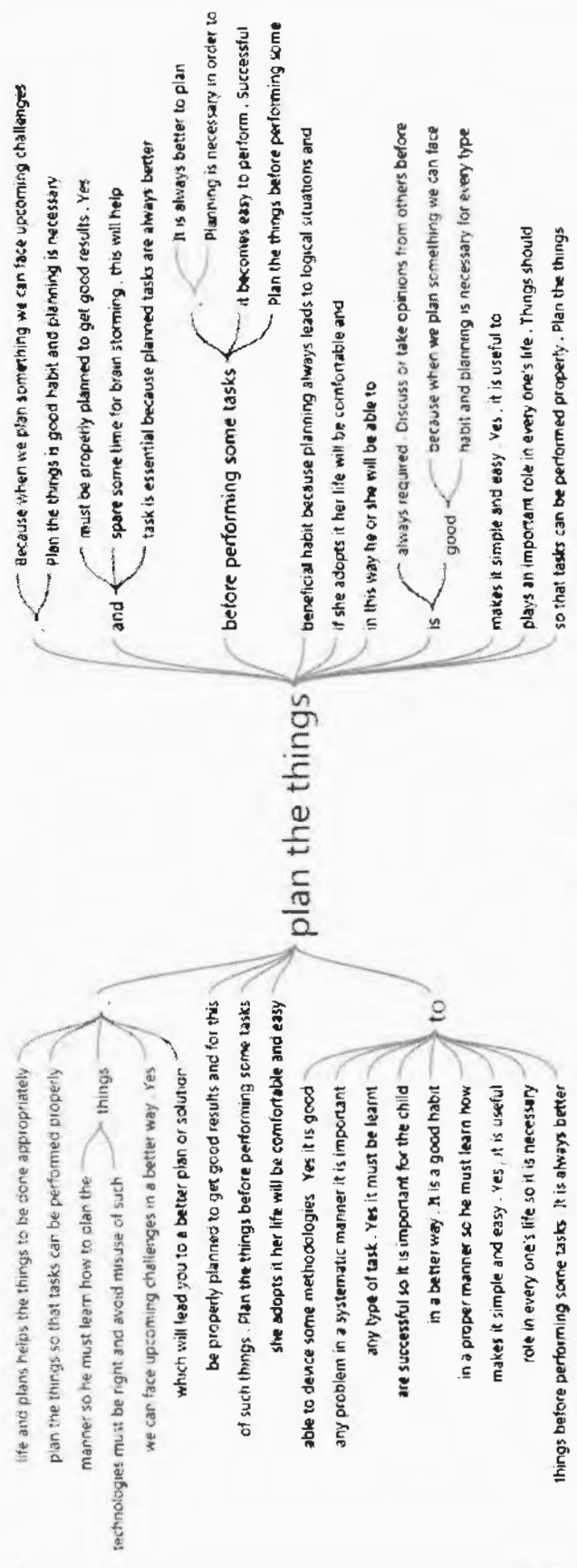


Figure 4-5: Plan the things



Figure 4-6: Discuss or take opinions from others

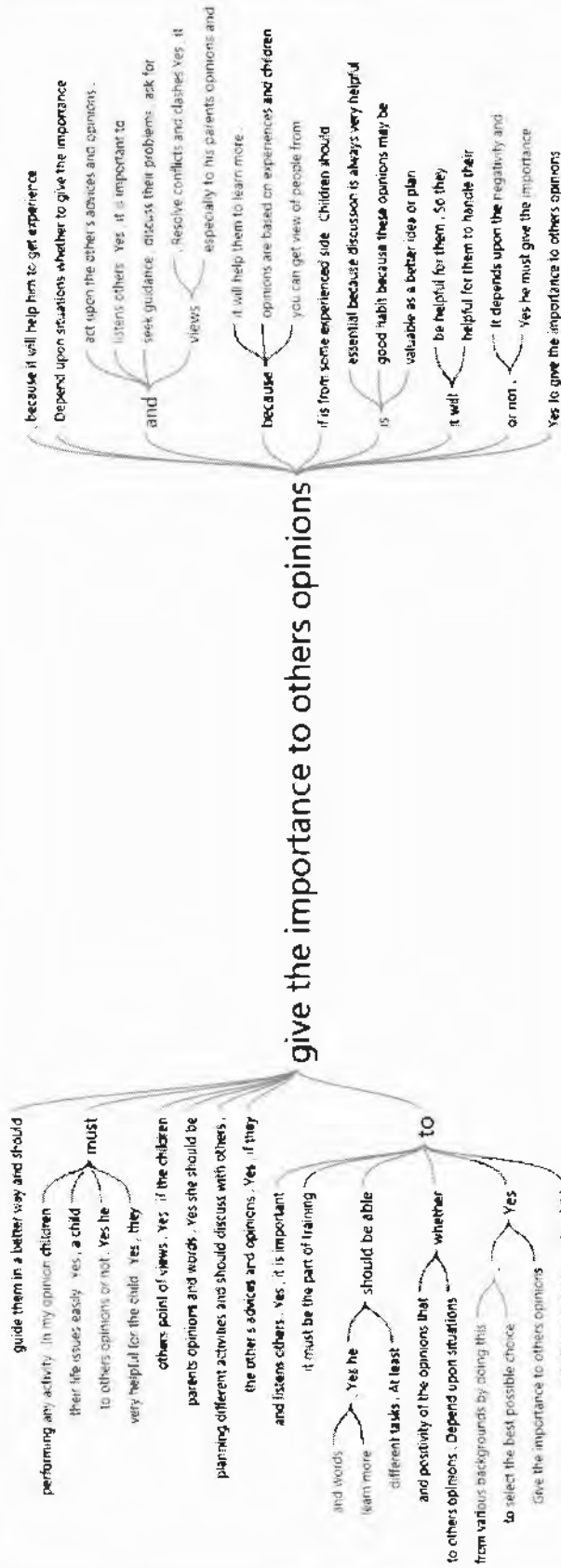


Figure 4-7: Give importance to others opinions

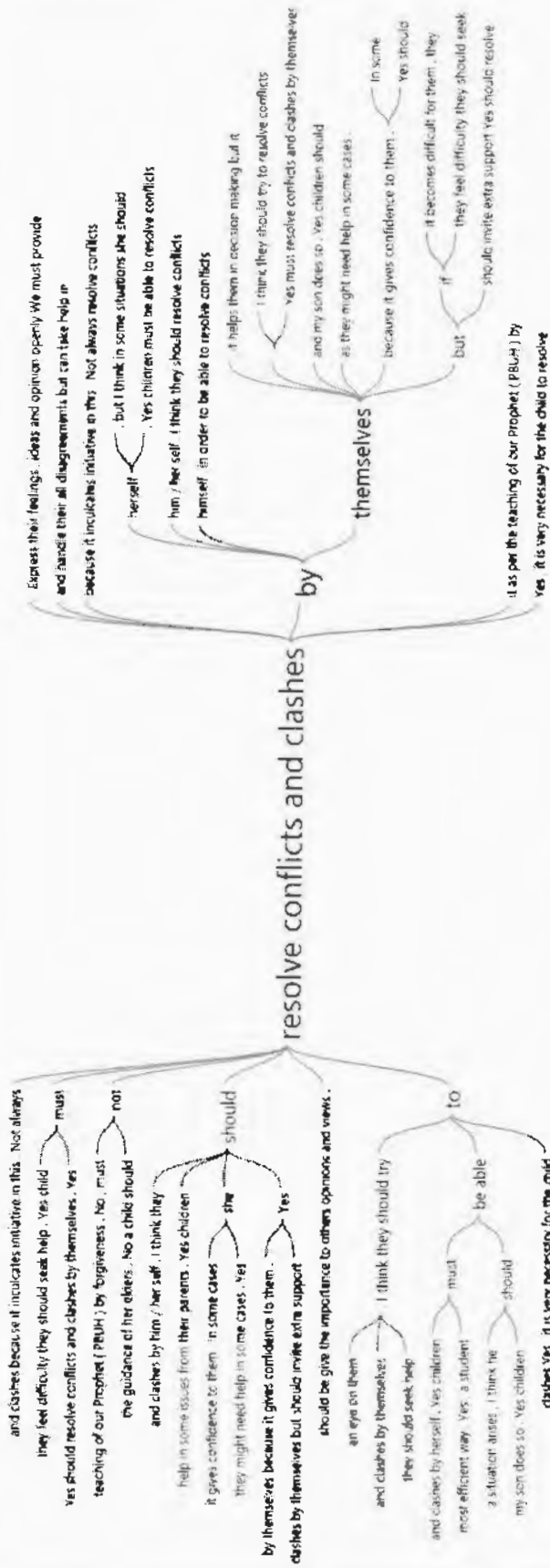


Figure 4-8: Resolve conflicts and clashes

Table 4-49: Theme 2 Decision making/problem solving skills (DM) Variables

Sub-themes	Expectations	Elucidations
		Positive Comments: <ul style="list-style-type: none"> • Successful people always plan their tasks • gives a proper guide line for a task • better to spare some time for brain storming • lead you to a better plan or solution • makes it simple and easy • can face upcoming challenges in a better way • face problems in a better way • life will be comfortable and easy • leads to logical situations and results in success • Things should be planned so that can be done appropriately • plays an important role in every one's life • tasks can be performed properly • to do anything in a proper manner • Planned tasks are always better carried out • necessary for every type of task e.g. studies, parties • get good results
Plan the things before performing some tasks	<p>Yes</p> <p>Planning is necessary must be properly planned very important</p>	
		Positive Comments: <ul style="list-style-type: none"> • because it enhances the skills for planning • With proper guidance success rate of children increases • Discussion helps to avoid mistakes • broaden their sense and vision • guide them in a better way • positive opinions will help her in constructing the new activities • experienced people will provide him proper guidance • help him to handle his problems successfully • help him to solve different problems easily • provide very useful information
Discuss or take opinions from others	<p>Yes</p> <p>very important</p> <p>Children must be taught</p> <p>Should discuss must discuss with his family, friends and parents</p>	

- collective wisdom is better than individual one
- must get other's view to plan better

Contrary Comments:

- child should be able to make decisions at their own
- Depends upon the situation and opinion
- It's her choice

Positive Comments:

- discussion is always very helpful
- help him to get experience and help from others point of views
- discussion is very helpful for the child
- helpful for them to handle their life issues easily
- learn a lot from others' experiences
- get view of people from various background
- opinions may be valid and helpful
- help them to learn more

Contrary Comments:

- should be trained in such a way to select the best possible choice
- Depend upon situations
- It depends upon the negativity and positivity of the opinions

Positive Comments:

- helps them in decision making
- gives them confidence and they get prepared for the years to come
- gives confidence to them
- be able to resolve conflicts as early as possible

Contrary Comments

- No, should invite extra support
- should do under the guidance of her elders
- should take help from their elders
- if they feel difficulty they should seek help
- Not always they might need help in some cases

Give the importance to others opinions

must seek guidance, discuss their problems & ask for possible solutions should be able to listen others should give importance to others opinions must consider and act upon the other's advices and opinions should be able to give importance to others view

Resolve conflicts and clashes by themselves

necessary for the child to resolve conflicts and clashes by themselves should be able to resolve it should try themselves should handle their all conflicts

Interpretation: Theme 2 Decision making/problem solving skills (DM) Variables

Table 4-49 portrays that almost all parents are agreed with the statement that secondary

students must be able to make their own decisions and equipped with the ability to solve various problems encountering in their life. Foremost sub-theme 'Plan the things before performing some tasks' related to the theme 2 was retrieved from the interview question "Why is it important for your child to plan the things before performing some tasks?" All of parents were in favor of the statement and thought their children must possess this skill because it leads their life towards success and guide various plan with ease and accomplishment. Parents show their consent using the words *"Yes, very important, planning is necessary, must be properly planned"*. Further they supported their consent with the statements as, *"Successful people always plan their tasks; gives a proper guide line for a task; better to spare some time for brain storming; lead you to a better plan or solution; makes it simple and easy; can face upcoming challenges in a better way; face problems in a better way; life will be comfortable and easy; leads to logical situations and results in success; things should be planned so that can be done appropriately; plays an important role in every one's life; tasks can be performed properly; to do anything in a proper manner; Planned tasks are always better carried out; necessary for every type of task e.g. studies, parties; get good results"* Second sub-theme 'Discuss or take opinions from others' was obtained from the interview question "Do you think it is important for the child to discuss or take opinions from others before planning the activity?" Why. Most of parents were seemed very concerned regarding this skill for their secondary students and show their consent with the expressions *"Yes very important; Children must be taught; should discuss"*. They supported their 'okay' by utterance *"because it enhances the skills for planning; With proper guidance*

*success rate of children increases; Discussion helps to avoid mistakes; broaden their sense and vision; guide them in a better way; positive opinions will help her in constructing the new activities; experienced people will provide him proper guidance; help him to handle his problems successfully; help him to solve different problems easily; provide very useful information; collective wisdom is better than individual one; must get other's view to plan better; must discuss with his family, friends and parents". P3, P6 and P17 came up with little different view point and stated "child should be able to make decisions by their own; Depends upon the situation and opinion; It's her choice". It showing that they are reluctant to let their child to follow every type of opinion or suggestion blindly. They feel their child must be able to take their own decisions to plan any activity and consider in what situation or conditions they have to follow a specific type of idea. Sub- theme 3 'Give the importance to others opinions' was retrieved from the interview question "Should your child give the importance to others opinions or views? Why". Almost all parents confirm their concern about this skill for their secondary students by saying "*must seek guidance; discuss their problems & ask for possible solutions; should be able to listen others; should give importance to others opinions; must consider and act upon the other's advices and opinions; should be able to give importance to others view*" further parents supported their assent with the statements "*discussion is always very helpful; help him to get experience and get help from others point of views; discussion is very helpful for the child; helpful for them to handle their life issues easily; learn a lot from others' experiences; get view of people from various background; opinions may be valid and helpful; help them to learn more*". Three of parents seemed little different in their view points that shows that children*

should be able to opt the opinion or suggestion that suits their plan and situations, as P 2, P 7 and P 8 uttered "should be trained in such a way to select the best possible choice; Depend upon situations; It depends upon the negativity and positivity of the opinions. Fourth sub-theme 'Resolve conflicts and clashes by themselves' obtained from the interview question "Is it necessary for the child to resolve conflicts and clashes by themselves? Why". Twelve parents were in the favor of this statement and expressed their assent as *"necessary for the child to resolve conflicts and clashes by themselves; should be able to resolve it; should try themselves; should handle their all conflicts"*. Further they justify their consent as *"helps them in decision making; gives them confidence and they get prepared for the years to come; gives confidence to them; be able to resolve conflicts as early as possible"*. But eight parents disagree with this statement and utter their expressions in these words *"No, should invite extra support; should do under the guidance of her elders; should take help from their elders"* they elaborated their expressions like *"if they feel difficulty they should seek help; Not always they might need help in some cases"*. These expressions illustrates that for some parents, children at the secondary level are not enough groomed that they can handle or solve all type of their conflicts by themselves, so it is better for them to take help from their elders to overcome such type of situations.

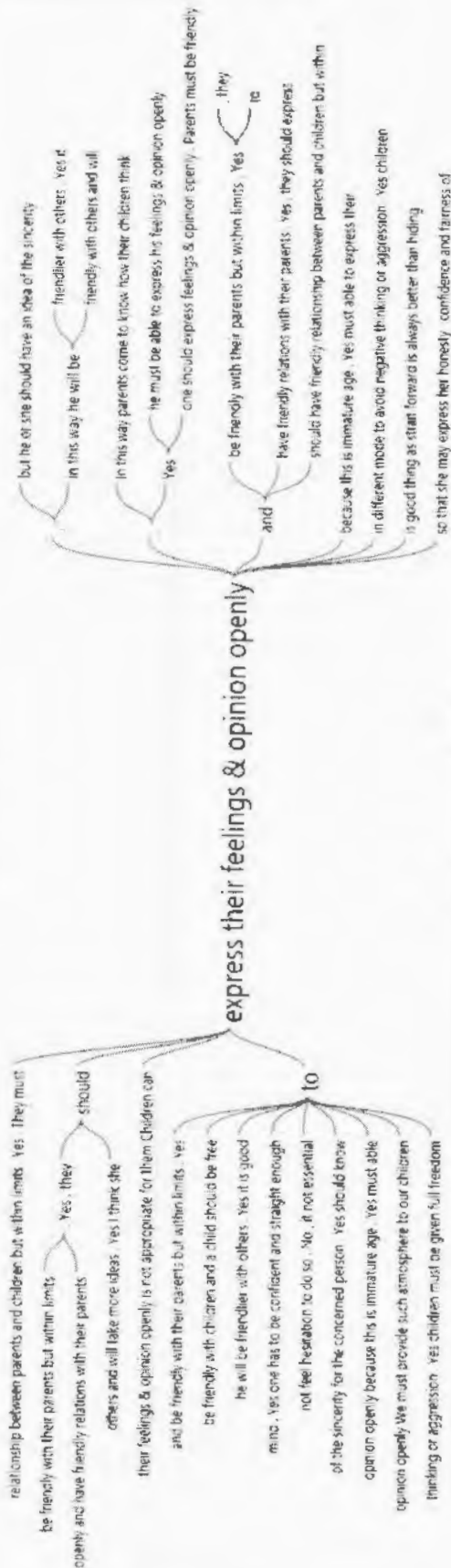


Figure 4-9: Express their feeling and opinion openly

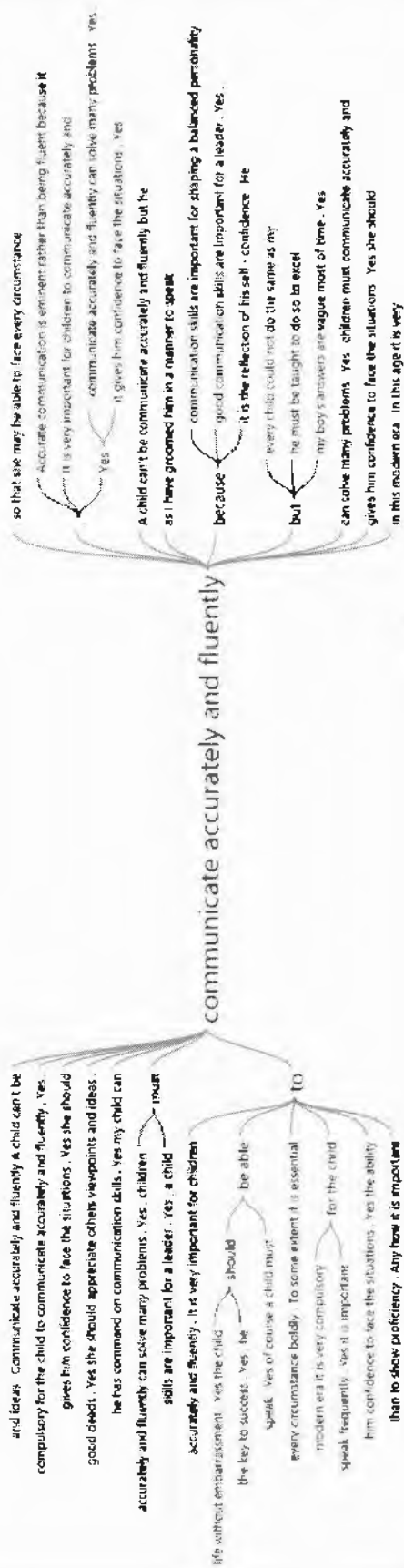


Figure 4-10: Communicate accurately and fluently

Figure 4-11: Appreciate other's viewpoints

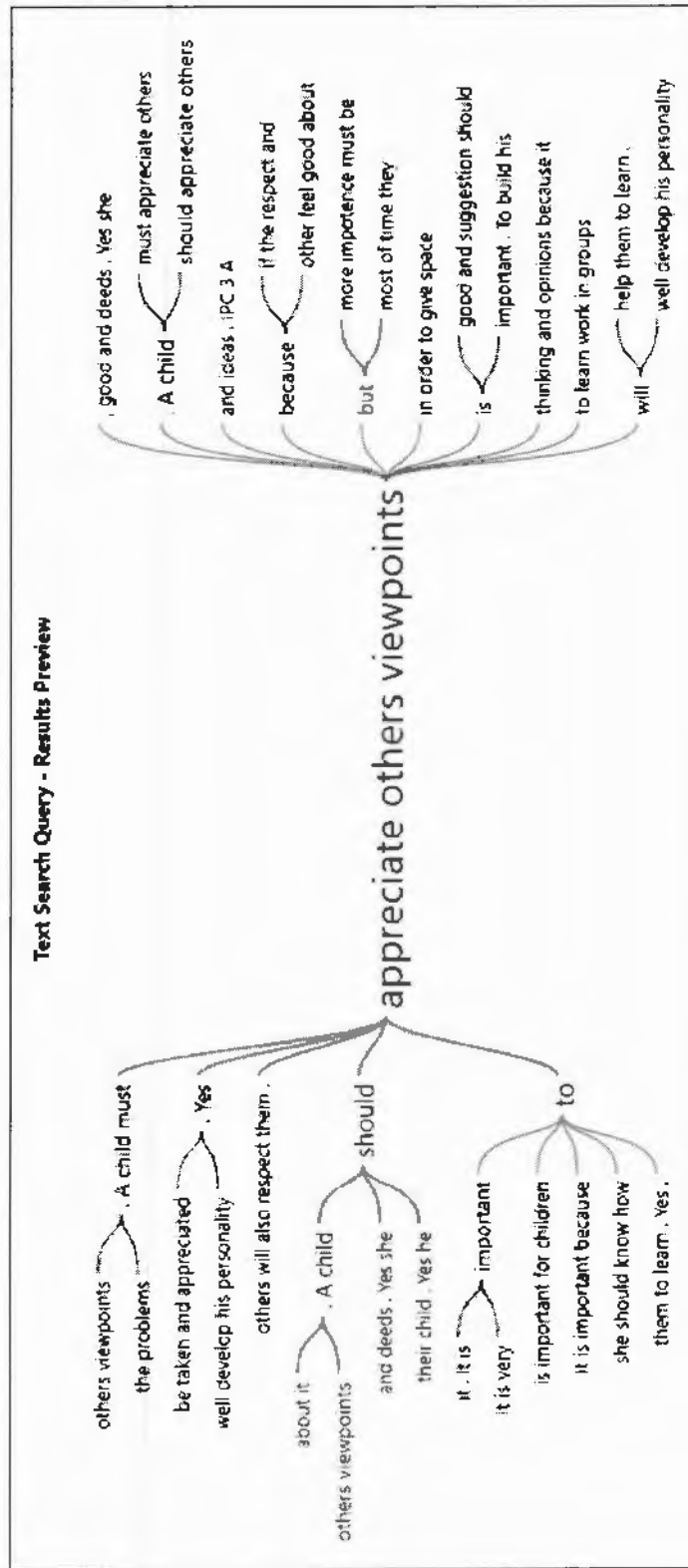
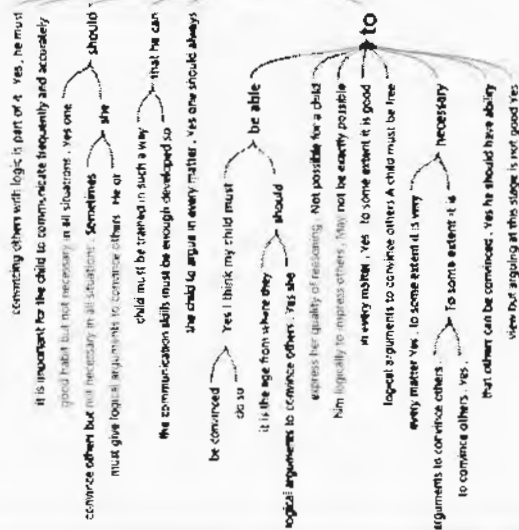


Figure 4-12: Appreciate others' view



give logical arguments to convince others

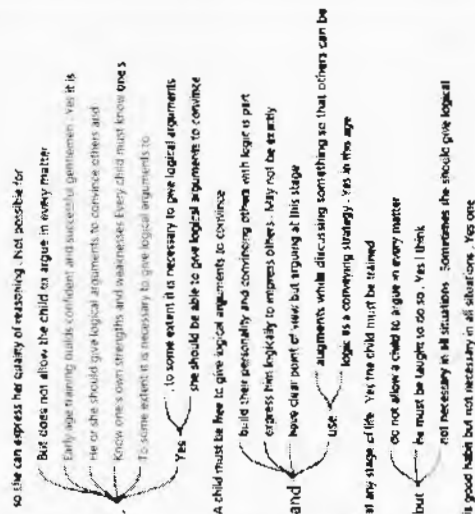


Figure 4-13: Give logical arguments to convince others

Table 4-50: Theme 3 Inter personal/ communication skills (IPC) Variables

Sub-themes	Expectations	Elucidations
Express his/her feelings, ideas and opinion openly	must be given full freedom to express their feelings should be groomed to speak out	<p>Positive Comments:</p> <ul style="list-style-type: none"> express themselves in different mode to avoid negative thinking or aggression will be friendly with others and will take more ideas strengthen her personality strait forward is always better than hiding your feelings <p>Contrary Comments:</p> <ul style="list-style-type: none"> No, because he is in immature age should be friendly with their parents but within limits be able to express his feeling and ideas openly but in appropriate way
	should not feel hesitation should express feeling and opinions openly	
	has to be confident and straight enough to share his ideas and opinions openly	
Appreciate other's viewpoints	Yes very important to appreciate others	<p>Positive Comments:</p> <ul style="list-style-type: none"> learn work in groups and later in organizations if they respect and give importance to others, others will also respect them
	must appreciate other views	<ul style="list-style-type: none"> build his tolerance and communication skills
	should appreciate other's thinking and opinions	<ul style="list-style-type: none"> it will help him to respect others
Communicate accurately and fluently	should appreciate good deeds and viewpoints	<ul style="list-style-type: none"> will express her broad mind and respect and love for others help in solving the problems will well develop his personality <p>Positive Comments:</p> <ul style="list-style-type: none"> excel in life without embarrassment it is the reflection of his self-confidence gives him confidence to face the situations may be able to face every circumstance boldly can solve many problems important for shaping a balanced personality is the key to success
	must be thought to do so	
	should be able to communicate accurately	
Communicate accurately and fluently	very important	
	In this age it is very compulsory	
	must be free to give logical	<p>Positive Comments:</p>

Give logical arguments to convince others	arguments must be trained should be able to some extent it is very necessary must be taught to do so must be able to use arguments should have ability to convince others	<ul style="list-style-type: none"> • Early age training builds confident and successful gentlemen • can convince others • build their personality • can express her quality of reasoning • enough developed so that he can express himself logically <p>Contrary Comments:</p> <ul style="list-style-type: none"> • arguing at this stage is not good • do not allow a child to argue in every matter • no necessary in all situations • Not possible
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Interpretation: Theme 3 Inter personal/ communication skills (IPC) Variables

- Table 4-50 illustrates that all of parents are in favor of the statement that secondary students must be equipped with interpersonal and communication skills. First sub-theme 'Express his/her feelings, ideas and opinion openly' related to this variable was obtained from the interview question "Should your child express his/her feelings, ideas and opinion openly? Why". Most of parents express their consent as *"must be given full freedom to express their feelings; should be groomed to speak out; should not feel hesitation; should express feeling and opinions openly; has to be confident and straight enough to share his ideas and opinions openly"* and elucidated their expression with the statements *"express themselves in different mode to avoid negative thinking or aggression; will be friendly with others and will take more ideas; strengthen her personality; straight forward is always better than hiding your feelings"*. P 4 and P 9 straight forwardly said "No" because for them secondary school children are not grown up enough to express their thinking and opinions openly as P 4 said "No, because he is in immature age". For some parents it is 'okay' but with some conditions i.e. parents are agreed that children should be able to express their ideas and feelings but within limits as P 10, P 12, P13 and P 19 stated *"should be friendly with their parents but within limits; be able to express his feeling and ideas openly but in appropriate way"*. Second sub-theme 'Appreciate other's viewpoints' was retained from the interview question "Why is it important for your child to appreciate other's viewpoints?" and all of parents seemed in favor of this skill for the secondary students, as they expected *"Yes very important to appreciate others; must appreciate other views; should appreciate other's thinking and opinions; should appreciate good deeds and viewpoints"*. Further they elaborate their

consent with the arguments *"learn work in groups and later in organizations; if they respect and give importance to others, others will also respect them; build his tolerance and communication skills; it will help him to respect others; will express her broad mind and respect and love for others; help in solving the problems; will well develop his personality"*. Third sub-theme *'Communicate accurately and fluently'* obtained from the interview question *"Should the child be able to communicate accurately and fluently? Why"*. All of parent were agreed and stated *"must be thought to do so; should be able to communicate accurately; very important; in this age it is very compulsory"*. Parents elucidated their positive expressions with utterances such as *"excel in life without embarrassment; it is the reflection of his self-confidence; gives him confidence to face the situations; may be able to face every circumstance boldly; can solve many problems; important for shaping a balanced personality; is the key to success"*. Fourth sub-theme *'Give logical arguments to convince others'* obtained from the interview question *"Should the child be able to give logical arguments to convince others at this stage of their age?"*. Most of parents show their consent as, *"must be free to give logical arguments; must be trained; should be able to build their personality and convince others; to some extent it is very necessary; must be taught to do so; must be able to use arguments; should have ability to convince others"*. Further they elucidated their comments with the statement *"Early age training builds confident and successful gentlemen; can convince others; build their personality; can express her quality of reasoning; enough developed so that he can express himself logically"*. But for some of parents it is not good thing that children make arguments all the time especially in front of their elders as P 5 stated *"arguing at this stage is not good"*, P 6 & 7 said *"no necessary in all situations"*, P 10 *"Not possible"* and P 10, P 12 & P 13 uttered *"do not allow a child to argue in every matter"*.

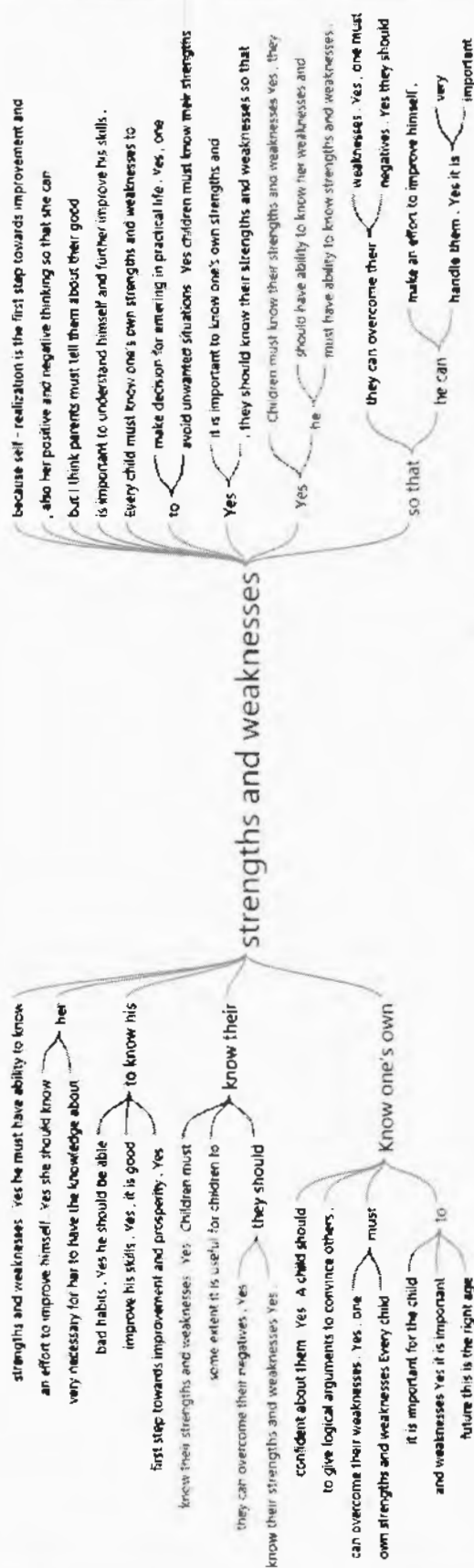


Figure 4-14: Know their own strengths and weaknesses

SAE 2

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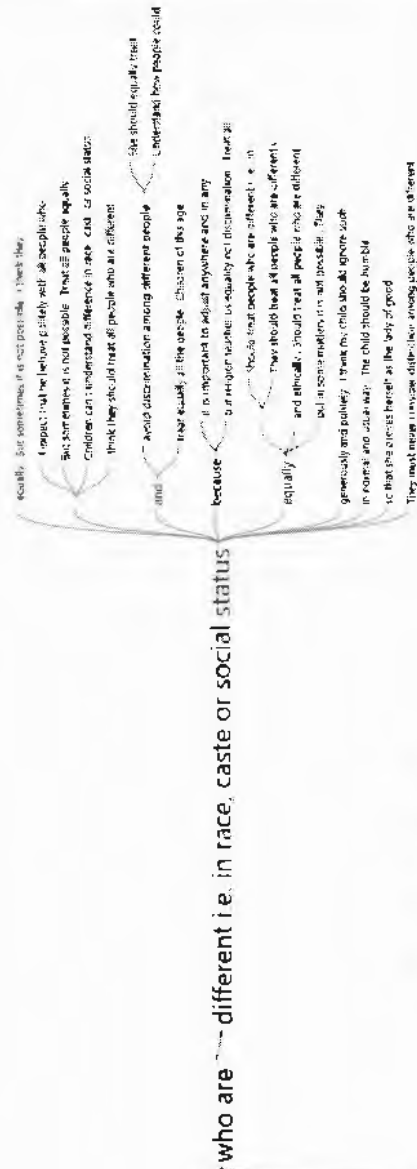


Figure 4-15: Behave with people who are different i.e. in race, caste or social status

SAE 3

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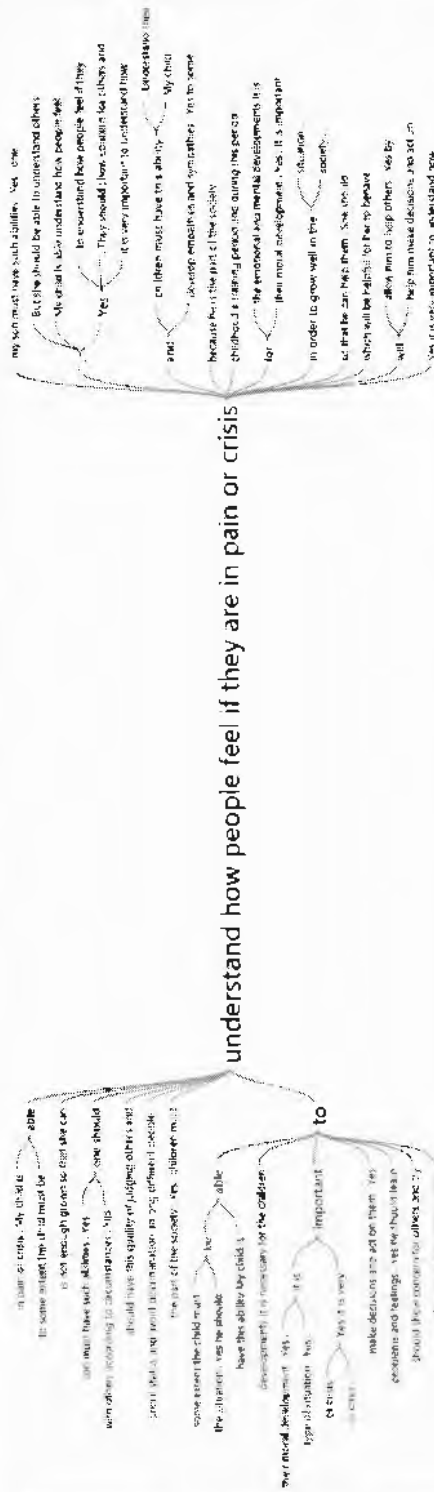


Figure 4-16: Understand how people could feel if they are in pain or crisis

SAE 4

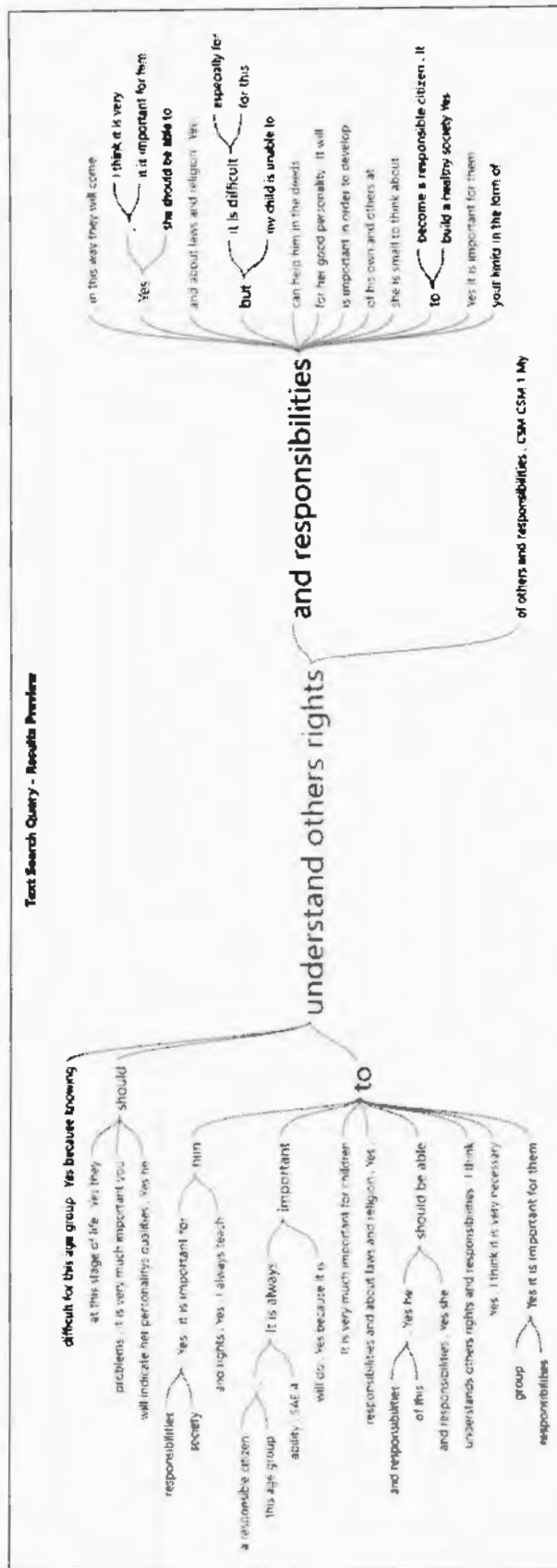


Figure 4-17: Understand their and others' right and responsibilities

Table 4-51: Theme 4 Self awareness/empathy skills (SAE) Variables

Sub-themes	Expectations	Elucidations
		Positive Comments: <ul style="list-style-type: none">• to avoid unwanted situations• learn how to manage life• In order to excel in future• to make decision for entering in practical life• can make the right decisions• can overcome their negatives• can overcome their weaknesses• self-realization is the first step towards improvement and prosperity• improve his skills• to improve himself
Know their own strengths and weaknesses	must know Yes it is very necessary should know should be able to know	Positive Comments: <ul style="list-style-type: none">• teachings of Holy Prophet are there as we can't differentiate on the basis of caste color or race• important to adjust anywhere and in any type of situations• respect every one• must take care of and understand other's feelings Contrary Comments: <ul style="list-style-type: none">• But sometimes it is not possible• Children can't understand difference
Behave with people who are different i.e. in race, caste or social status	must never consider Behave normal and usual should be humble and positive behave politely should behave with the rule of equality should treat all people equally Equally and ethically Generously and politely should ignore such differences avoid discrimination among different people	Positive Comments: <ul style="list-style-type: none">• must never consider• Behave normal and usual• should be humble and positive• behave politely• should behave with the rule of equality• should treat all people equally• Equally and ethically• Generously and politely• should ignore such differences• avoid discrimination among different people
Understand how people could	Yes it is very important	Positive Comments:

feel if they are in pain or crisis

It is necessary
must be able to understand
other's feelings
should show concern for others
try to understand other's feelings
should learn to understand
must have this ability

- important for the emotional and mental developments
- in order to grow well in the society
- should have this quality of judging others
- very important for their moral development
- knowing how other feel will help him make decisions and act on them
- it will allow him to help others
- will be able to help the others in time of need

Contrary Comments

- at this age my child is not enough grown so that she can understand others feeling

Positive Comments:

- to become a responsible citizen
 - to know how they have to manage with these problems
 - to develop a healthy society
 - very necessary for her good personality
 - can help him in the deeds he will do
 - important to build a healthy society
 - he can fight for his rights if he knows
- always important
very much important
should know
should understand
should be able

Understand their and other's rights and responsibilities

Contrary Comments:

- but it is difficult especially for this age group
- she is small to think about her or other's rights and responsibilities

Interpretation: Theme 4 Self awareness/empathy skills (SAE) Variables

Table 4-51 represents that most of parents are concerned about the self awareness and empathetic skills for the secondary school students. Foremost sub-theme ‘Know their own strengths and weaknesses’ of this variable was driven from the interview question “Should your child know their own strengths and weaknesses? Why”. All of parents were in favor of this skill and uttered their expectations as *“must know; yes it is very necessary; should know; should be able to know”*. They justified their consent with the statements *“to avoid unwanted situations; learn how to manage life; in order to excel in future; to make decision for entering in practical life; can make the right decisions; can overcome their negatives; can overcome their weaknesses’ self-realization is the first step towards improvement and prosperity; improve his skills; to improve himself”*. Second sub-theme ‘Behave with people who are different i.e. in race, caste or social status’ was retrieved from the interview question “What do you expect from your child to behave with people who are different i.e. in race, caste or social status? Why”. Most of parents showed their consent about this skill for secondary students and expressed their view in such words *“must never consider; Behave normal and usual; should be humble and positive; behave politely; should behave with the rule of equality; should treat all people equally; Equally and ethically; Generously and politely; should ignore such differences; avoid discrimination among different people”*. Further they elaborate these expressions with the statements as *“teachings of Holy Prophet are there as we can’t differentiate on the basis of caste color or race; important to adjust anywhere and in any type of situations; respect every one; must take care of and understand other’s feelings”*. Some of parents showed little difference of opinion as

P 2 stated "Children can't understand differences" and P 10, P 11, P 12, and P 13 stated "But sometimes it is not possible". Such comments illustrates that for some parents secondary children can't understand such differences because of their innocent age. Third sub-theme 'Understand how people could feel if they are in pain or crisis' retrieved from the interview question "Is it necessary for your child to understand how people could feel if they are in pain or crisis (understands how others feel)? Why". All of parents were agreed about the importance of this skills for secondary students and expressed their consent as "*Yes it is very important; it is necessary; must be able to understand other's feelings; should show concern for others; try to understand other's feelings; should learn to understand; must have this ability*" and additionally they elucidated their assent by saying the statements as "*important for the emotional and mental developments; in order to grow well in the society; should have this quality of judging others; very important for their moral development; knowing how other feel will help him make decisions and act on them; it will allow him to help others; will be able to help the others in time of need*". Only P 17 uttered "child is not enough grown so that she can understand others feeling" that demonstrates his little difference of opinion. Fourth sub-theme 'Understand their and other's rights and responsibilities' retrieved from the interview question "Is it important for the children to understand their and other's rights and responsibilities?" Most of parents were agreed with the statement that secondary students must be equipped with the skill of understanding themselves and others and expressed their expectations as "*always important; very much important; should know; should understand; should be able*". Various parents illustrated their consent by uttering the statements "*to become a responsible citizen; to know how*

they have to manage with these problems; to develop a healthy society; very necessary for her good personality; can help him in the deeds he will do; important to build a healthy society; he can fight for his rights if he knows". Some of parents have contrary comments regarding this skill for secondary students as P 10, P 12 and P13 uttered "*it is difficult for this age group*" and P 17 stated "*she is small to think about her or others rights and responsibilities*"

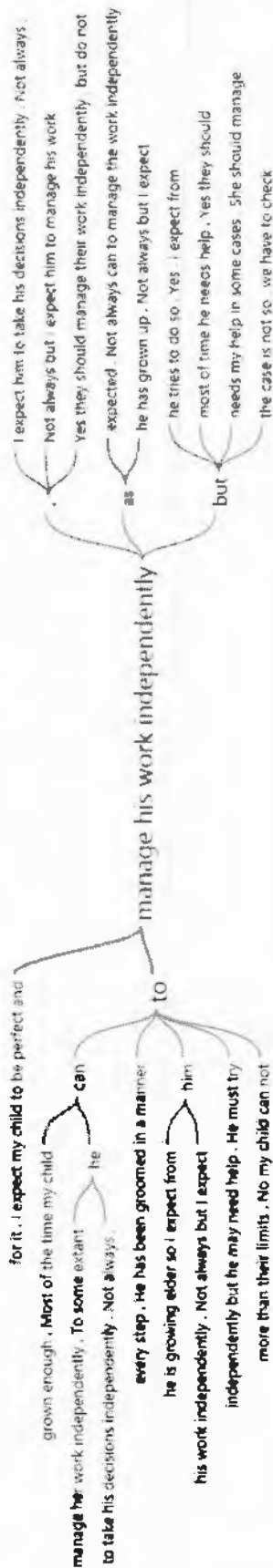


Figure 4-18: Manage his/her work independently

CSM 2

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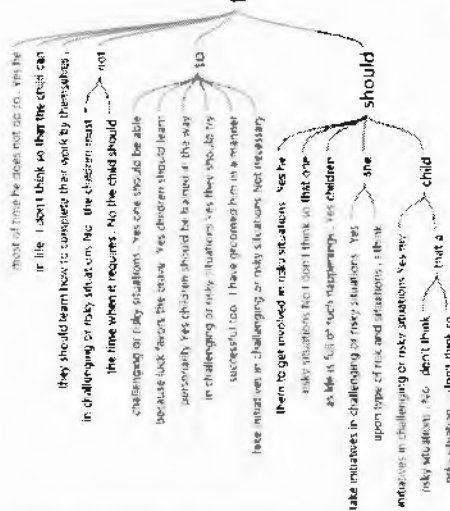


Figure 4-19: Take initiatives especially in challenging or risky situations

CSM 3

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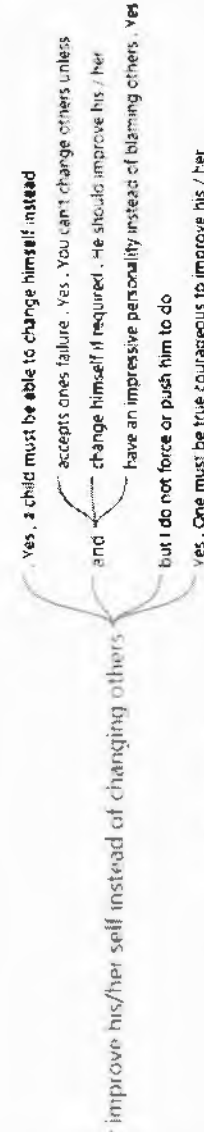
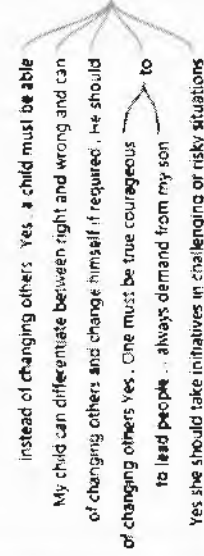


Figure 4-20: Improve his/her self instead of changing others

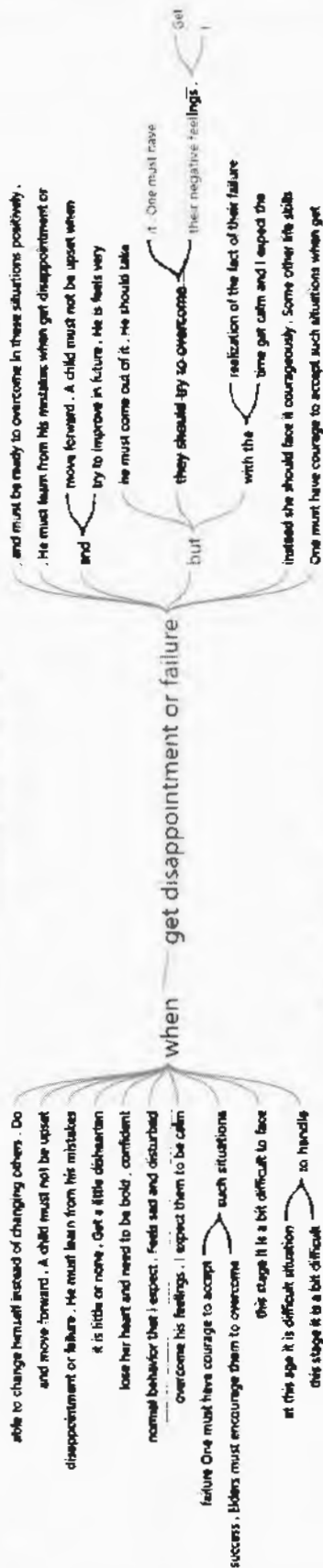


Figure 4-21: Do when get disappointment or failure

Table 4-52: Theme 5 coping and self management life skills (CSM) Variables

Sub-themes	Expectations	Elucidations
		Positive Comments: <ul style="list-style-type: none">• manage his affairs by his own• take his decisions independently• should be able to perform their tasks independently Contrary Comments: <ul style="list-style-type: none">• they can't manage their work independently because they are too young for it• he needs help• don't expect more than their limits• do not expect too much from them• not always he may need help• we have to check him and guide him at every step• not always• somehow they are not independent
Manage his/her work independently	I expect my child to be perfect and manage his work independently Yes. I expect Yes they should I expect from him to manage his work independently must try should be independent	Positive Comments: <ul style="list-style-type: none">• take initiatives at the time when it requires• should handle the situations positively and calmly• be careful in every type of situation• Yes because luck favors the brave• important credentials for one's personality• important to face the challenges in life Contrary Comments <ul style="list-style-type: none">• No. I don't think so• Not necessary• depend upon type of risk and situations
Take initiatives especially in challenging or risky situations	should try to take initiative should take initiatives should be ready to take initiatives should take initiatives	Positive Comments: <ul style="list-style-type: none">• have an impressive personality instead of blaming others• changing of their habit will make them that true strength is in struggle and proceeding forward rather than blaming others
Improve his/her self instead of changing others	Yes. One must be true courageous to accepts ones failure Yes of course should improve himself	Positive Comments: <ul style="list-style-type: none">• have an impressive personality instead of blaming others• changing of their habit will make them that true strength is in struggle and proceeding forward rather than blaming others

should try to change himself
 should reform themselves
 Yes definitely they should
 should improve themselves
 must be able to change himself

- it will make his life easy and happy
- will be good for her and for her positive thinking
- change himself than others will be a positive activity
- improving oneself is more important
- setting personal examples are always a motivation for others

Positive Comments:

- try to improve in future
- learn from failure is the lesson of hard work which is the key to ultimate success
- need to be bold, confident, and ready to overcome
- need to control such feelings because it is the part of life
- should try to overcome their negative feelings
- should take a fresh breath and forget the past
- should take a fresh breath and forget the past
- must learn from his mistakes and move forward
- face it courageously

Contrary Comments

- it is a bit difficult
- at this age it is difficult
- needs guidance
- Elders must encourage them

must have courage to accept
 I expect to overcome his feelings
 I expect them to be calm
 becomes calm with the passage of time
 should try to overcome it

**Do when get
 disappointment
 or failure**

Interpretation: Theme 5 coping and self management life skills (CSM) Variables

Table 4-52 illustrates that most of parents think positively about the coping and self management skills for their secondary students. For the first sub-theme ‘Manage his/her work independently’ related to this variable that was retrieved from the interview question “Does your child manage his/her work independently? What do you expect?” most of parents showed their concern about this skill for their children and uttered their expectations in words *“I expect my child to be perfect and manage his work independently; yes I expect; Yes they should; I expect from him to manage his work independently; must try; should be independent”* additionally they elucidated their consent as *“manage his affairs by his own; take his decisions independently; should be able to perform their tasks independently”*. But some of parents seemed different in their views as P 1 stated “can’t manage their work independently because they are too young for it”, P 2 said *“we have to check him and guide him at every step”*, P4, P6, P7 and P8 uttered *“not always independent”* and P9, P15, P16, and P17 said *“he needs help”* P 10, P12, P13stated *“Don’t expect more than their limits”*. These comments elaborated that for some parents the secondary level students are unable to manage their work independently but all of them expected that children in this age should learn to manage their work independently. The second sub-theme ‘Take initiatives especially in challenging or risky situations’ related to coping and self management variable was retrieved from the interview question “Should your child take initiatives especially in challenging or risky situations? Why” and some of parents were in favor that children must be able to take initiatives in challenging and risky situations as they *stated “should try to take initiative; should take initiatives; should be ready to take initiatives; should*

take initiatives" further they elaborated their expressions as *"take initiatives at the time when it requires; should handle the situations positively and calmly; be careful in every type of situation; Yes because luck favors the brave; important credentials for one's personality; important to face the challenges in life"*. But some parents perceived this skill negatively as P4, P5, P10, P12; P13 & P17 elucidated with words *"No. I don't think so"*, P6 and P7 said *"not necessary, depend upon risk and situation"*. Parents expressing negative perceptions regarding this skills indicated their over protective attitude for their children. Third sub-theme 'Improve his/her self instead of changing others' was taken from the interview question "What do you think should your kid improve his/her self instead of changing others or blaming anyone else? Why". All of parents were in favor of the skill i.e. improve his/her self instead of changing others, for their young children and expressed their expectations as *"Yes; one must be true courageous to accepts ones failure; yes of course; should improve himself; should try to change himself; should reform themselves; yes definitely they should; should improve themselves; must be able to change himself"* further they elaborate their expressions with the statements *"have an impressive personality instead of blaming others; changing of their habit will make them that true strength is in struggle and proceeding forward rather than blaming others; it will make his life easy and happy; will be good for her and for her positive thinking; change himself than others will be a positive activity; improving oneself is more important; setting personal examples are always a motivation for others"*. Fourth and final sub-theme 'Do when get disappointment or failure' was retrieved from the interview question "What does she/he do when get disappointment or failure? What do you expect"? Most of parents expected as *"must have courage to accept I expect to*

overcome his feelings; I expect them to be calm; becomes calm with the passage of time; should try to overcome it” and elaborated their feelings as “try to improve in future; learn from failure is the lesson of hard work which is the key to ultimate success; need to be bold, confident, and ready to overcome; need to control such feelings because it is the part of life; should try to overcome their negative feelings; should take a fresh breath and forget the past; should take a fresh breath and forget the past; must learn from his mistakes and move forward; face it courageously”. Some of parents commented differently as P3 stated “at this age it is difficult”, P10, P12 & P13 uttered “at this age it is difficult” and P18 said “elders must encourage them”.

Life Skills

Text Search Query - Results Preview

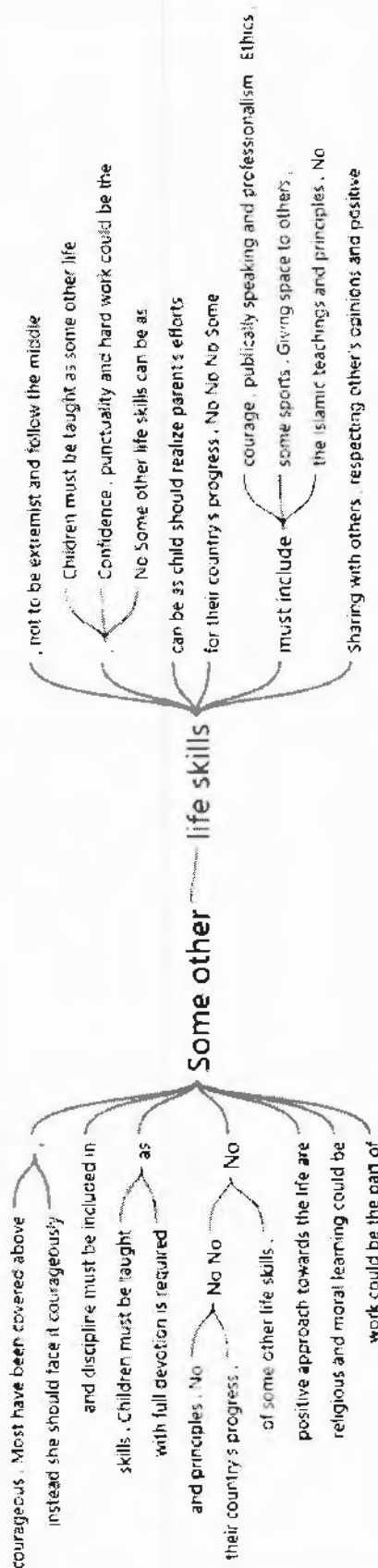


Figure 4-22: Some Other Life Skills

Table 4-53: Theme 6 List of some other life skills as proposed by parents

Life Skills	Elucidations
Some Other Life Skills	<ul style="list-style-type: none"> Sharing with others, respecting other's opinions and positive approach towards the life Not to be extremist but follow the middle path in every walk of life. Be brave, be confident, be consistent and courageous Sports Giving space to others, thinking honestly and do their work with full devotion Follow the Islamic teachings and principles Courage, publically speaking and professionalism Ethics, manners and disciplined Confidence, punctuality and hard work Should realize parents' efforts and problems Responsible being, religious and moral learning

Interpretation: Theme 6 List of Some Other Life Skills Proposed by Parents

Table 4-53 portrays the list of some life skills offered by the parents of secondary school students. Parent1 stated *“Sharing with others, respecting other’s opinions and positive approach towards the life”* skills must be considered for secondary students. Parent 2 expressed *“Children must be taught not to be rebel or extremist but follow the middle path in every walk of life”*. *Be brave, be confident, and be consistent and courageous”*. Parents 4 stated *“sports”*, Parent 5 uttered *“Giving space to others, thinking honestly about the issues and doing their work with full devotion is required for their own and country’s progress”*. Parent 9 said *“Follow the Islamic teachings and principles”*, Parent14 stated *“Courage, publically speaking and professionalism”*, Parent 15 expressed *“Ethics, manners and disciplined”* Parent 16 *“Confidence, punctuality and hard work”* Parent 18 *“Should realize parents’ efforts and problems”* Parent 20 *“Responsible being, religious and moral learning must be provided”*. Most of proposed life skills already have been incorporated in the various statements of the questionnaire, some skills which were not addressed in the asked questionnaire are, religious and moral learning as suggested by the P20.

4.2.2 Data Analysis for Curriculum Experts' Interviews

To collect further qualitative data five curriculum experts were interviewed to know about which life skills, according to their view, are integrated within the secondary curriculum and text books of compulsory subjects i.e. Urdu, English, Math, Islamiat and Pak-Studies of 9th and 10th class for young children for doing well in their life. All curriculum experts were approached through obtaining their personal cell numbers from the director office of The Punjab Textbook Board, Government of Punjab. The researcher personally requested them to give their response for the interview questions. It was made sure that data will be kept confidential and will be used only for research purpose. Initially all of them showed their willingness and eagerness to participate in the study and after taking their consent a copy of semi-structured interview guide (see Annexure 6) was emailed to all of them. But after the again and again reminder only two of them gave the proper response for the interview, other two didn't attend the calls and one of them said she " don't know about the life skills and whether they are corporate within the curriculum or textbook of Pak-Studies of 9th and 10th classes". Some probing questions were asked to obtain their in-depth views and clarifying vague comments. Following is the demographic detail of these five curriculum experts:

Table 4-54: Curriculum Experts' Demographics

Serial No.	Subject
1.	English (SST)
2.	Islamiat (SST)
3.	Pak-studies (SST)
4.	Urdu (SST)
5.	Maths (SST)

Table 4-55: Responses of Curriculum Experts

Questions	English	Math	Islamiat	Pak-Study	Urdu
Would you like to share which life skills have been focused while designing the syllabus for secondary level students particularly for your subject (any specific lesson or topic)?	<ul style="list-style-type: none"> • Reading and thinking skills • Writing skills • Oral communication skills • Formal and lexical aspects of language • Appropriate ethical and social development 	—	<ul style="list-style-type: none"> • Humanity • Honesty • Managing their passions • Create peaceful environment • Support each other • Be conscious for their rights and duties • Ethical and social development 	Don't know	—
Can we promote some essential life skills among young students through co-curricular activities? How	Yes, through games, role plays, dramas and debates, etc	—	<p>Yes by providing them opportunities though which they can practicing Islamic teachings such as Worship as</p> <ul style="list-style-type: none"> • prayer five time a day. • Fasting in Ramazan. • Obligation of Zakat. • Helping others 	Don't know	—
Why is it important to include life skills in the	So that the student may contribute his/her best to the society, family and him/ her life.	—		Don't know	—

syllabus of secondary level text books?					
What could be the best way to promote life skills among students of secondary level text books or co-curricular activities?	Both play their roles simultaneously in this regard.	—	Both ways are important to promote life skills. Because whatever a child learn he/she must practice it	Don't know	—
Can you name some co-curricular activities which can help to develop essential life skills among secondary schools students?	Please see the answer of Question No. 3.	—	<ul style="list-style-type: none"> • debates, • role play, • volunteer social welfare activities etc. 	Don't know	—

Interpretation:

Table 4-55 is representing the interview responses of the curriculum experts regarding the asked questions about the life skills for secondary school students. According to the English SST the incorporated life skills in the English Textbook are “*Reading and thinking skills, writing skills, oral communication skills, formal and lexical aspects of language, and appropriate ethical and social development*”. Furthermore he elaborated that certain co-curricular activities such as games, role plays, dramas and

debates, etc could be used to promote the life skills among secondary school students. While answering the question ‘Why is it important to include life skills in the syllabus’, he stated that it is important *“because the student may contribute his/her best to the society, family and him/ her life”*. Additionally he stated that both curriculum and curricular activities are important to promote life skills among the young students. The SST of Pak-Studies simply stated that she don’t know anything regarding life skills and whether these are incorporated in the curriculum and textbook or not. The Islamiat SST told certain life skills that are inculcated in the Islamiat curriculum and textbook, as *“humanity, honesty, managing their passions, create peaceful environment, support each other, be conscious for their rights and duties and ethical and social development”*. While discussing about the co-curricular activities he stated *“by providing them opportunities though which they can practicing Islamic teachings such as worship as prayer five time a day, fasting in Ramazan, obligation of Zakat, helping others, debates, role play, and volunteer social welfare activities we can promote life skills among secondary students”*.

4.2.3 Educational Policies Reflecting Life Skills

In the educational policy 2009 it is stated in the fifth point of the Policy Action for secondary and higher secondary education that “Life Skill Based Education (LSBE) shall be promoted (pg. 29). Furthermore in the policy document it is highlighted under the heading of “Curriculum reforms” that it must embrace with certain imperative modifications such as “emerging trends and concepts such as School health, Prevention Education against HIV/AIDS and other diseases, Life Skill Based Education, Population and Development Education, Human Rights Education, School Safety and Disaster Management, Peace Education and inter-faith

harmony, Prevention of child abuse etc. shall be infused in the curriculum and awareness and training for students and teachers in this context”

4.2.4 Analysis of National Curriculum and the Textbooks

Document analysis assists the researcher to capture information from all possible data sources and expose the meaning to develop understanding and discover deep insight about the research problem. Documents hold various potentials that make them important to review for getting detailed information to support the information obtained from the other sources of data collection such as interviews and focus grouped discussions (Callery, 2012). Here curriculum document and text books review were made in this regard. The life skills have been inculcated to the curriculum of most of countries in the world at different levels of the educational systems especially in developing countries. Almost all over the world curriculum is considered as the tool to enhance the competencies related to personality development such as creativity, critical and analytic thinking, initiatives, team work, interpersonal relations, problem solving, and tolerance, developing positive relationships, and developing dignity. These competencies are considered as essential equipment that maximize the potential of secondary students and increase their capacities for the handling of life issues positively. Below are presented some key objectives representing life skills in the Punjab curriculum documents for secondary school students.

4.2.4.1 Standards in Curriculum of English

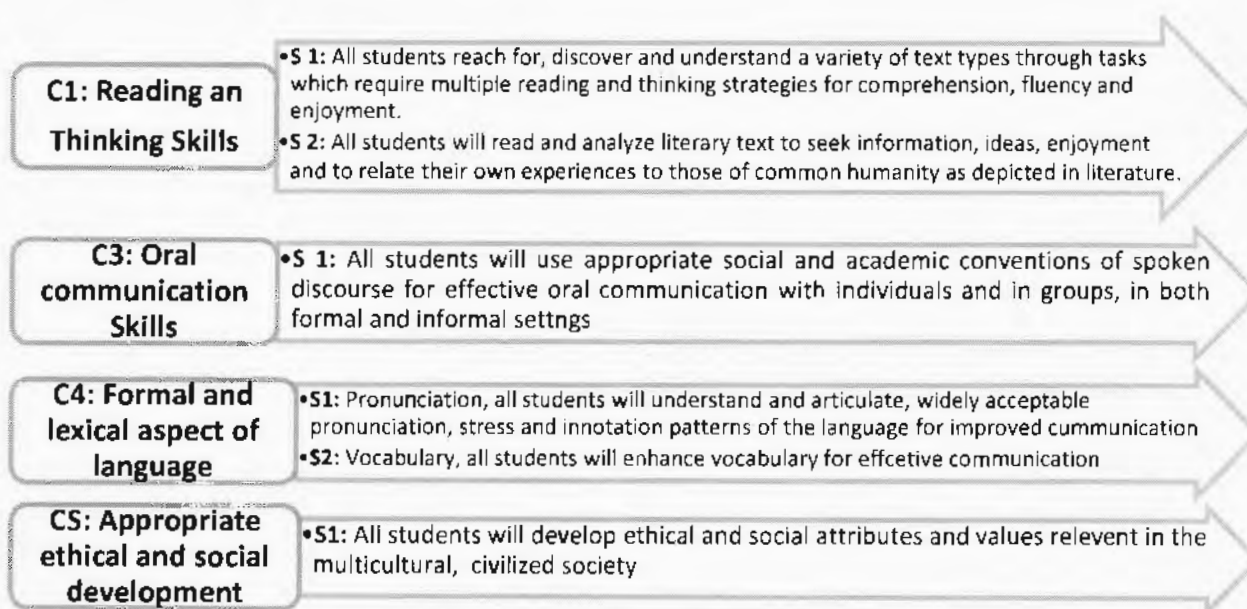


Figure 4-23: Standards in Curriculum of English

Source: (Jumshed & al., 2006)

4.2.4.2 Standards and Benchmarks in Curriculum of Mathematics

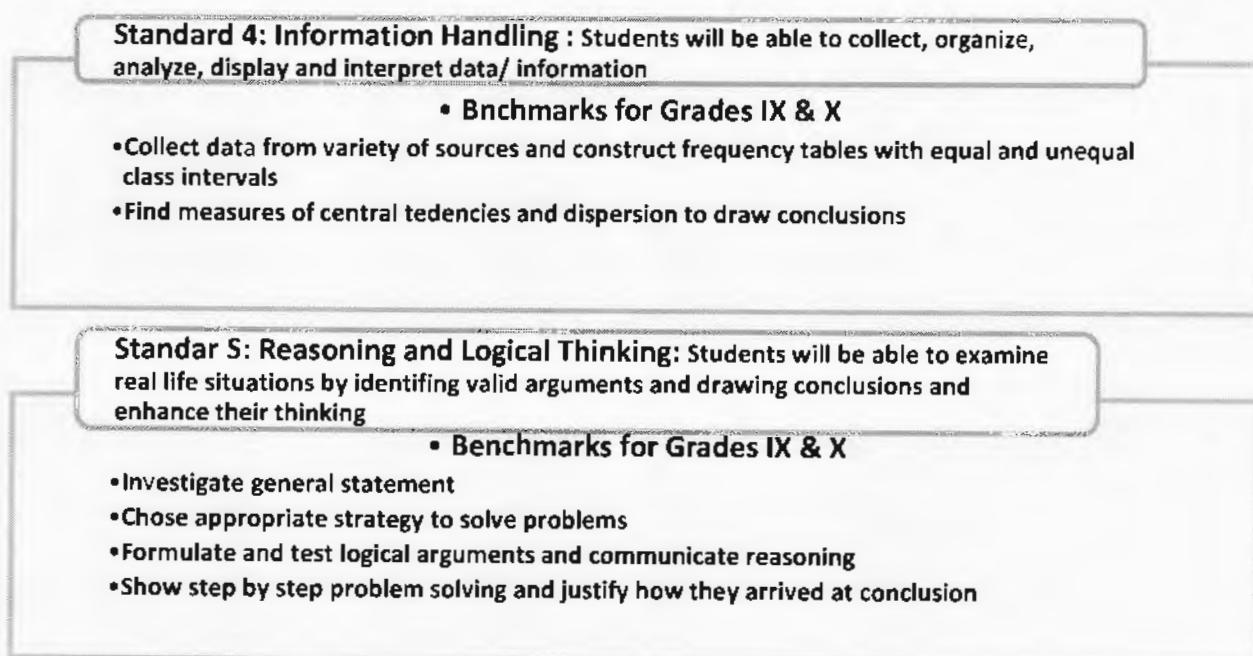


Figure 4-24: Standards and Benchmarks in Curriculum of Mathematics

Source: (Tahir & Yousaf, 2007)

4.2.4.3 Curriculum Analysis of Pak-Studies

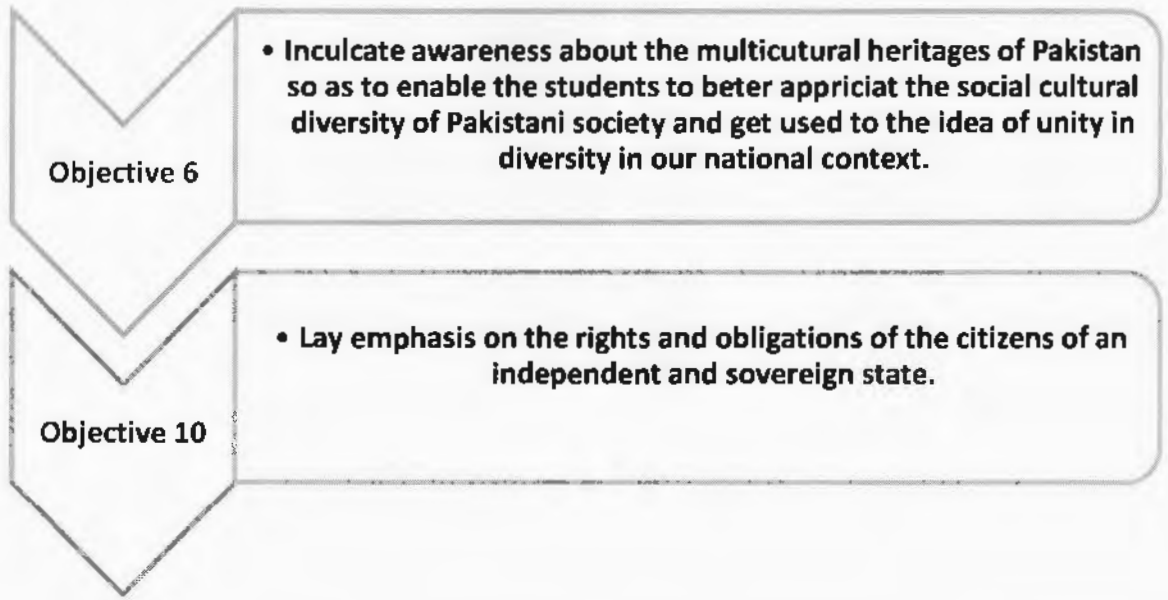


Figure 4-25: Curriculum Analysis of Pak-Studies

Source: (Ahmad, 2006)

4.2.4.4 Curriculum Analysis of Islamiyat

عمومی مقاصد

- ۵۔ وہ زندگی کے ہر شعبے میں دین کی اہمیت کو سمجھیں اور عملی طور پر اس کو اپنائیں نیز وہ انسانی اخلاق، اتحاد ملی، تحمل و بردباری، رواداری، مساوات، ایفائے عہد، عدل و انصاف، اخلاص، تقویٰ، صداقت، وقت کی پابندی، صفائی و پاکیزگی، خدمتِ خلق، حقوق العباد، وطن اور اہل وطن سے محبت اور قومی اتحاد و یکجہتی جیسے اچھے اخلاق و اوصاف سے متصف ہو جائیں۔
- ۶۔ وہ روزمرہ زندگی میں سادگی اور میانہ روی اختیار کریں۔ فضول خرچی، فخر و غرور، نمود و نمائش، بے جا تکلفات اور منافقت کی جملہ صورتوں سے اجتناب کر سکیں۔
- ۸۔ وہ حقوق و فرائض کے متعلق اسلامی تعلیمات اور ان کی اہمیت سے واقف ہو جائیں تاکہ روزمرہ زندگی میں ان پر عمل پیرا ہو کر ایک مثالی مسلمان کا کردار انجام دے سکیں۔

خصوصی مقاصد

قرآن مجید کے مجوزہ نصاب کو پڑھ سکیں، ترجمہ کر سکیں اور منتخب احادیث کے اردو ترجمے کو پڑھ کر اصل مفہوم کو آسانی سے سمجھ سکیں اور عملی زندگی کے ساتھ اس کا تعلق جوڑ سکیں۔

اخلاق، آداب، حقوق العباد اور احترامِ انسانیت کے حوالے سے مجوزہ نصاب کا مطالعہ کریں اور اس کا عملی نمونہ پیش کریں۔

Figure 4-26: Curriculum Analysis of Islamiyat

Source: (Yousafzai, Ziaulhaq; et al., 2009)

4.2.4.5 Curriculum Analysis of Urdu

اردو میں زبانی اور تحریری طور پر اپنے مافی الضمیر کو بہترین انداز میں ادا کر سکیں۔
اپنی ذاتی اور قومی زندگی میں اردو کو عموماً استعمال میں لائیں اور اس کے ذریعے
موجود ذخیرہ ادبیات کے مطالعے سے قومی افتخار، تہذیب و ثقافت کا اعلیٰ شعور، ادراک
اور مہارتِ حیات حاصل کر سکیں۔

اردو میں کی گئی گفتگو سن کر اس کا مفہوم سمجھ سکیں اور اس کا عمومی تجزیہ کر سکیں۔
اردو میں گفتگو، تقاریر اور خطبات سن کر انھیں سماجی اور اخلاقی حوالوں سے
سمجھ سکیں۔

اردو میں روزمرہ پر اپنی ذاتی رائے استعمال کر کے گفتگو کر سکیں۔

اردو میں لکھ کر روزمرہ امور، مشاہدات، خیالات اور آراء کو بیان کر سکیں۔
 زبان، احساسات، جذبات، خیالات اور تصورات کے حوالے سے کی گئی گفتگو کا
 مکمل ادراک کر سکیں۔

Figure 4-27: Curriculum Analysis of Urdu

Source: (Amjad, Durani, Bukhari, Akhtar, & Aslam, 2006)

Table 4-56: Curriculum Alignment Matrix
Incorporated Life Skills into Curriculum SLOs & Text Books

	Urdu	English	Mathematics	Pak-Studies	Islamiat
Creative thinking/ critical thinking	✓	✓	✓		
Decision making/ problem solving	✓	✓	✓		✓
Interpersonal/ communication	✓	✓	✓		
Self awareness/ empathy	✓			✓	✓
Coping and self management	✓	✓			✓

Interpretation

Above table 4-56 illustrated the key objectives regarding the essential life skills for secondary school students offering in the curriculum and textbooks of various subjects such as in 'National Curriculum for English, Urdu, Islamiat, Pakistan Studies and Mathematics. It was observed in the National Curriculum Documents and Textbooks of Punjab that most of components related to the life skills such as, creative and critical

thinking, decision making and problem solving, interpersonal and communication skills, self awareness and empathy and coping and self management, were incorporated in the curriculum of English and Urdu subjects. Whereas the National curriculum of Islamiyat involves most of components of life skills but missing content related to 'creative thinking/ critical thinking' and 'interpersonal/communication' skills similarly National curriculum for Mathematics does not consists any content related to 'self awareness and empathy' and 'coping and self management' life skills but incorporated rest of components. Furthermore curriculum document of Pakistan Studies only incorporated one component reflecting to the 'self awareness and empathy' and most of components were overlooked related to essential life skills for secondary students.

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSION & RECOMMENDATIONS

This study intended to answer certain questions and test hypotheses, and following chapter would deal with the summary, key findings, conclusion and recommendations.

5.1 Summary

The study was intended to evaluate the secondary school curriculum for promoting Life Skills Based Education. It was conducted into two folds, in first part of the study secondary school teachers, students and parents of secondary school children were asked to share their perception about the essential life skills. In the second fold National Curriculum and Punjab Textbooks of compulsory subjects i.e. English, Urdu, Math, Islamiat and Pak-Studies were reviewed to identify which life skills have been inculcated and incorporated in SLOs and content of the textbooks and which have been overlooked.

There were certain objectives have been specified for the study such as; to find out the secondary students, teachers, and parents' opinion about the essential life skills, to find out the opinions of curriculum experts about essential life skills for secondary students those are inculcated in the secondary curriculum, to evaluate which life skills are being promoted through secondary curriculum in Punjab, and to analyze the discrepancies in current secondary curriculum for promoting the essential life skills among students. Following research questions were formulated to meet prescribed objectives of the study i.e. 1) what are the perceptions of secondary students, teachers and

parents about the essential life skills for secondary students? 2) What are the opinions of curriculum experts regarding life skills included in the secondary curriculum? 3) Which life skills are integrated in the secondary education curriculum? 4) Which life skills are missing in secondary education curriculum?

Furthermore, the study included certain research null hypotheses to be tested such as

- 1) H_{01} There is no significant difference between the mean opinion scores of male and female teachers about the essential life skills for secondary students.
- 2) H_{02} There is no significant difference between the mean opinion scores of female and male students about the essential life skills.
- 3) H_{03} There is no significant difference between the students and teachers mean perception scores about the essential life skills.
- 4) H_{04} There is no significant difference between the mean perception scores of private and public school teacher about essential life skills for secondary students.
- 5) H_{05} There is no significant difference between the mean opinion scores of private and public school students about the essential life skills.
- 6) H_{06} There is no significant difference between the identified life skills and the life skills developing through the secondary curriculum.

The population of the study comprised of secondary school students, teachers and parents of both private and public school in Sargodha city. Multistage stratified sampling technique was used to identify the sample for the study. It included 220 students and 90 teachers of both public and private schools. Quantitative data were collected from the students and teachers by using two self developed questionnaires based on literature review. These questionnaires were pilot tested and the cronbach's Alpha reliability coefficient .82 was found which is considered appropriate to continue for data collection. 20 Parents were interviewed to collect data about their expectations of life skills for

secondary school students. Furthermore, five curriculum experts of secondary compulsory subjects were interviewed to find out their opinions regarding the life skills that have been incorporated in the National Curriculum. Secondary school curriculum and Punjab textbooks of compulsory subjects were reviewed to make sure that which life skills have been incorporated in curriculum and which life skills have been overlooked.

Data were analyzed via calculating mean scores of the opinions of teachers and students. In addition, the difference between the opinions of male and female students and teachers were analyzed through applying *t*-test. Moreover, it was evaluated that which life skills were inculcated in the secondary school curriculum and which are missing by analyzing the curriculum experts' opinions and by reviewing the National Curriculum and IX.X grades textbooks of compulsory subjects.

6.2 Findings

The key findings of the research have been discussed in succeeding paragraphs in lining with the research questions and research hypotheses

6.2.1 Findings Related to Research Questions

Research Question 1: "What are the perceptions of secondary students, teachers and parents about the essential life skills for secondary students?"

To answer this question two types of data were collected first, the secondary school teachers and students were asked for their perception through administering two questionnaires. And second, parents were being interviewed to get their opinion regarding essential life skill for secondary school students. Following observation was established after analyzing the obtained data.

- It is perceived that overall teachers' perception about the life skills is positive as the teachers' mean score (34.01) about the creative thinking/ critical thinking life skills (CRT) variable falls between the range of 25-40 that exhibits positive perception of teachers about the CRT variable. Similarly all teachers mean scores fall within the range of positive perception such as mean score (34.36) of decision making/ problem solving life skills (DM) variable falls within the range 25-40 , mean scores (43.07) related to the interpersonal/ communication life skills (IPC) variable fall between the range 31-50 , mean scores (39.56) related to the self awareness / empathy life skills (SAE) variable surrounds the range 28-45, mean scores (49.96) about the coping and self management life skills (CSM) variable comes within the range 37-60 and mean scores (200.94) about over all life skills are within the range 142-235 that portrays the positive perception of all teachers towards the various variables of Life Skills.
- It is observed that overall students' perception about the essential life skills is positive as the students' mean score (33.35) about the creative thinking/ critical thinking life skills (CRT) variable falls between the range of 25-40 which exhibits positive perception of students about the CRT variable. Likewise all students' mean scores fall within the range of positive perception such as mean score (33.82) related to decision making/ problem solving life skills (DM) variable falls within the range 25-40 , mean scores (40.94) about the interpersonal/ communication life skills (IPC) variable fall between the range 31-50 , mean scores (38.21) related to the self awareness / empathy life skills (SAE) variable surrounds the range 28-45, mean scores (49.37) for the coping and self

management life skills (CSM) variable comes within the range 37-60 and mean scores (195.68) about over all life skills are within the range 142-235 that represent the positive perception of all students towards the various variables of Life Skills.

- Data analysis illustrates that most of parents recognized that theme 1 related to **“Critical and creative thinking (CRT)”** ability is very important skill for the children especially for secondary level students. The parents showed their consent for this skill as *“it helps to be get adjusted in the society; take decisions independently; cope with the problems of life”*. Regarding the skill to **‘handle challenging or tricky situations’** almost all of parents seemed stated it is *“important for living an independent life; understand how to face different situations; understand how to face the problems; resolving further obstacles in her life; gain confidence”*. Only two parents had different view point and thought that at this stage of their life children are unable and even not properly trained to handle tricky and critical situations. For the **‘use of technologies effectively e.g. computer, internet, email etc’** most of parents were in favor of this skill and expressed *“It is the need of the time; for success in any future task; progress is mainly based on technology; Without using these technologies no one can get progress”*. But some of parents seemed more conservative while discussing the use of technologies like computer, email and internet and said children *“must use it in positive sense; should not use such technologies because of it he wastes a lot of time and get distracted; avoid excessive use and misuse of such things”*. Some of them expressed their concern in the words *“we should keep an eye on the*

children", "we should be aware of the children's activities" and "use technologies but under supervision and for limited time". But most of parents positively perceive the significance of learning these technologies for their young children especially secondary students.

- While discussing about theme 2 **"Decision making/problem solving skills"** almost all parents are agreed with the statement that secondary students must be able to make their own decisions and equipped with the ability to solve various problems encountering in their life. Foremost, all of parents were in favor of the sub-theme **'plan the things before performing some tasks'** and thought their children must possess this skill because it leads their life towards success and guide various plan with ease and accomplishment. Parents show their consent using the statements as, *"Successful people always plan their tasks; it gives a proper guide line for a task; lead you to a better plan or solution; makes it simple and easy; leads to logical situations and results in success; things should be planned so that can be done appropriately; Planned tasks are always better carried out; necessary for every type of task e.g. studies, parties; get good results"* Most of parents were seemed very concerned regarding the skill **'discuss or take opinions from others'** for their secondary students and show their consent with the expressions *with proper guidance success rate of children increases; Discussion helps to avoid mistakes; collective wisdom is better than individual one; must get other's view to plan better; must discuss with his family, friends and parents"*. Almost all parents confirm their concern about the skill **'give the importance to others opinions'** for their secondary students by saying

"must seek guidance; discuss their problems & ask for possible solutions; should be able to give importance to others view". They feel it is important for their young kids and said *"discussion is always very helpful; help him to get experience and get help from others point of views; helpful for them to handle their life issues easily.* Regarding the sub-theme '**resolve conflicts and clashes by themselves**', twelve parents were in the favor of this skill and expressed their assent as *"necessary for the child to resolve conflicts and clashes by themselves; should try themselves; should handle their all conflicts".* Further they justify their consent as *"it helps them in decision making; gives them confidence and they get prepared for the years to come.* But eight parents disagree with this statement and uttered *"No, should invite extra support; should do under the guidance of her elders; should take help from their elders".* These expressions illustrates that for some parents, children at the secondary level are not enough groomed that they can handle or solve all type of their conflicts by themselves, so it is better for them to take help from their elders to overcome such type of situations.

- All of parents were in favor of the skills discussed under the theme 3 heading **"Interpersonal and communication skills"** which secondary students must equipped with. Most of parents express their consent for the first sub theme '**express his/her feelings, ideas and opinion openly**' and elucidated their expression with the statements as *"must be given full freedom to express their feelings; should be groomed to speak out; has to be confident and straight enough to share his ideas and opinions openly"* but P 4 and P 9 straight forwardly said "No" because they feel the secondary school children are not grown up enough to

express their thinking and opinions openly as P 4 said “No, because he is in immature age”. For some parents it is ‘okay’ but with some conditions i.e. parents are agreed that children should be able to express their ideas and feelings but within limits. For the sub theme related to the skill ‘**appreciate other’s viewpoints**’ all of parents seemed in favor of this and expressed their consent as *“Yes it is very important to appreciate others; because it will help them to “learn work in groups and later in organizations; if they respect and give importance to others, others will also respect them; will develop his personality.* Most of parent were agreed for the third sub-theme as ‘**communicate accurately and fluently**’ skill and stated *should be able to communicate accurately; because it could lead them “excel in life without embarrassment; gives him confidence to face various situations; can solve many problems; important for shaping a balanced personality; is the key to success”.* Regarding fourth sub-theme ‘**give logical arguments to convince**’ most of parents showed their consent as *“must be free to give logical arguments; must be trained; must be able to use arguments; should have ability to convince others”.*

- Most of parents are concerned about the “**Self awareness and empathy skills**” for the secondary school students. For the sub-theme ‘**know their own strengths and weaknesses**’ all of parents seemed in favor of this skill and uttered their expectations as *“yes it is very necessary; should be able to know”.* They justified their consent with the statements *“to avoid unwanted situations; learn how to manage life; can make the right decisions; can overcome their negatives;* Most of parents showed their approval for the skills related to second sub-theme ‘**behave**

with people who are different i.e. in race, caste or social statuses' for secondary students and expressed their view in such words *"behave politely; should behave with the rule of equality; should treat all people equally and ethically; generously and politely; should ignore such differences; avoid discrimination among different people"*. Concerning the third sub-theme **'understand how people could feel if they are in pain or crisis'**, all of parents were agreed about the importance of this skills for secondary students and expressed *"Yes it is very important; must be able to understand other's feelings; should show concern for others; try to understand other's feelings"* and additionally they elucidated their assent by saying the statements as *"in order to grow well in the society; very important for their moral development; it will allow him to help others; will be able to help others in time of need"*. Regarding the sub-theme **'understand their and other's rights and responsibilities'** most of parents were in favor of this skills for secondary students and expressed their expectations as *"always important; should understand"*. Various parents illustrated their consent by uttering the statements as *"to become a responsible citizen; to develop a healthy society; very necessary for her good personality; important to build a healthy society; he can fight for his rights if he knows"*. Some of parents have contrary comments regarding this skill for secondary students as P 10, P 12 and P13 uttered *"it is difficult for this age group"* and P 17 stated *"she is small to think about her or others rights and responsibilities"*.

- While discussing the theme 5 **"Coping and self management skills"** most of parents think positively about this skill for their secondary level students. For the

first sub-theme '**manage his/her work independently**' most of parents showed their concern about this skill for their children and uttered their expectations as "*I expect my child to be perfect and manage his work independently; manage his affairs by his own; take his decisions independently; should be able to perform their tasks independently*". But some of parents seemed different in their views as P 1 stated "can't manage their work independently because they are too young for it", P 2 said "*we have to check him and guide him at every step*", P4, P6, P7 and P8 uttered "*not always independent*" and P9, P15, P16, and P17 said "*he needs help*". These comments elaborated that for some parents the secondary level students are unable to manage their work independently but all of them expected that children in this age should learn to manage their work independently. For the second sub-theme '**take initiatives especially in challenging or risky situations**' some of parents seemed in favor of this skill as they stated "*should try to take initiative; should be ready to take initiatives*" further they elaborated their expressions as "*take initiatives at the time when it requires; should handle the situations positively and calmly; be careful in every type of situation; Yes because luck favors the brave; important to face the challenges in life*". But some parents perceived this skill negatively as P4, P5, P10, P12; P13 & P17 elucidated with words "*No. I don't think so*", P6 and P7 said "*not necessary, depend upon risk and situation*". Parents expressing negative perceptions regarding this skills indicated their over protective attitude for their children. Regarding the third sub-theme '**improve his/her self instead of changing others**', all of parents were in favor of this and expressed their expectations as "*Yes; one must be true*

courageous to accept one's failure; should improve themselves; must be able to change himself" further they elaborate their expressions with the statements *"changing of their habit will make them that true strength is in struggle and proceeding forward rather than blaming others; it will make his life easy and happy; improving oneself is more important; setting personal examples are always a motivation for others"*. Most of parents think positively for the sub-theme **'do when get disappointment or failure'** and expressed their views as *"I expect them to be calm; should try to overcome it; learn from failure is the lesson of hard work which is the key to ultimate success; need to be bold, confident, and ready to overcome; should try to overcome their negative feelings; should take a fresh breath and forget the past; must learn from his mistakes and move forward; face it courageously"*. Some of parents perceived it differently as P3, P10, P12 and P13 uttered *"at this age it is difficult"* and P18 said *"elders must encourage them"*.

Research Question 2: "What are the opinions of curriculum experts regarding life skills included in the secondary curriculum?"

To answer this research question five curriculum experts were interviewed to know about which life skills are integrated within the secondary curriculum and text books of compulsory subjects i.e. Urdu, English, Math, Islamiyat and Pak-Studies of 9th and 10th class. According to the English SST the incorporated life skills in the English Textbook are *"reading and thinking skills, writing skills, oral communication skills, formal and lexical aspects of language, and appropriate ethical and social development"*. The SST of Pak-Studies simply stated that she don't know anything

regarding life skills and whether these are incorporated in the curriculum and textbook or not. The Islamiat SST told certain life skills that are inculcated in the Islamiat's curriculum and textbook, as "*humanity, honesty, managing their passions, create peaceful environment, support each other, be conscious for their rights and duties and ethical and social development*". Rest two curriculum experts SST Urdu and SST Mathematics did not give any response regarding interview questions whereas initially both of them were agreed to give response and the research has emailed the questionnaire to both of them after receiving their consent.

Research Question 3: Which life skills are integrated in the secondary education curriculum?

It was observed in the National Curriculum Documents and Textbooks of Punjab that most of components related to the life skills such as, creative and critical thinking, decision making and problem solving, interpersonal and communication skills, self awareness and empathy and coping and self management, were incorporated in the curriculum of English and Urdu subjects. Whereas the National curriculum of Islamiat involves most of components of life skills but missing content related to 'creative thinking/ critical thinking' and interpersonal/communication skills similarly National curriculum for Mathematics does not consists any content related to 'self awareness and empathy' and 'coping and self management' life skills but incorporated rest of components. Furthermore curriculum document of Pakistan Studies only incorporated one component reflecting to the 'self awareness and empathy' and most of components were overlooked related to essential life skills for secondary students.

Research Question 4: Which life skills are missing in secondary education curriculum?

There are certain very important Life Skills which are overlooked in the National Curriculum Documents and Textbooks of Punjab such as life skills related to the **“coping and self management and self awareness and empathy**. Similarly **“communication and interpersonal”** life skills are observed only in language subjects i.e. English and Urdu and rest of subjects does not include ample content related to these skills

6.2.2 Findings Related to Hypotheses of the Study

H₀₁ There is no significant difference between the mean opinion scores of male and female teachers about the essential life skills for secondary students

It was observed that overall male teachers mean score (203.7) is higher than the female teachers mean score (198.7) and fall between the range (142-235) that shows both groups have positive perception but difference in mean score depicts that male teachers have more strong perception as compare to the female teachers about the all variables of Life Skills. Hence the $p = .125$ is greater than the chosen significance level $\alpha = 0.05$, so the null hypothesis “There is no significant difference between the mean opinion scores of male and female teachers about the essential life skills for secondary students” is fail to be rejected and portrays no significant difference between the overall male and female teachers’ perception about the Life Skills.

H₀₂ There is no significant difference between the mean opinion scores of female and male students about the essential life skills

It was observed that the male students mean score (196.3) is greater than the female students mean score (194.8) and fall between the range (142-235) that shows both groups have positive perception but difference in mean score depicts that male students have more strong perception as compare to the female students about the all variables of Life Skills. Hence the $p = .564$ is greater than the chosen significance level $\alpha = 0.05$, so the null hypothesis "There is no significant difference between the mean opinion scores of male and female students about the essential life skills" is fail to be rejected and reveals no significant difference between the overall male and female students' perception about the Life Skills.

H₀₃ There is no significant difference between the students and teachers mean perception scores about the essential life skills

The students' mean score (195.6) is lesser than the teachers' mean score (200.9) but fall between the range (142-235) that shows both groups have positive perception however difference in mean score depicts that teachers have more strong perception as compare to the students about the all variables of Life Skills. Hence the $p = .024$ is lesser than the chosen significance level $\alpha = 0.05$, so the null hypothesis "There is no significant difference between the students and teachers mean perception scores about the essential life skills" is rejected and reveals highly significant difference between the overall students and teachers' perception about the Life Skills and shows that teachers' perception about over all life skills is better than the students.

H₀₄ There is no significant difference between the mean perception scores of private and public school teacher about essential life skills for secondary students

It was seen that the public school teachers mean score (200.3) is less than the private school teachers mean score (201.4) but fall between the range (142-235) that shows both groups have positive perception but difference in mean scores depict that private school teachers have more strong perception as compare to the public school teachers about the overall life skills for secondary school students. Since the $p = .737$ is greater than the chosen significance level $\alpha = 0.05$, so the null hypothesis “There is no significant difference between the mean perception scores of private and public school teachers about essential life skills for secondary students” is fail to be rejected and reveals no significant difference between the overall public and private teachers’ perception about the Life Skills.

H₀₅ There is no significant difference between the mean opinion scores of private and public school students about the essential life skills

It was observed that the public school students’ mean score (194.6) is lesser than the private school students’ mean score (196.5) but fall between the range (142-235) that shows both groups have positive perception but difference in mean scores depict that private school students have more strong perception as compare to the public school students about the all variables of Life Skills. Since the $p = .501$ is greater than the chosen significance level $\alpha = 0.05$, so the null hypothesis “There is no significant difference between the mean opinion scores of private and public school students about the essential life skills” is fail to be rejected and reveals no significant difference between the overall public and private school students’ perception about the Life Skills.

6.3 Conclusion

The study is concluded and discussed aligned with the objectives which were illustrated in the first chapter.

- The first objective was “To find out the secondary students, teachers, and parents’ opinion about the essential life skills as defined by the World Health Organization (WHO).”, as results showed that all teachers, students and parents have positive perception about the essential life skills for the secondary students. There were five components, related to the life skills such as ‘creative and critical thinking’, ‘decision making and problem solving’ skills, ‘interpersonal and communication’ skills, ‘self awareness and empathy’, ‘coping and self management’ skills, which were assessed through the questionnaires, by administering to the secondary school teachers and students to know their perceptions regarding life skills. The obtained results showed that all of students and teachers possess positive thinking about all of components of life skills for secondary students. Slightly difference was observed regarding the overall perception of male and female students and teachers but it was no significant, hence the significant difference was seen among the teachers’ and students’ perception about life skills as results showed teachers have more strong perception about life skills as compare to students. Twenty parents were being interviewed and all of them were in the opinion that their secondary level children must possess essential life skills because this is the crucial age period and their future decision get influenced by training of this age. In many studies it has been observed that parents teachers and students perceive all of life skills very important for the success of youngsters life as

- Second objective was “to find out the opinions of curriculum experts about essential life skills for secondary students those are inculcated in the secondary curriculum. To meet this objective five curriculum experts have been contacted and requested for interview, and three of them gave responses. As SST of English and SST of Islamiat shared their complete awareness and interest about their subjects’ SLOs related to life skills that have been incorporated in the National Curriculum for Grade IX.X. The SST of Pakistan Studies simply denied that she does not have any awareness regarding the life skills for secondary students that have been inculcated in the curriculum of Pakistan Studies. Two of SSTs, Mathematics and Urdu curriculum experts did not reply for the interview, even initially both of them were agreed to share their views. Although both of them have been called for many times but they did not reply.
- Third and forth objectives were “To evaluate which life skills are being promoted through secondary curriculum in Punjab as defined by the World Health Organization (WHO) and “To analyze the discrepancies in current secondary curriculum for promoting the essential life skills among students as defined by the World Health Organization (WHO)”. To attain these two objectives the researcher made an effort to review the Punjab Textbooks for grade IX.X and National Curriculum Documents of compulsory subjects i.e. English, Urdu, Math, Islamiat and Pak-Studies. While reviewing the textbooks and curriculum documents it was observed that the textbooks and National Curriculum for English and Urdu subjects have inculcated most of life skills within their SLOs and various chapters of the textbooks. The textbook and National Curriculum for Mathematics also

incorporated most of life skills but missing the SLOs and content related to the 'self awareness and empathy' and 'coping and self management. Similarly the textbook and National Curriculum for Islamiat subject possessed most of life skills but missing the SLOs and content related to the 'creative thinking/ critical thinking' and 'interpersonal and communication skills'. Furthermore it was observed while reviewing the textbook and National Curriculum for Pakistan Studies that the content and SLOs do not reflect most of life skills and only one component of life skill is seen i.e. 'self awareness and empathy'.

6.4 Discussion

The results of the current study are very much related with the previous studies and have shown the importance of life skills based education for the young children for their prosperous and successful life. This issue is seen under the consideration of governments and policy makers in almost all over the world. Life skills are very important for the students; and observed in many studies which have been conducted by various organizations like WHO, UNICEF, UNESCO etc. In Pakistan Life Skill Based Education is offering generally by non-government organizations in form of co. curricular activities. The World Population Foundation has initiated a project related to the Life Skill Based Education during 2006.2010 in Pakistan which included sexual abuse, juvenile justice, physical punishment, exploitation, and empowerment, and HIV/AIDS, etc. similarly the UNICEF took initiatives to promote life skills in Pakistan and started a project on Empowerment of Adolescent, and secondary schools teachers were provided training in a cascade manner so they can transmit life skills among young students effectively (Munsi,

K & Guha, D., 2014). All of these studies have given the importance to the life skills based education specifically for secondary level students that help in the comprehensive development of young children, which enhances their socialization, encourages youngsters to adopt prevention measures for diseases, life risk situations and prepare them for improving social circumstances. Most of studies have been conducted about life skills are specifically health related. There are few studies seen dealing life skills as a whole and comprehensive perspective where as it has involved various aspect of the complete growth of the students and must be considered as methodology which deals with variety of issues related to child's comprehensive development. Many organizations are working on this thematic issue as World Youth Report (2003), World Program for Human Right Education (2004), and World Development Report (2007). Expected learning results are based on the problem solving abilities, critical thinking, good relations with others, interpersonal communications, and self management. Many countries are emphasizing in their educational policies considering the life skills based education particularly Nepal and Afghanistan in 2007, Sri-Lanka in 2009, India in 2009, Bangladesh in 2011 have been put their efforts for the life skills development policy framework. As Pakistan also has incorporated life skills based education in its educational policy 2009 (Ministry of Education, 2009). Now a days it has become obvious that governments of different countries are giving importance to the development of life skills among their young students through the education (Vineeta & Avinash, 2012).

6.5 Recommendations

The following recommendations are made on the basis of research findings and results, such as:

1. The Provincial Ministry of Education Punjab may include essential life skills in the teachers training programs and ought to prepare guide materials to the in-service teachers to facilitate them to inculcate essential life skills among their students. Similarly The Provincial Ministry of Education Punjab may establish monitoring cell for evaluation of essential life skills for secondary school teachers. The ministry may consider the footstep of NACTE that is already working for teachers' education programs.
2. As it is observed that The Curriculum Experts do not have much information about life skills so it is recommended for them that they may review policy documents and align the curriculum with the guidelines given by the Provincial Ministry of Education Punjab and ensure life skills oriented curriculum for all subjects and ensure that all subjects' curriculum is equipped including the SLOs, content, and teacher training guides with most of life skill. Moreover they may ensure that all of the curriculum experts are outfitted with the knowledge regarding essential life skills required for the secondary schools students and incorporated in the curriculum documents.
3. School administration may emphasize upon the implementation of life skills education at all every level and keep following it up. Arrange in-service trainings for teachers to prepare them with the latest pedagogical expertise that could help them to inculcate essential life skills in the secondary students that could further

facilitate in reduction of crime and dropout rate of students. Furthermore give on and off feedback to the curriculum wing and educational ministry regarding the effectiveness of the policy implementations and curriculum/content effectiveness.

4. As it is observed that teachers have highly positive perception about the life skills for secondary students, but are unable to inculcate these life skills among students effectively may be due to lack of proper training, therefore it is recommended that teachers could be participate and join workshops or training courses so that they come to know various tactic to impart life skills among students. They may review the curriculum documents thoroughly for attaining the assistance to implement curriculum effectively in the classrooms, as teacher guide is being provided in the curriculum documents.

6.6 Recommendations for the future researchers

There are certain recommendations for the future researchers such as

1. They may conduct research on life skills including various levels as this study was confined only to secondary levels of students.
2. More studies could be carried out including various subjects related to arts and sciences imparting life skills among children.
3. Researchers could conduct study related to the identification of the current level/extent of life skills that have been imparted among secondary students.
4. A study may be conducted to evaluate the effective implementation of life skills based education.

5. In Pakistan most of studies had been conducted related to the life skills based education only with the reference of health and population issues but it is suggested that life skills based education must include as whole and involve all components of life skills in curriculum and educational programs.

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Life skills indicators given by World Health Organization (WHO)

Serial No.	Life Skills Indicators
1	Decision making / problem solving
2	Creative thinking / critical thinking
3	Interpersonal / communication skills
4	Self awareness / empathy
5	Coping / self management skills

Source: (World Health Organization, 1999)

Rule of Thumb for Sample Size

Size of Population	Sampling Percentage
0.100	100%
101. 1,000	10%
1,001. 5,000	5%
5,001. 10,000	3%
10,000 +	1%

Source: (Yount, 2006) & (Gay, 1987)

Questionnaire for Secondary School Students

Demographic information:

Name_ (optional) _____ Gender (Circle one): Male
Female

School (Circle one): Private Govt. Grade _____

Date: _____

Instructions:

Life skills are some psychological and social competencies that enable you to handle your everyday life problems e.g. how to complete your tasks, how to behave in groups or gatherings or how to deal in challenging situations etc. Below are given some statements, each statement has five point scale and you have to choose one of them. This is a chance to look at you and share your feelings which life skills must be the part of your life.

		Strongly Agree	Agree	Not Decided	Disagree	Strongly Disagree
1.	Creative thinking/ critical thinking Life Skills: I must be able to:					
1.1	Identify relevant and useful information and its sources					
1.2	Use technologies effectively e.g. computer, internet, email etc.					
1.3	Organize my thoughts in logical way					
1.4	Learn from my own and other's mistakes					
1.5	Apply solutions to variety of problems					
1.6	Find answers to tricky questions					
1.7	Find a logical conclusion for an issue or problem					
1.8	Look for many possible answers for a question rather than only one					
2.	Decision making/ problem solving Life Skills: I must be able to:					
2.1	Formulate goals and aims about my future					
2.2	Find out different solutions to solve a problems					
2.3	Think about what might happen because of my decisions					
2.4	Plan how to use resources to complete a task e.g. money, time, etc.					
2.5	Complete my tasks within given time					
2.6	Resolve conflicts and clashes efficiently					

2.7	Listen all other's point of views while making decisions					
2.8	Respect the people's right (e.g. in public places, traffic rules, etc.)					
3.	Interpersonal/ communication life skills: I must have ability to:					
3.1	Effectively communicate with others to establish good relationships					
3.2	Express my feelings, ideas and opinions openly					
3.3	Appreciate other's viewpoints					
3.4	Organize my thoughts in logical way while speaking or writing					
3.5	Convince others with logic and strong arguments					
3.6	Appreciate other's contributions during work					
3.7	Listen actively e.g. in class room, at public place, watching films or listening music etc.					
3.8	Speak accurately and fluently					
3.9	Read and understand books, news papers and other reading materials correctly.					
3.10	Use body language and gestures effectively to convey meaning and understandings					
4.	Self awareness / empathy life skills: I must be able to:					
4.1	Build up my personal identity					
4.2	Understand the thoughts and feelings of myself and others					
4.3	Know my strengths and weaknesses					
4.4	Recognize my own rights and responsibilities					
4.5	Avoid unfairness and favoritism against people who differ i.e. in race, caste, social status					
4.6	Respect other's religion and feelings					
4.7	Follow discipline in life activities					
4.8	Respect people's right (e.g. in public places, traffic rules, etc)					
4.9	Work within teams and groups successfully					
5.	Coping and self management life skills : I must be able to:					
5.1	Follow the given directions and deadlines for work					
5.2	Manage my work independently					
5.3	Stay calm in stressful situation					
5.4	Take initiatives especially in challenging					

	situations					
5.5	Use resources (people, money, time) effectively					
5.6	Use logical thinking to deal with problems.					
5.7	Enjoy working with all kinds of people.					
5.8	Give attention and understanding to the unspoken cues or signals					
5.9	Improve myself instead of changing others or blaming anyone					
5.10	Manage my emotions, especially negative ones, during work (e.g. anger, frustration, embarrassment)					
5.11	Believe in my own abilities to complete any task					
5.12	Continue to move onward after a disappointment or crisis situation					
	Please add some more life skills which , you feel, are not included in this questionnaire:					

Questionnaire for Secondary School Teachers

Demographic information:

Name__ (optional) _____

Gender (Circle one): Male

Female

Qualification _____

School (Circle one): Private

Govt.

Date: _____

Instructions:

This questionnaire is developed to know your worthy opinion about which life skills must be the part of secondary school students' life. Life skills are some psychological and social competencies that enable your students to handle their everyday life problems e.g. how to complete their tasks, how to behave in groups or gatherings or how to deal in challenging situations etc. Below are given some statements, each statement has five point scale and you are requested to choose one of them. The responses will be kept confidential and will be used for research purpose only.

		Strongly Agree	Agree	Not Decided	Disagree	Strongly Disagree
1.	Creative thinking/ critical thinking Life Skills: Students must be able to:					
1.1	Identify relevant and useful information and its sources					
1.2	Use technologies effectively e.g. computer, internet, email etc.					
1.3	Organize thoughts in logical way					
1.4	Learn from their own and other's mistakes					
1.5	Apply solutions to variety of problems					
1.6	Find answers to tricky questions					
1.7	Find a logical conclusion for an issue or problem					
1.8	Look for many possible answers for a question rather than only one					

2.	Decision making/ problem solving Life Skills: Students must be able to:					
2.1	Formulate goals and aims about their future					
2.2	Find out different solutions to solve a problems					
2.3	Think about what might happen because of their decisions					
2.4	Plan how to use resources to complete a task e.g. money, time, etc.					
2.5	Complete their tasks within given time					
2.6	Resolve conflicts and clashes efficiently					
2.7	Listen all other's point of views while making decisions					
2.8	Respect the people's right (e.g. in public places, traffic rules, etc.)					
3.	Interpersonal/ communication life skills: Students must have ability to:					
3.1	Effectively communicate with others to establish good relationships					
3.2	Express their feelings, ideas and opinions openly					
3.3	Appreciate other's viewpoints					
3.4	Organize their thoughts in logical way while speaking or writing					
3.5	Convince others with logic and strong arguments					
3.6	Appreciate other's contributions during work					
3.7	Listen actively e.g. in class room, at public place, watching films or listening music etc.					
3.8	Speak accurately and fluently					
3.9	Read and understand books, news papers and other reading materials correctly.					
3.10	Use body language and gestures effectively to convey meaning and understandings					
4.	Self awareness / empathy life skills:					

	Students must be able to:					
4.1	Build up their personal identity					
4.2	Understand the thoughts and feelings of themselves and others					
4.3	Know their strengths and weaknesses					
4.4	Recognize their own rights and responsibilities					
4.5	Avoid unfairness and favoritism against people who differ i.e. in race, caste, social status					
4.6	Respect other's religion and feelings					
4.7	Follow discipline in life activities					
4.8	Respect people's right (e.g. in public places, traffic rules, etc)					
4.9	Work within teams and groups successfully					
5.	Coping and self management life skills : Students must be able to:					
5.1	Follow the given directions and deadlines for work					
5.2	Manage their work independently					
5.3	Stay calm in stressful situation					
5.4	Take initiative especially in challenging situations					
5.5	Use resources (people, money, time) effectively					
5.6	Use logical thinking to deal with problems.					
5.7	Enjoy working with all kinds of people.					
5.8	Give attention and understanding to the unspoken cues or signals					
5.9	Improve themselves instead of changing others or blaming anyone					
5.10	Manage their emotions, especially negative ones, during work (e.g. anger, frustration, embarrassment)					

5.11	Believe in their own abilities to complete any task					
5.12	Continue to move onward after a disappointment or crisis situation					
	Please add some more life skills which , you feel, are not included in this questionnaire:					

Interview Guide for Parents

Demographic information:

Name_ (optional) _____ Gender (Circle one): Male

Female

Occupation _____ Qualification

Date: _____

Instructions:

This interview is planned to know your worthy opinion about which life skills must be the part of your young child's life. Life skills are some psychological and social competencies that enable your students to handle their everyday life problems e.g. how to complete their tasks, how to behave in groups or gatherings or how to deal in challenging situations etc. The responses will be kept confidential and will be used for research purpose only.

1. What is your child's name?
2. How many children do you have?
3. In which class does he/she read?
4. In which school does he/she study (private or public)?

Questions related to creative thinking/ critical thinking Life Skills:

1. What do you think, should your child possess the ability to identify critical problems and search for their possible solutions? Why
2. Do you think it is important for your child to be able to handle challenging or tricky situations at this stage of their life?
3. Should your child have the ability to use technologies effectively e.g. computer, internet, email etc?

Questions related to decision making/ problem solving Life Skills:

1. Is it important for your child to plan the things before performing some tasks?
Why
2. Do think it is important for the child to discuss or take opinions from others before planning the activity?
3. Should your child give the importance to others views? Why
4. Is it necessary for the child to resolve conflicts and clashes by themselves? Why

Questions related to interpersonal/ communication life skills:

1. Should your child express his/her feelings, ideas and opinion openly? Why
2. Is it important for your child to appreciate other's viewpoints? Why
3. Should the child able to communicate accurately and fluently?
4. Should the child be able to give logical arguments to convince other at this stage of their age?

Questions related to self awareness / empathy life skills:

1. Should your child know their own strengths and weaknesses? Why
2. What do you expect from your child to behave with people who are different i.e. in race, caste or social status? Why
3. Is it necessary for your child to understand how people could feel if they are in pain or crisis? Why
4. Is it important for the children to understand their own and other's rights and responsibilities

Questions related to coping and self management life skills:

1. Does your child manage his/her work independently? What do you expect
2. Should your child take initiatives especially in challenging or risky situations?
Why
3. What do you think should your kid improve his/her self instead of changing others or blaming anyone else? Why
4. What does she/he do when get disappointment or failure? What do you expect

Interview Guide for Curriculum Experts

Demographic information:

Name_ (optional) _____ Gender (Circle one): Male

Female

Occupation _____ Qualification

Text Book Writer (subject) _____ Date: _____

Instructions:

This interview is planned to know your worthy opinion about which life skills must be the part of young children's life and are inculcated in 9th and 10th text books of compulsory subjects i.e. English, Mathematics, Urdu, Pak studies and Islamiat. Life skills are some psychological and social competencies that enable your students to handle their everyday life problems e.g. how to complete their tasks, how to behave in groups or gatherings or how to deal in challenging situations etc. The responses will be kept confidential and will be used for research purpose only.

Key questions:

1. Would you like to share which life skills are focused while designing the syllabus for secondary level syllabus?
2. Why it is important to include life skills in the syllabus of secondary level text books?
3. Can we promote some essential life skills among young students through co-curricular activities? How

4. What could be the best way to promote life skills among students of secondary level text books or co-curricular activities?
5. Can you name some co-curricular activities which can help to develop essential life skills among secondary schools students?

Coding Summary By Node

final life skills file

12/4/2015 1:48 PM

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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Node

Nodes\\Interview Questions

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Internals\\nvivo interview file . Copy

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Identify critical problems and search for their possible solutions

It is very important to identify critical problems to get adjusted in the society and excel in all walks of life.

I think if someone identifies critical problem then he will try to get a solution otherwise if a child is not able to judge b/w right and wrong, he will not try to solve any problem.

I think this is the right age from where onward a child should be able to take decisions independently, by identifying critical problems and resolving problems themselves.

Yes identify critical problems is important because he has grown up and can make his decisions by own.

Yes it is crucial to identify critical problems in order to cope with the problems of life.

Yes identify critical problems is essential, because he can live his life in a better way because this life is full of problems and challenges.

Yes identify critical problems is important, so that he can live his life in a better way because life is full of problems.

Yes, I think she should have this quality to identify critical problems for the confident, mature and strong personality.

Identify critical problems is important. The child should know how to identify critical problems critical problems and think over solutions by sharing it with the parents.

Yes they should be able to identify critical problems and solve different problems.

it is very important for him to identify critical problems and get adjusted in the society.

Yes identify critical problems is significant, in order to cope with the problems of life.

Yes identify critical problems is important, in order to cope with the problems of life.

Yes identify critical problems is vital, in order to be independent and can stand on his feet.

To be imperative and enterprising he has to learn the art to identify critical problems and making out of box solutions.

Yes it is important to identify critical problems to face the life in future in a better manner.
 Yes it is very necessary for the child to identify critical problems and try to find best solutions for them.
 Yes he should be able to identify critical problems and solve his problems because it will help him in future.
 Yes he should be able to identify critical problems and solve his problems because it will help him in future.
 Yes she must be able to identify critical problems solve her problems because it will help her in the future life.

12/4/2015 1:48 PM

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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2 URFA 12/4/2015 1:20 PM

Handle challenging or tricky situations

Yes I think so because it is their learning stage and very important to handle challenging or tricky situations for living an independent life in future.

It is very important for the child handle tricky situations because it is training for young to come ahead. Tough training in the childhood builds up gentlemen who are better citizens.

It is of utmost important to handle challenging or tricky situations. There after he had to live a life where he need to understand the problems being faced and take appropriate measures.

Yes it is important to handle challenging or tricky situations.

Yes, because he or she has to handle challenging or tricky situations to lead life successfully which is full of struggle and availing opportunities.

Yes because I think he is not a small child now. He should try to handle challenging or tricky situations and understand how to face different situations.

Yes because I think he is not a small child now. He should try to handle challenging or tricky situations.

Yes, to handle challenging or tricky situations is essential so that she may gain confidence in future for resolving further obstacles in her life.

I don't think that child can handle challenging or tricky situations because at this stage of age the child will be not able to handle or even identify solutions. And it is difficult for him to handle tricky situations.

Yes Children must handle challenging or tricky situations and meet such challenges and gain confidence.

Yes it is very important for the child handle challenging or tricky situations.

Yes, a child must gain confidence by handling challenging or tricky situations

Yes, a child will get confidence by handling challenging or tricky situations.

Yes the practice makes a man perfect and a child has to be able to handle challenging or tricky situations. The more situations he handles the better he will be.

Yes this is a learning age and in order to meet the future challenges he has to learn how to handle challenging or tricky situations now.

Yes, because he has to face a lot of challenges in future life, he should learn to handle challenging or tricky situations now.

Yes they must have ability to handle challenging or tricky situations.

Yes he should be able handle challenging or tricky situations but now he is not fully trained and most of time he is unable to handle such situations.

Yes he should be able to handle challenging or tricky situations and most of time he is able to handle such situations.

Yes she must be able to handle challenging or tricky situations and most of time she is able to handle such situations.

3 URFA 12/4/2015 1:20 PM

Use technologies effectively e.g. computer, internet, email

It is the need of the time to use technologies effectively e.g. computer, internet, email and have access in all this.

We are living in a mechanical era. Our lives are dependent on mechanics. We communicate with each other through internet and email etc. our children should also be able to use technologies effectively e.g. computer, internet, email.

We need to keep a pace with the changing environment. As it is the need of the time to use technologies effectively e.g. computer, internet, email and have a very round knowledge of computer and related fields for success in any future task.

It is need of time to use technologies effectively e.g. computer, internet, email

Yes, it is an era of the use technologies effectively e.g. computer, internet, email and now progress is mainly based on technology.

Yes, because it is the need of present time to use technologies effectively e.g. computer, internet, email. Without using these technologies no one can get progress.

Yes, because it is the need of present time to use technologies effectively e.g. computer, internet, email. Without using these technologies no one can improve his life.

Yes it is very important for her to have the ability of use technologies effectively e.g. computer, internet, email and these modern technologies for awareness of modern innovations and rapid growth.

Yes to use technologies effectively e.g. computer, internet, email is necessary if he does not know about such technologies, he will face many problems in future.

Because it is modern era, and use technologies effectively e.g. computer, internet, email is the need of present time. We must use it in positive sense and beside this children must be kept away from these all.

It is the need of the time to use technologies effectively e.g. computer, internet, email.

This is the need of time to learn use technologies effectively e.g. computer, internet, email but we should keep an eye on the children.

In this modern era this is the need of time to learn use technologies effectively e.g. computer, internet, email but we should be aware of the children's activities.

Yes it is good to use technologies effectively e.g. computer, internet, email. These are very useful resources now a day.

Yes it is useful to learn the use of technologies effectively e.g. computer, internet, email. These are modern data collection and problem solving tool.

Yes he must learn the use technologies effectively e.g. computer, internet, email because it is the need of time.

Yes it is beneficial to use technologies effectively e.g. computer, internet, email but avoid excessive use of these technologies.

I think he should not use technologies as computer, internet, email because of it he wastes a lot of time and get distracted.

I think he should be able to use technologies effectively e.g. computer, internet, email but under supervision and for limited time.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				4	URFA	12/4/2015 1:20 PM

Plan the things before performing some tasks

Plan the things before performing some tasks it becomes easy to perform.

Successful people always plan their tasks. Planning gives a proper guide line for a task. Those projects which are properly planed are successful so it is important for the child to plan the things before performing some tasks.

It is always better to plan the things before performing some tasks and spare some time for brain storming, this will help you in mental appreciation which will lead you to a better plan or solution.

Plan the things before performing some tasks makes it simple and easy.

Yes, it is useful to plan the things before performing some tasks in this way he or she will be able to device some methodologies.

Yes it is helpful to plan the things before performing some tasks. Because when we plan something we can face upcoming challenges in a better way.

Yes. Plan the things before performing some tasks is good because when we plan something we can face problems in a better way.

It is a good habit to plan the things before performing some tasks if she adopts it her life will be comfortable and easy

Plan the things before performing some tasks is beneficial because planning always leads to logical situations and results in success.

Planning plays an important role in every one's life and plan the things before performing some tasks so that things should be done appropriately.

plan the things before performing some tasks plays an important role in every one's life.

Things should be planed and planning the things before performing some tasks will be done more appropriately.

Planning plays an important role in every one's life so it is necessary to plan the things before performing some tasks that tasks can be performed properly.

Plan the things before performing some tasks is essential because planned tasks are always better carried out.

To take on any problem in a systematic manner it is important to plan the things before performing some tasks.

Planning is necessary in order to do anything in a proper manner so he must learn how to plan the things before performing some tasks.

Plan the things before performing some tasks is good habit and planning is necessary for every type of task e.g. any type of task.

Plan the things before performing some tasks is good thing and planning is required for every type of task e.g. any type of task.

Yes it must be learnt to plan the things before performing some tasks and must be properly planned to get good results.

Yes tasks must be properly planned to get good results and for this plan the things before performing some tasks required badly.

Discuss or take opinions from others before planning the activity

Yes it is very important for the child to discuss or take opinions from others because it enhances the skills for planning. Children must be taught to discuss all of their matters, activities or problems before working on them. Elders are the best guiders and it is useful to discuss or take opinions from others. With proper guidance success rate of children increases. It is always better to discuss or take opinions from others; however the child should be able to make decisions on their own. Unsupervised might make some common mistakes. So it is essential for child to discuss or take opinions from others because discussion helps to avoid mistakes.

Yes, it is important to discuss or take opinions from others because taking opinions and other's views broaden their sense and vision.

It depends upon the situation and opinion whether to discuss or take opinions from others or not

Should discuss or take opinions from others especially from their parents because they can guide them in a better way.

Yes, I think different positive opinions will be suitable for her in constructing the new activities with the help of different knowledge so it is good to discuss or take opinions from others.

To discuss or take opinions from others is very important at this stage because experienced people will provide him proper guidance.

Yes, a child must discuss or take opinions from others as from his family, friends and parents, it will help him to handle his problems successfully.

Yes a child must discuss or take opinions from others as his parents and friends.

Yes. If the child discuss or take opinions from others as from their friends, teachers and parents it will help him to solve different problems.

Yes, the child should discuss or take opinions from others about his matters or problems such as with their friends, teachers and parents it will help him to solve different problems easily.

Yes, is great thing to discuss or take opinions from others because it can provide very useful information.

Yes, it is essential to discuss or take opinions from others because collective wisdom is better than individual one.

Yes we must get discuss or take opinions from others to plan better.

It's her choice if she feels it is essential to discuss or take opinions from others before planning or not but I think it is better to discuss

Yes my child should discuss or take opinions for all type of matters from his parents.

Yes my child should discuss or take opinions from others about different matters from his friends and parents before planning.

Yes my child must discuss or take opinions from others before planning different activities and should discuss with others.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
			6	URFA		12/4/2015 1:20 PM

Give the importance to others opinions

Yes to give the importance to others opinions is essential because discussion is always very helpful in performing any activity. In my opinion children must give the importance to others opinions and seek guidance, discuss their problems, ask for possible solutions but they should be trained in such a way to select the best possible choice.

Yes to give the importance to others opinions is valuable as a better idea or plan should always be followed and used for different tasks.

At least should be able to give the importance to others opinions and listens others.

Yes, it is important to give the importance to others opinions if is from some experienced side.

Children should talk about their plans with their parents and elders because they can guide them in a better way and should give the importance to others opinions.

Depend upon situations whether to give the importance to others opinions or not.

It depends upon the negativity and positivity of the opinions that whether to give the importance to others opinions or not.

Yes he must give the importance to others opinions, because it will help him to get experience and help from others point of views.

Yes, if the children give the importance to others opinions it will be helpful for them. So they should give importance to others opinions

Yes, discussion and giving the importance to others opinions is very helpful for the child.

Yes, they must give the importance to others opinions and act upon the other's advices and opinions.

Yes, if they give the importance to others opinions it will helpful for them to handle their life issues easily.

Yes, a child must give the importance to others opinions because opinions are based on experiences and children can learn a lot from these experiences.

Yes, it must be the part of training to give the importance to others opinions because you can get view of people from various backgrounds by doing this.

Yes to give the importance to others opinions is good habit because these opinions may be valid and helpful.

Yes it is very necessary for child to give the importance to others opinions because it will help them to learn more.

Yes he should be able to give the importance to others opinions and views especially to his parents opinions and words.

Yes he should be able to give the importance to others opinions and views especially to his parents opinions and words.

Yes she should be give the importance to others opinions and views.

Resolve conflicts and clashes

Yes, it is very necessary for the child to resolve conflicts and clashes by themselves, it helps them in decision making but it is always better to consult others.

Yes it is necessary for a child to solve conflicts and clashes by themselves. This gives them confidence and they get prepared for the years to come.

If a situation arises, I think he should be able to resolve conflicts and clashes as per the teaching of our Prophet (PBUH) by forgiveness.

No, must not resolve conflicts and clashes by themselves but should invite extra support

Yes should resolve conflicts and clashes by themselves.

Yes must resolve conflicts and clashes by themselves because it gives confidence to them.

Yes should resolve conflicts and clashes by themselves because it gives confidence to them.

In some cases she should resolve conflicts and clashes by herself, but I think in some situations she should do under the guidance of her elders.

No a child should not resolve conflicts and clashes by him/her self.

I think they should resolve conflicts and clashes by themselves but if it becomes difficult for them, they should take help from their elders. Parents should keep an eye on them.

I think they should try to resolve conflicts and clashes by themselves.

I think they should try to resolve conflicts and clashes by themselves but if they feel difficulty they should seek help.

I think they should try to resolve conflicts and clashes by themselves but if they feel difficulty they should seek help.

Yes child must resolve conflicts and clashes by himself, in order to be able to resolve conflicts as early as possible and in most efficient way.

Yes, a student must be able to resolve conflicts and clashes because it inculcates initiative in this.

Not always resolve conflicts and clashes by themselves as they might need help in some cases.
 Yes she should resolve conflicts and clashes by herself.
 Yes children must be able to resolve conflicts and clashes by themselves and my son does so.
 Yes children should be able to resolve conflicts and clashes and handle their all disagreements but can take help in some issues from their parents.
 Yes children should resolve conflicts and clashes.

12/4/2015 1:48 PM

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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8 URFA 12/4/2015 1:20 PM

Express their feelings, ideas and opinion openly

We must provide such atmosphere to our children to express their feelings, ideas and opinion openly in different mode to avoid negative thinking or aggression.
 Yes children must be given full freedom to express their feelings, ideas and opinion openly. In this way parents come to know how their children think and if they are negative in their thinking parents must check them at that time and tell them what is right.
 I think he should always express his feelings, ideas and opinion openly. Any idea good or bad is only be concluded if presented child should be groomed to speak out what so ever is in his mind and should not feel hesitation to do so.
 No, it not essential to express their feelings, ideas and opinion openly because this is immature age.
 Yes must able to express their feelings, ideas and opinion openly, but he or she should have an idea of the sincerity for the concerned person.
 Yes should know to express their feelings, ideas and opinion openly, in this way he will be friendlier with others.
 Yes it is good to express their feelings, ideas and opinion openly, in this way he will be friendly with others and will take more ideas.
 Yes I think she should express their feelings, ideas and opinion openly so that she may express her honesty, confidence and fairness of views which will also strengthen her personality.
 No expressing their feelings, ideas and opinion openly is not appropriate for them
 Children can express their feelings, ideas and opinion openly and should have friendly relationship between parents and children but within limits.
 Yes. They must express their feelings, ideas and opinion openly and have friendly relations with their parents.
 Yes, they should express their feelings, ideas and opinion openly and be friendly with their parents but within limits.
 Yes, they should express their feelings, ideas and opinion openly and be friendly with their parents but within limits.
 Yes to express their feelings, ideas and opinion openly is good thing as strait forward is always better than hiding your feelings or lying about them.
 Yes he can be put right if he is in this habit of express his feelings, ideas and opinion openly and often can know his mind.
 Yes one has to be confident and straight enough to express their feelings, ideas and opinion openly.
 Yes one should express feelings, ideas and opinion openly.
 Parents must be friendly with children and a child should be free to express their feelings, ideas and opinion openly.
 Yes he must be able to express his feelings, ideas and opinion openly but in appropriate way.
 Yes she must be able to express her feeling and ideas openly and for this she needs to be friendly with her parents.

9 URFA 12/4/2015 1:20 PM

Appreciate other's viewpoints

It is very important to appreciate others viewpoint to learn work in groups and later in organizations

It is important for children to appreciate others viewpoint because if the respect and give importance to others, others will also respect them.

One must appreciate others viewpoint because a good view point and suggestion should always be taken and appreciated.

Yes, appreciate others viewpoint is important to build his tolerance and communication skills.

He or she should know how to appreciate others viewpoint in order to give space to others as well.

Yes, one should appreciate others viewpoint because it will help him to respect others.

Yes one must appreciate others viewpoint because it will help him to respect others.

Yes. This quality to appreciate others viewpoint will express her broad mind and respect and love for others.

Yes. To appreciate others viewpoint as people, colleagues, class mates and teachers will help in solving the problems.

A child must appreciate others viewpoint.

A child must appreciate other's views.

A child should appreciate others viewpoints.

A child should appreciate other's views, thinking and opinions because it will help them somehow.

It is important to appreciate others views will help them to learn new things.

Yes. The habit to appreciate others viewpoint will develop his personality.

Yes one should appreciate others viewpoint because other feel good about it.

A child should appreciate others viewpoints but most of time they do not bother it.

It is important to appreciate other's views but more impotence must be given to parents opinions because they are more sincere for their child.

Yes he should appreciate others viewpoint and good deeds.

Yes she should appreciate others viewpoints and ideas.

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
			10	URFA	12/4/2015 1:20 PM	

Communicate accurately and fluently

A child can't be communicating accurately and fluently but he must be taught to do so to excel in life without embarrassment.

Yes the child should be able to communicate accurately and fluently because it is the reflection of his self.confidence. He will express himself only when he has command on communication skills.

Yes my child can communicate accurately and fluently as I have groomed him in a manner to speak.

Yes of course a child must be able to communicate accurately and fluently.

Accurate communication is eminent rather than being fluent because it is important to make others understand rather than to show proficiency. Any how it is important to communicate accurately and fluently.

Yes it gives him confidence to face the situations.

Yes the ability to communicate accurately and fluently gives him confidence to face the situations.

Yes she should communicate accurately and fluently, so that she may be able to face every circumstance boldly.

To some extent it is essential to communicate accurately and fluently.

It is very important for children to communicate accurately and fluently in this modern era.

In this age it is very compulsory for the child to communicate accurately, fluently and effectively.

In this age it is very compulsory for the child communicate accurately, fluently and effectively.

In this modern era it is very compulsory for the child to communicate accurately and fluently.

Yes, communicate accurately and fluently can solve many problems.

Yes, children must communicate accurately and fluently because good communication skills are important for a leader.

Yes, a child must communicate accurately and fluently because communication skills are important for shaping a balanced personality of the kid.

Yes, because communicates accurately and frequently is the key to success.

Yes, he should be able to communicate accurately and fluently but every child could not do the same as my son is not able to do so where as my elder daughter can speak frequently.

Yes it is important for the child to communicate accurately and fluently but my boy's answers are vague most of time.

Yes it is important for the child to communicate frequently and accurately.

11

URFA

12/4/2015 1:20 PM

Give logical arguments to convince others

A child must be free to give logical arguments to convince others at any stage of life.

Yes the child must be trained in such a way that he can give logical arguments to convince others. Early age training builds confident and successful gentlemen.

Yes it is the age from where they should be able to give logical arguments to convince others and build their personality and convincing others with logic is part of it.

Yes, he must give logical arguments to convince others.

He or she should give logical arguments to convince others and have clear point of view but arguing at this stage is not good

Yes to give logical arguments to convince others is good habit but not necessary in all situations.

Yes one should give logical arguments to convince others but not necessary in all situations.

Sometimes she should give logical arguments to convince others, so she can express her quality of reasoning.

Not possible for a child to give logical arguments to convince others.

To some extent it is necessary to give logical arguments to convince others but do not allow a child to argue in every matter

Yes, to some extent it is very necessary to give logical arguments to convince others.

Yes, to some extent it is necessary to give logical arguments to convince others. But does not allow the child to argue in every matter.

Yes, to some extent it is good to give logical arguments to convince others. But does not allow the child to argue in every matter.

Yes one should always give logical arguments to convince others and use logic as a conveying strategy.

Yes in this age the communication skills must be enough developed so that he can give logical arguments to convince others and express him logically to impress others.

May not be exactly possible to give logical arguments to convince others but he must be taught to do so.

Yes I think my child must be able to give logical arguments to convince others and use arguments while discussing something so that others can be convinced.

Yes I think my child must be able to give logical arguments to convince others and use arguments while discussing something so that others can be convinced.

Yes he should have ability to give logical arguments to convince others.

Yes she should be able to give logical arguments to convince others.

Reports\\Coding Summary By Node Report

Page 6 of 11

12/4/2015 1:48 PM

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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12

URFA

12/4/2015 1:20 PM

Know one's own strengths and weaknesses

Every child must know one's own strengths and weaknesses to avoid unwanted situations.

Yes children must know their strengths and weakness in this way they will learn how to manage life with all these matters.

In order to excel in future this is the right age to know one's own strengths and weaknesses to make decision for entering in practical life.

Yes, one should know his/her strengths and weakness but should not be over confident about them.

Yes. A child should know one's own strengths and weaknesses
 Yes it is important to know one's own strengths and weaknesses so that he can handle them.
 Yes it is important for the child to know one's own strengths and weaknesses so that he can handle them.
 Yes it is very necessary for her to have the knowledge about her strengths and weaknesses, also her positive and negative thinking so that she can make the right decisions.
 To some extent it is useful for children to know their strengths and weaknesses
 Yes, they should know their strengths and weaknesses so that they can overcome their negatives.
 Yes they should know their strengths and weaknesses.
 Yes. Children must know their strengths and weaknesses
 Yes, they should know their strengths and weaknesses so that they can overcome their weaknesses.
 Yes, one must know one's own strengths and weaknesses because self-realization is the first step towards improvement and prosperity.
 Yes, to know his strengths and weaknesses is important to understand himself and further improve his skills.
 Yes, it is good to know his strengths and weaknesses so that he can make an effort to improve himself.
 Yes she should know her strengths and weaknesses but I think parents must tell them about their good and bad habits.
 Yes he should be able to know his strengths and weaknesses.
 Yes he must have ability to know strengths and weaknesses.
 Yes he should have ability to know her weaknesses and positives.

13

URFA

12/4/2015 1:20 PM

Behave with people who are different i.e. in race, caste or social status

They must never consider distinction among people who are different i.e. in race, caste or social status.
 Children can't understand difference in race, cast, or social status. I think my child will behave in the usual manner with the people of any other race, caste or creed.
 In this regard teachings of Holy Prophet are there as we can't differentiate on the basis of caste color or race. So treat all people who are different i.e. in race, caste or social status equally.
 Should treat people who are different i.e. in race, caste or social status in normal and usual way.
 The child should be humble and positive towards people who are different i.e. in race, caste or social status.
 I expect that he behave politely with all people who are different i.e. in race, caste or social status because it is important to adjust anywhere and in any type of society.
 I expect that he must behave in a polite manner with people who are different i.e. in race, caste or social status because it is important to adjust anywhere and in any type of situations.
 I think she should behave with the rule of equality toward people who are different i.e. in race, caste or social status so that she proves herself as the lady of good personality.
 This is the teaching of Islam. To respect every one and treat all people who are different i.e. in race, caste or social status equally.
 They should treat all people who are different i.e. in race, caste or social status equally but in some matters it is not possible.
 They must consider such differences among people who are different i.e. in race, caste or social status.
 I think they should treat all people who are different i.e. in race, caste or social status, equally. But sometimes it is not possible.
 I think they should treat all people equally who are different i.e. in race, caste or social status. But sometimes it is not possible.
 Treat all people equally who are different i.e. in race, caste or social status because our religion teaches us equality not discrimination.
 Treat all people who are different i.e. in race, caste or social status equally and ethically.
 Should treat all people who are different i.e. in race, caste or social status generously and politely.
 I think my child should ignore such differences among people who are different i.e. in race, caste or social status and treat equally all the people.
 Children of this age must take care of and understand other's feelings but my son does not do so.
 He should deal equally with all people who are different i.e. in race, caste or social status and avoid discrimination among different people.
 She should equally treat with all people who are different i.e. in race, caste or social status and avoid discrimination among different people.

12/4/2015 1:48 PM

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
			14		URFA	12/4/2015 1:20 PM
Understand how people could feel if they are in pain or crisis						
Yes it is very important to understand how people feel if they are in pain or crisis for the emotional and mental developments						
It is necessary for the children to understand how people feel if they are in pain or crisis childhood a training period and during this period they must face every type of situation.						
Yes, it is important to understand how people feel if they are in pain or crisis, my son must have such abilities.						
Yes, one should understand how people feel if they are in pain or crisis and develop empathies and sympathies.						
Yes to some extent the child must be able to understand how people feel if they are in pain or crisis in order to grow well in the society.						
Yes to some extent the child must be able understand how people feel if they are in pain or crisis in order to grow well in the situation.						
Yes he should be able to understand how people feel if they are in pain or crisis so that he can help them.						
She should have this quality of judging others and understand how people feel if they are in pain or crisis which will be helpful for her to behave with others according to circumstances.						
Yes one should understand how people feel if they are in pain or crisis because he is the part of the society.						
Yes, children must understand how people feel if they are in pain or crisis.						
Yes it is very important to understand how people feel if they are in pain or crisis for their moral development.						
Yes. It is important to understand how people feel if they are in pain or crisis.						
Yes. They should show concern for others and try to understand how people feel if they are in pain or crisis.						
Yes, to understand how people feel if they are in pain or crisis will help him make decisions and act on them.						
Yes to understand how people feel if they are in pain or crisis will allow him to help others.						
Yes by understanding that how people feel if they are in pain or crisis, he will be able to help the others in time of need.						
I think at this age my child is not enough grown so that she can understand how people feel if they are in pain or crisis. But she should be able to understand others problems and feelings.						
Yes he should learn to understand how people feel if they are in pain or crisis.						
My child is able understand how people feel if they are in pain or crisis and children must have this ability						
My child is able to understand how people feel if they are in pain or crisis and children must have this ability.						
			15		URFA	12/4/2015 1:20 PM

Understand their and other's rights and responsibilities

It is always important to know about understand their and others rights and responsibilities to become a responsible citizen.

It is very much important for children to understand their and others rights and responsibilities, in this way they will come to know how they are to manage with these problems.

It is very much important you should know your limits in the form of your responsibilities and rights.

Yes. Child must understand their and others rights and responsibilities as I always teach him about laws and religion.

Yes, awareness of right and responsibilities is important in order to develop a healthy society.

Yes, it is important for him to understand their and others rights and responsibilities.

Yes, to understand their and others rights and responsibilities is important for him.

Yes, I think it is very necessary for her good personality to understand their and others rights and responsibilities. It will indicate her personality's qualities.

Yes he should know the rights and responsibilities of his own and others at this stage of life.

Yes they should understand their and others rights and responsibilities but it is difficult especially for this age group.

It is always important to understand their and others rights and responsibilities

Yes it is important for them to understand their and other's rights and responsibilities but it is difficult for this age group.

Yes it is important for them to understand their and other's rights and responsibilities but it is difficult for this age group.
 Yes because knowing one's and other's right and responsibilities can help him in the deeds he will do.
 Yes they must understand their and others rights and responsibilities because it is important to build a healthy society
 Yes one must understand their and others rights and responsibilities so that he can fight for his right if he knows it.
 I think she is small to think about her or others rights and responsibilities.
 Yes he should be able to understand rights and responsibilities but my child is unable to understand all of this.
 Yes he should be able to understand their and others rights and responsibilities.
 Yes she should be able to understand her and other's rights and responsibilities.

12/4/2015 1:48 PM

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
			16		URFA	12/4/2015 1:20 PM

Manage his/her work independently

My children are in process of learning they can't manage their work independently because they are too young for it.
 I expect my child to be perfect and manage his work independently but the case is not so, we have to check him and guide him at every step.
 He has been groomed in a manner to manage his work independently. I expect him to take his decisions independently.
 Not always, he can to manage his work independently but he tries to do so.
 Yes. I expect from them to to manage their work independently but somehow they are not independent.
 Not always but often because he is growing elder so I expect from him to manage his work independently.
 Not always but I expect him to manage his work independently as he has grown up.
 Not always but I expect her to manage her work independently.
 To some extant he can to manage his work independently but most of time he needs help.
 Yes they should to manage their work independently but it is a growing age and we should treat them according to their age.
 Don't expect more than their limits
 No my child can not to manage his work independently
 Yes they should manage their work independently, but do not expect too much from them because they in growing age and not grown enough.
 Yes they should to manage their work independently, but do not expect too much from them because they in growing age and not grown enough.
 Most of the time my child can to manage his work independently as expected.
 Not always can to manage the work independently but he may need help
 He must try to manage his work independently but needs my help in some cases.
 She should manage her work independently but most of time she is unable to do all her work independently. Most of time she needs help.
 My child is independent most of time about his tasks and children should be able to manage their work independently
 My child is independent most of time about his tasks and children should be able to manage their work independently
 Children must manage their work independently and they should learn how to complete their work by themselves.

17 URFA 12/4/2015 1:20 PM

Take initiatives in challenging or risky situations

Yes they should try to take initiatives in challenging or risky situations as life is full of such happenings.
 Yes children should take initiatives in challenging or risky situations. My son often takes initiatives in risky situations and most of time he is successful too.
 I have groomed him in a manner to take initiatives in challenging or risky situations at the time when it requires.
 No the child should not take initiatives in challenging or risky situations

No. the children must not take initiatives in challenging or risky situations
 Not necessary to take initiatives in challenging or risky situations, depend upon risk and situation.
 Not necessary to participate in challenging or risky situations , depend upon type of risk and situations.
 I think she should take initiatives in challenging or risky situations and handle the situations positively and calmly and must be careful in every type of situation.
 Yes he should be ready to take initiatives in every challenging or risky situation.
 I don't think so that a child should take initiatives in challenging or risky situations.
 Yes one should be able to take initiatives in challenging or risky situations
 No I don't think so that one should take initiatives in challenging or risky situations.
 No I don't think that a child should take initiatives in challenging or risky situations
 Yes my child should take initiatives in challenging or risky situations because luck favors the brave.
 Yes children should learn to take initiatives in challenging or risky situations because initiatives and drive are important Credentials for one's personality
 Yes children should be trained in the way to take initiatives in challenging or risky situations because initiatives are important to face the challenges in life.
 I don't think so that the child can take initiatives in challenging or risky situations because this age is not appropriate for them to get involved in risky situations.
 Yes he should take initiatives in challenging or risky situations but most of time he does not do so.
 Yes he take initiatives in challenging or risky situations.
 Yes she should take initiatives in challenging or risky situations

Reports\\Coding Summary By Node Report

Page 9 of 11

12/2015 1:48 PM

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
			18	URFA	12/4/2015 1:20 PM	

Improve his/her self instead of changing others

Yes. One must be true courageous to improve his/her self instead of changing others and accepts ones failure.
 Yes. You can't change others unless you have an impressive personality which may help you to lead people. I always demand from my son to improve his/her self instead of changing others and have an impressive personality instead of blaming others.
 Yes of course. My child can differentiate between right and wrong and can improve his/her self instead of changing others and change himself if required.
 He should improve his/her self instead of changing others but I do not force or push him to do so.
 Yes, the children should improve themselves instead of changing others because changing of their habit will make them that true strength is in struggle and proceeding forward rather than blaming others.
 Yes, he should improve himself instead of changing others or understand others because it will make his life easy and happy.
 Yes, he should try to improve himself instead of changing others because it will make his life easy and happier.
 Yes, it will be good for her to and for her positive thinking to improve her self instead of changing others.
 Firstly improve himself instead of changing others will be a positive activity.
 Yes I think they should improve themselves instead of changing others.
 Yes definitely they should improve themselves instead of changing others.
 Yes definitely they should improve themselves instead of changing others.
 Yes definitely they should improve themselves instead of changing others.

Yes improving oneself is more important and children should improve themselves instead of changing others.
 Yes to improve one's self instead of changing others is more important. And setting personal examples are always a motivation for others.
 Yes, they must improve themselves instead of changing others because one should begin from himself
 A child can't realize by herself. We have to make her able to realize that she has to change herself instead of changing others.
 Yes, a child must be able improve his/her self instead of changing others.
 Yes, a child must be able to change himself instead of changing others.
 Yes, a child must be able to change himself instead of changing others.

19 URFA 12/4/2015 1:20 PM

Do when get disappointment or failure

One must have courage to accept such situations when get disappointment or failure and try to improve in future.
 He is feels very bad when gets disappointment or failure. I always advise him to learn from failure, the lesson of hard work which is the key to ultimate success.
 He needs guidance at such occasions when gets disappointment or failure.
 He stays aside when gets disappointment or failure but I expect to overcome his feelings.
 I expect them to be calm when get disappointment or failure but with the realization of the fact of their failure.
 Usually feels sad and disturb when gets disappointment or failure but becomes calm with the passage of time. It is a normal behavior that I expect.
 Feels sad and disturbed when get disappointment or failure but with the time get calm and I expect the same as he does.
 She should not lose her heart and need to be bold, confident when get disappointment or failure, and must be ready to overcome in these situations positively.
 It leads to stress when gets disappointment or failure but child needs to control such feelings because it is the part of life.
 I think at this age it is difficult situation to handle when get disappointment or failure but they should try to overcome it.
 One must have courage to overcome when gets disappointment or failure.
 I think at this stage it is a bit difficult to face when get disappointment or failure but they should try to overcome their negative feelings.
 I think at this stage it is a bit difficult to handle when get disappointment or failure but they should try to overcome their negative feelings.
 Get back on the horse, I expect my child will get little sad when gets disappointment or failure but most of time it is little or none.
 Get a little dishearten when get disappointment or failure but he must come out of it.
 He should take a fresh breath when gets disappointment or failure and forget the past.
 She should learn from her failure when gets disappointment or failure and move forward and do work hard to get success.
 Elders must encourage them to overcome such situations when get disappointment or failure.
 He must learn from his mistakes when get disappointment or failure and move forward.
 A child must not be upset when get disappointment or failure instead she should face it courageously.

Reports\\Coding Summary By Node Report

Page 10 of 11

12/4/2015 1:48 PM

Aggregate	Classification	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
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20 URFA 12/4/2015 1:20 PM

Some other life skills

Sharing with others, respecting other's opinions and positive approach towards the life are some other life skills.
 Children must be taught as some other life skills, not to be extremist and follow the middle path in every walk of life. Be brave, be confident, and be consistent and courageous.
 Most have been covered above.
 Some other life skills must include some sports.

Giving space to others, thinking honestly about the issues and doing their work with full devotion is required as some other life skills for their country's progress.

No

No

No

Some other life skills must include the Islamic teachings and principles.

No

No

No

No

Some other life skills must include courage, publically speaking and professionalism.

Ethics, manners and discipline must be included in some other life skills.

Confidence, punctuality and hard work could be the part of some other life skills.

No

Some other life skills can be as child should realize parent's efforts and problems.

No

Responsible being, religious and moral learning could be some other life skills.