

Evaluation of the Implementation of Life Skills Curriculum in
Selected Windhoek High Schools

By

Ndinaani Mwashita

(Student Number: 53557042)

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SUPERVISOR: Prof TI Mogashoa

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DECLARATION OF ORIGINALITY OF STUDY

Name: Ndinaani Mwashita

Student Number: 53557042

Degree: PhD in Curriculum Studies

Title of the thesis: Evaluation of the Implementation of Life Skills
Curriculum in Selected Windhoek High Schools

I declare that the above thesis is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

I further declare that I submitted the thesis to originality checking software and that it falls within the accepted requirements for originality.

I further declare that I have not previously submitted this work, or part of it, for examination at Unisa for another qualification or at any other higher education institution.

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KEY TERMS DESCRIBING THE TOPIC OF THE THESIS

Title of the thesis: Evaluation of the Implementation of Life Skills Curriculum in Selected Windhoek High Schools

Key terms: Evaluation; Implementation; Life Skills; Curriculum; Social Learning Theory; Environment; Observation; Models; Motivation; Intervention; Behaviour Change; Outcomes

DEDICATION

This thesis is dedicated to my late parents, Mr., and Mrs. Mumhazha who were selfless visionaries, but passed on before seeing the results of their efforts.

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ABSTRACT

Stakeholders in the education sector are aware of how important it is to provide learners with high-quality education. Life Skills Education (LSE) has gained popularity as a method for getting learners ready for successful adulthood. Schools around the world are dealing with issues that are hurting learners, particularly those in high school. High rates of school crimes, including bullying, substance misuse, teen pregnancy, and in some cases gun abuse, pose a threat to both industrialised and developing nations. However, it has been recognised that a better method to address these issues is to raise educational standards by introducing LSE as a preventative strategy. Namibia has also joined the global trend and has been implementing Life Skills (LS) as a standalone subject since the attainment of independence.

The evaluation of the implementation of the LS curriculum in Windhoek state high schools was the purpose of this qualitative study. The study evaluated the implementation of Life Skills curriculum exploring the reasons why learners continue to exhibit anti-social behaviour. The focus was establishing the effectiveness of Life Skills curriculum implementation. The major aim was to establish why there is a dearth of successful results from LS implementation. The factors that affect implementation were included in the evaluation. The study also addressed the issues of persistent learner deviance behaviour after being exposed to Life Skills Education. Furthermore, the study had objectives to achieve which included evaluating the implementation strategies and assessment of intervention methods. The interactive approach model to Life Skills implementation was developed. The study was guided by Bandura's Social Learning Theory which asserts that learning happens in a social setting. The principles of the theory were infused in the model developed.

The study employed a qualitative case study. The schools from which participants were drawn were chosen using a stratified sampling technique. Initially, the schools were divided into two homogenous strata which were affluent suburbs and high-density locations. Three schools were chosen by simple random, picking from each stratum. Since they are the ones that apply the curriculum under investigation, LS teachers were chosen in order to answer the research questions. As heads of schools, principals were included in the sample. Learners in grade 11 were specifically chosen due to their background in the subject. Purposive sampling was used to choose every participant.

Six principals, six LS teachers and forty-eighty learners in grade 11 made up the study's sample. Semi-structured interviews and focus group discussions were the main data collection methods used. Using the thematic analysis approach, transcribed data were thematically categorised. The established themes were tabulated followed by discussions and interpretations.

The research findings indicated that the LS curriculum was being implemented reluctantly. It was found that the LS curriculum implementation was given little attention in the selected schools. The six schools had only one female LS teacher each. Evaluated against the Social Learning Theory, the study concluded that the environment both at home and school has an impact on the implementation of the LS curriculum. The schools are not being provided with enough LS teachers. All schools visited had only one female LS teacher. No male teachers were present in the LS department. The boy child has no male figure in the LS curriculum in the schools studied. All these factors were found to be compromising the implementation of the LS curriculum. However, the research concluded that the inclusion of the society as a support structure providing indigenous knowledge in the implementation increases the chances of achieving positive results.

The study recommends that the status of the subject be elevated. One way of doing this is making LS a promotional subject. There is a need to secure resources and improve infrastructure for the subject. The study further recommends that the relationship between training colleges and schools be improved. It is recommended that male teachers be encouraged to join LS training. Future studies may also evaluate the involvement of responsible authorities in curriculum implementation.

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ACROYNMS

BEd	Bachelor of Education
BLST	Botvin Life Skills Training
BLSTP	Botvin Life Skills Training Programme
CA	Capability Approach
CIPP	Context Input Process Product
FA	Formative Assessment
GPE	Global Partners in Education
ICT	Information Communication and Technology
IKS	Indigenous Knowledge Systems
HIV/AIDS	Human Immuno Virus/ Acquired Immune Deficiency Syndrome
HOD	Head of Department
LS	Life Skills
LSE	Life Skills Education
LSP	Life Skills Programme
MA	Master of Education
MoE	Ministry of Education
MoEAC	Ministry of Education, Arts and Culture
NIED	National Institute for Educational Development
NGO	Non-Governmental Organisation
SA	Summative Assessment
SDG	Sustainable Development Goal
STEM	Science, Technology, Engineering, and Mathematics
UDHR	Universal Declaration of Human Rights
UN	United Nations
UNICEF	United Nations International Children's Emergency Fund

UNESCO	United Nations Educational, Scientific and Cultural Organization.
UNODC	United Nations Office on Drugs and Crime
TVET	Technical and Vocational Education and Training
QDA	Qualitative Data Analysis

CHAPTER ONE

ORIENTATION TO THE STUDY

1.1 INTRODUCTION AND BACKGROUND TO THE STUDY

Education is a basic human right needed to shape and transform learners into responsible people. For every child to live a productive and independent adult life, he or she must have access to quality education. The international community has been battling to improve the standards of education since the declaration of the Universal Declaration of Human Rights (UDHR) in 1948. The incorporation of Life Skills Education (LSE) in the curriculum of schools is one of the factors which has been accepted to improve the standards and quality of education. The sixth objective of Education for All was to guarantee quality education and excellence by identifying observable learning outcomes that include numeracy, literacy, and critical life skills (World Bank, 2014). In order to help learners overcome the difficulties of adolescence, LSE's inclusion in schools, while not a panacea for all social ills faced in schools, has been recognised at the international level.

Since time immemorial, growing up has been challenging and adults were responsible for teaching and grooming adolescents into adulthood. Children must be assisted to navigate the challenges of growing up especially in the adolescence stage. The modern democratic world we live in today has become so complex that learners are not able to achieve their goals without the intervention of adults. The rate at which things are changing, socially, morally, or even technologically, is so tremendous that adolescents cannot cope without the intervention of an education system that prioritise the development of social skills (UNICEF, 2019a). The challenges faced by adolescents were further complicated by the outbreak of pandemics such as HIV/AIDS and Covid-19. These pandemics have resulted in many child-headed families and children from these homes can benefit a lot from an education system that emphasises the teaching of LSE. The outbreak of the novel corona virus has shown that learning modes must rely more on technology. The inclusion of the online mode of learning means that learner vulnerability has increased. Learners must be educated on the safe use of the Internet. The current global scenario in the face of COVID-19 demands that the implementation of LSE be enhanced to shield learners from an additional form of abuse, cyber bullying. However, towards the turn of the twentieth century, there was a

growing demand for the inclusion of LSE to help adolescents navigate successfully in life. The United Nations Children's Emergency Fund (UNICEF) back in 2009 recommended that LSE should be provided to all learners along with other academic subjects (Jyoti & Giri 2016). Namibia is one such country that has embraced LSE "as a way of making meaning out of life," (Ministry of Education, Arts and Culture (MoEAC) 2018:1).

Jyoti and Giri (2016:2) state that "many countries have taken initiatives to develop and implement Life Skills Education in schools." Stakeholders in the education fraternity realised that some problems which learners are encountering could only be solved through these programmes. Scholars, practitioners, and institutional administrators of various organisations agree that LSE is necessary in assisting young people to navigate societal challenges. As such, LSE has been introduced in many ways in the formal education system using different nomenclature (Jyoti & Giri 2016). In Zimbabwe, at one time it has been referred to as Education for Living, Guidance and Counselling and at another stage HIV/AIDS Education. The Kenyan government introduced the teaching of LSE in 2008 (Abobo & Orodho 2014:33). The curriculum in these countries focuses on the development of psychosocial skills needed in life with a comprehensive behaviour approach. In other systems, it has been integrated into other subjects such as Social Studies, Science and Geography.

In Namibia, the post-independence government realised the need for developing learners' skills in schools as early as 1994. After obtaining independence in 1990, Namibia changed the curriculum to suit the needs of all learners without discrimination. The post-colonial government has invested a lot of money in the education department with the aim of transforming the nation to a literate society. The government has joined the international community in providing quality education to all citizens. The curriculum was designed to suit the Namibian children. The post-apartheid regime education system in Namibia has gone through several reforms with the aim of providing equitable quality education for all. The Founding Father of Namibia, Sam Nujoma (1990-2005), articulated that education cultivates the values, attitudes, and the conduct essential for personal growth meaning that the system is well supported. It is within this period that stakeholders in education realised the necessity of LSE. The main goal of the education system has since been changed from a literate society to a knowledge based one.

The curriculum in Namibia aims at developing a caring society that could foster the highest moral and ethical values. It was hoped that through these reforms the products would be tolerant, responsible, and eventually build their nation. The current curriculum has a branch of social sciences learning area which focuses on areas such as human rights, democracy, and environmental issues. It is in this branch that LS is embedded as a subject that mainly deals with the social and interpersonal aspects of the learners. LS has been given a broad platform in the current curriculum with the hope that the products of the system would contribute positively to society.

Currently, there is a strong emphasis on the teaching of LS. The subject has been designed as “a way of making meaning out of life” (MoEAC 2018:1). Learners must be helped to transcend the problems in life through the subject. In 1994, the Ministry of Education (MoE) introduced Life Skills to all schools in the country (Mbongo, Mowes & Chata, 2016). The programme was coordinated by Regional School Counsellors in the then seven education regions. As the population grew, it became impossible for the counsellors to reach out to all schools, hence the need to train more teachers. The need for LS services had become so imperative that the MoE called for the introduction of LS in all schools and by 2007 the developed curriculum was in use from primary to secondary school. The LS teachers are responsible for guiding and counselling learners to become critical thinkers who are tolerant, democratic, and productive.

At national level, the MoE has detailed policies on how to help learners sail through the challenges of adolescence. The level of juvenile delinquency in schools is so appalling and one would wonder if the policies are being implemented. Kungootui, (2016) reports that more than 46 000 teenagers fell pregnant in 2013 alone. The minister of education was quoted saying that not less than 1500 adolescent girls fall pregnant annually (Ikela, 2020). Print and electronic media are awash with news of learners abusing alcohol and other illicit drugs such as mandrax and cocaine. Learners continue to encounter social challenges leading to some withdrawing from school and committing suicide (Hartman, 2020:1; UNICEF, 2015). The Executive Director of the Ministry of Education, Arts and Culture recently gave shocking statistics of teachers and learners who committed suicide in 2022 alone (Vatileni & Chiringa, 2023).

Problems encountered include early marriages, social exclusion, alcohol and substance abuse, high rate of violence, bullying, poverty, and the prevalence of

HIV/AIDS (Mbongo, et al. 2016; MoEAC, 2017). The results of the Global School Based Student Health Survey held in Namibia show that 46.4 % of Namibian children aged 13-17 had experienced bullying and violence at one time (MoEAC, 2017). There are media reports of school children on substance abuse, teenage pregnancy, and bullying. It is the researcher's opinion that if learners are being exposed to the LS curriculum that is well structured, the rate of juvenile delinquency was supposed to be low. Documentary evidence reveals that the curriculum for LS covers the major areas that can guide the learners in making informed decisions. Information included in the written curriculum document forewarns adolescents of the vices in society. The research study wanted to find out if the documented policies were being implemented according to the planned intentions.

1.2 SIGNIFICANCE OF THE STUDY

An evaluation of the implementation of LS in Windhoek high schools is hoped to help learners, teachers, school administrators and policy makers in the education system. The findings of this study will assist LS teachers who will have access to the thesis to improve the quality of school products. It is hoped that the study will act as documented evidence to other teachers to show that LS curriculum has an important role in the development of the learners. The school management benefits include improved school climate, better teacher-learner relationships which may come because of informed choices through LS teaching. It is hoped that the study will help teachers change their mindset towards the subject and support the efforts of the government.

The benefits of the study are expected to go beyond the school boundaries. If schools produce learners who are well-informed, industries will gain a workforce that is productive. The study is expected to add literature to the existing body of knowledge on Life Skills curriculum. Currently, the world is fighting against social ills such as substance and drug abuse which affect thousands of those aged between 15 and 17 (UNODC, 2018). It is envisaged that the study would empower these youths in making informed decisions about their future. The current study is hoped to benefit the education system to develop comprehensive LS programmes that are in line with international schemes. Effective LS programmes will save money that the government is investing in free education. It is hoped that guided and informed learners will

eventually become productive and help the nation achieve its Vision 2030 of making Namibia a knowledge-based society.

1.3 PROBLEM STATEMENT AND RESEARCH QUESTIONS

Researchers/educators have argued internationally that Life Skills has the potential of making positive impacts on the development of learners (Grover, 2018; Hako & Mbango, 2018; Jyoti & Giri, 2016). Life Skills as a subject is concerned with helping learners make informed decisions that affect their lives. MoEAC, (2018) argues that Life Skills was introduced with the intension of helping learners make meaning out of life. Schools have detailed documents of Life Skills policies with expected competences that should help learners make informed decisions in life. The behaviour of learners does not portray what the education system is striving to achieve. The statistics of learners who are involved in anti-social behaviour, especially teenage pregnancy, continue to rise (Ikela, 2020; UNICEF, 2015). Nationally, cases of substance abuse, teenage pregnancy and learner drop out are a cause of concern (MoEAC, 2017). The outbreak of Covid-19 pandemic has increased the problems amongst the learners. Social problems such as gender-based violence, baby dumping, and suicide have become common throughout Namibia. Offenders of these crimes are citizens who have been in the education system; some of them are still at school.

Since 2007, the Namibian education system has been offering Life Skills as a standalone subject. The subject syllabus has detailed expected competences and learning outcomes which cover areas such as personal, social, vocational, and educational guidance. What is puzzling is the continued increase in juvenile delinquency and school crime. School crime is so rampant in the country despite all the efforts to stamp it out by the ministry. The number of learners dropping out of the school system to go and loiter in the streets is increasing yearly. UNICEF (2015) pointed out learner pregnancy is another serious problem that society is battling against. It is the Namibian policy that all high schools should offer Life Skills to assist in the development of good citizens, (Hako & Mbango, 2018) but it seems that it is not producing desired results. Namibian schools are facing challenges which cannot be overlooked. As Prajapati, Sharma and Sharma (2017) put across, challenges met by learners call for a supportive educational approach that will serve as the foundation for

future problem-solving which can be used as building blocks to enable learners to cope with these challenges. Life Skills Education was intended for that purpose.

The problem of the research hinges on the inability of LS in solving the challenges that are experienced in schools. Grover (2018) substantiates that the focus of LS is on the optimal, holistic development of all learners. The responsible ministry in Namibia has policies and documents that outline how learners must be empowered using LS knowledge. The issue of curriculum implementation draws much attention of scholars in Namibia. Mbongo, Mowes and Chata (2016) investigated the factors that impact guidance and counselling in Ohangwena region while Hako and Mbango (2018) carried out a document analysis on the importance of Life Skills Education. Josua (2022) investigated the challenges faced by teachers and principals when implementing curriculum in general. These studies were exploring the factors that surround curriculum implementation in general. The researcher was unaware of any study conducted to evaluate the implementation of Life Skills curriculum in Windhoek high schools. The study carried out an evaluation of the implementation of Life Skills curriculum and suggested possible intervention measures to meet the intended goals of Life Skills curriculum. In order to remain focused on the research problem, the study was guided by research questions which aimed at evaluating the implementation of Life Skills and giving a value judgement as to why the intended aims of Life Skills are not being successfully achieved. The research study focused on the question: How effective is the implementation of Life Skills curriculum in Windhoek high schools?

1.3.1 Sub-Questions

- How is the Life Skills curriculum implemented in Windhoek high schools?
- How are teachers supported when implementing Life Skills curriculum?
- Why do high school learners continue to display delinquent behaviour even after being exposed to Life Skills at school?
- What interventions can be adopted to enhance effective Life Skills implementation in schools?

1.4 AIM AND OBJECTIVES OF THE STUDY

1.4.1 Research Aim

The main aim of the study was to evaluate Life Skills curriculum implementation in Windhoek high schools.

1.4.2 Research Objectives

The objectives of the study were to:

- evaluate the implementation strategies of Life Skills curriculum in Windhoek high schools.
- assess the availability and relevance of support mechanisms given to teachers for effective implementation of Life Skills.
- establish the reasons why delinquent behaviour continue to rise amongst high school learners.
- establish intervention measures that can be adopted to enhance the implementation of Life Skills curriculum.

1.5 CLARIFICATION OF KEY CONCEPTS

Curriculum: It is a very controversial concept in the education field. From a layman point of view, curriculum means what the school should teach the learners that will be examined at the end of the learning phase. Ornstein and Hunkins (2018) elaborate five basic definitions of curriculum. These five definitions summarise curriculum as sets of planned and organised learning opportunities that learners are expected to undergo with the guidance of teachers.

Ornstein and Hunkins (2018) further illustrate that curriculum includes all what learners experience under the guidance of the school which means that this should be structured series of intended learning outcomes. For the current study, the researcher concurs with them as in what was summarized by Tanner and Tanner in Mulenga, (2018:16) who define curriculum as “the planned and guided learning experiences and intended learning outcomes, formulated through the systematic reconstruction of knowledge and experience, under the auspices of the school, for the learner’s continuous and wilful growth in personal-social competence.” Curriculum includes the content, the knowledge, and the practical experience which the school expects to pass on to the learners so as to fit well and become a productive and responsible citizen.

Life Skills curriculum focuses on skills, knowledge, values, and attitude. In the study, the researcher focused on curriculum from a progressivist point of view which has emphasis on how to think and not what to think.

Evaluation: Generally, the term applies to the process of making a value judgement. Ornstein and Hunkins (2018:286) validate that “evaluation determines the value of some action or programme, the degree to which it helps students meet standards, and its importance”.

The term simply refers to operations associated with the systematic process of determining the extent to which objectives of a programme are met. In the current scenario, the study must determine the extent to which the Life Skills curriculum policies are being implemented in order to help learners acquire lifelong learning and living skills.

Implementation: The delivery or engineering process of a planned programme. In this study, the planned programme is Life Skills curriculum. Mulenga and Moobola (2020) describe implementation as carrying out the proposed curriculum. For the current study, implementation covers the actual delivery of the designed Life Skills curriculum by the teachers at the grass roots level.

Curriculum implementation: This term refers to the actual delivery of the plans and activities that have been made by curriculum specialists and subject experts in a classroom or school setting. Teachers at the grass roots are the main curriculum implementers, while at the same time learners, parents and school administrators can be directly or indirectly involved in the implementation process. In the current study, the term refers to the delivery of Life Skills curriculum.

Curriculum evaluation: Ornstein and Hunkins (2018:287) state that “curriculum evaluation is a necessary activity to assess how our curriculum and instruction are addressing and challenging the educational development, writ large, of our students.” It is important in giving the degree to which a programme meets the expected standards. In other words, curriculum evaluation reflects value judgement.

Sharma and Raval (2019) define curriculum evaluation as “a process or cluster of processes that people perform in order to gather data that will enable them to decide whether to accept, change or eliminate something.” In other words, curriculum

evaluation is the formal determination of quality, effectiveness, or value of a programme. In education curriculum evaluation aims to examine the impact of implemented curriculum on student achievement to establish specific strengths and weaknesses. The evaluation processes can be formative or summative processes. Ornstein and Hunkins (2018) view evaluation as synonymous with assessment. It is an important process for all the stakeholders involved in the system. The current study used the same approach used by these authors.

Life skills: A skill is a learned ability to do something. Life skills can be understood as those competencies, both social and cognitive, that help individuals to function well in the societies they live in. World Health Organisation (WHO) in 1997 defined life skills as “the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life” (Behera 2020:4). Life skills are essential abilities that are needed to enable an individual to take decisions based on a logical process. Life skills can be essentially divided into thinking (cognitive) skills and social skills which include interpersonal skills as well. In the current study the term life skills will be used interchangeably to mean Life Skills the curriculum or the subject or life skills the competencies learners are expected to acquire at the end of the learning phase.

Adolescence: It is a critical developmental period which is conventionally understood as the transitional phase of growth and development between childhood and adulthood. Curtis (2015) points out that the commonly used chronologic definition of adolescence includes the ages between 10 and 18. It is a distinct phase of the developmental life cycle of humans and other animals. However, in humans, it is a complex multi-system transitional process which needs guided support from adults. In the field of psychology, it is sometimes referred to as a period of experimenting in a bid to establish personal identity. Prajapati, Sharma and Sharma (2017) point out that adolescence is a period when the intellectual, physical, social, emotional and all other capabilities are very high, resulting in adolescents making hurried decisions. In the current study, most high school learners fall within this age group.

Adolescents: An adolescent, according to WHO, refers to any person between the ages of 10 and 19.

Learner Behaviour: It is the way learners portray their attitudes as a result of learning. They are learned actions which are developed in and outside of school. They are most probably a reaction because of their interaction with their environment.

Delinquent Behaviour: A normal society has guiding behaviours that are considered appropriate conduct. An individual is classified as a delinquent child when he or she violates certain standards and ideals. Delinquent behaviour is defined as acting in a way that is inconsistent with social norms. This conduct is against both the law and generally recognised social norms (Gyansah, Soku, & Esilfie, 2015). These antisocial behaviours have the potential to result in punishment in an educational setting or jail term when they are carried out by adults. According to Ihsanat and Indartono (2020), anti-social behaviour includes behaviours like stealing, vandalism, bullying, sexual offenses, drug misuse, and violence. It is a problem that is bedevilling schools and society at large.

Observational Learning: Observation is the act of seeing an activity or someone performing an act and internalising the behaviour to produce it later. It is the capacity to focus the attention on something with or without the intention of reproducing it. According to the Social Learning Theory, individuals can learn through observation which means watching others, retaining the information, and then replicating the behaviour that was observed. Zhou and Brown (2015) emphasise that observation, as a key component of the theory, posits that individuals can learn novel responses through observing others' behaviour. This form of learning is what Bandura called observational learning which can naturally happen without reinforcement but by just observing what he called social models. Observational learning is sometimes called forming, modelling, and vicarious reinforcement. It is an easy way of learning that reduces trial and error. Bandura argues that it is a type of learning that is most prevalent during childhood.

Models: In Social Learning Theory, models play an important role for exhibiting behaviour. Models are individuals that are observed; they provide examples of behaviour that should be imitated. The theory hinges on the presence of models which must display acts that could be imitated. Models that are most likely to be imitated are normally of higher status or authority compared to the observer. In school scenarios,

teachers are taken as the immediate models that must display good behaviour that learners need to emulate.

1.6 LIMITATIONS AND DELIMITATION OF THE STUDY

The data needed to answer the research questions were collected in schools from the principals, teachers, and learners. School managers usually do not want to divulge information about how they run their institutions. The researcher had challenges in making appointments with school principals who had tight schedules. It was the researcher's responsibility to act professionally and presenting the case using the correct channels. The ethical issues concerning confidentiality and informed consent were observed with necessary caution. Lack of access to previous research studies concerning the concept being investigated affected the period she intended to finish the research. The researcher worked with the support of experienced information technology personnel in order to come up with credible results. The researcher attended workshops offered by the university to improve her competency.

The scope of the current study was evaluation of the implementation of Life Skills in high schools in Windhoek. Curriculum implementation takes place at different levels such as macro-, meso- and micro levels. This study concentrated on the micro- level which basically involves the teachers at the grass roots level. The study was carried out in Windhoek which is the capital of Khomas region in Namibia. Principals and Life Skills teachers were purposively sampled as it was perceived that they could give relevant and constructive data since they were the major implementers of the Life Skills curriculum. Grade 11 learners were selected because of their experience in the system.

1.7 CHAPTER DIVISION

The research consists of six chapters outlined below.

Chapter 1

This chapter covers the introduction, background of the study, significance of the study as well as the problem statement. Research questions, aim and objectives of the study were illustrated as well. Pertinent concepts, limitations and delimitations of the study were expounded in this chapter.

Chapter 2

The chapter explores the theoretical and conceptual frameworks that were used to evaluate and understand the implementation of Life Skills in Windhoek high schools.

Chapter 3

Scholarly literature is explored in line with the problem statement and research questions. Relevant sub-headings are used to answer the research questions.

Chapter 4

The chapter outlines the research methodology of the study. It elaborates on the research approach, design, population as well as elaborating on the role of the researcher in qualitative studies. Population, samples, and sampling are discussed. Methods and tools of data collection as well as issues of validity and reliability are included. Ethical matters are clarified in line with research principles.

Chapter 5

The chapter discusses and provides the results of the findings. Qualitative data are organised into themes according to data similarities. Analysis and interpretation of data form part of this chapter.

Chapter 6

The chapter concludes the study by presenting the summary and conclusion of findings. Contributions to the body of knowledge are included as well. The model that was designed is included in this chapter. Recommendations and areas for further study are provided in this chapter.

1.8 CHAPTER SUMMARY

Chapter One has explored on the background and introduction of Life Skills Education in Namibia. The significance of the research has been provided, highlighting the expected benefits for schools and the community at large. The chapter elucidated the problem statement and stated the aim as well as the objectives of the study. Key concepts as they are understood in the study were explained. The limitations and delimitations of the study were clarified. The next chapter explains the theory that underpins the study.

CHAPTER TWO

THEORETICAL FRAMEWORK

2.1 INTRODUCTION

This chapter discusses the theoretical and conceptual frameworks that underpinned the study. The chapter explains the Social Learning Theory from its inception through to the principles. The discussion includes how the theory is applied in the teaching of Life Skills. The Context Input Process Product (CIPP) evaluation model is also discussed in this chapter to illustrate how it is used as scaffolds in evaluation.

2.2 THE SIGNIFICANCE OF THEORETICAL AND CONCEPTUAL FRAMEWORK

Both components are essentially needed in research to keep the researcher focused on the problem to be studied. The Oxford English Dictionary views theoretical frameworks as structures composed of parts framed together with the aim of enclosing or supporting something. Both theoretical and conceptual frameworks give reinforcement to the research problem. Ravitch and Riggan (2017) argue that a theoretical framework is made of parts from formal theories which have been explored using empirical work while conceptual frameworks are developed and organised to help the researcher to make the best plan of empirical studies.

In high-quality research, the theoretical framework is crucial as it serves as a blueprint or research guide that will aid in the production of reputable work. Grant and Osanloo (2014) emphasise that theoretical frameworks provide structures to define the philosophical as well as the methodological approach of the whole dissertation. According to Adom, Hussein and Agyem (2018), a theoretical framework provides structure to research, allowing the researcher to stay focused on the subject at hand. It helps the research process right from the statement of the problem, literature review through methodology and presentation until the discussion of findings. Thus, the use of theoretical frameworks helps the researcher in making connections with what has been developed already and the current study. Kivunja (2018) sums it all by saying a theoretical framework “is a synthesis of the thoughts of giants in your field of research.” It is therefore correct to say theoretical frameworks are used to substantiate the argumentation of the research findings.

2.3 THE SOCIAL LEARNING THEORY

The theoretical framework that guided the study is the Social Learning Theory. The Social Learning Theory was developed by Albert Bandura of Stanford University, California, in 1977. It is one of the major theories used by teachers to develop effective teaching techniques. It emphasises the prominent role of social tools to enhance continuous learning taking place naturally within society. It is about people connecting, conversing, and learning from each other. Bandura (1971:2) states that in the social learning view, “man is neither driven by inner forces nor buffeted helplessly by environmental influences”. He is of the view that there is a continuous reciprocal interaction between behaviour and the environment. Behaviour that is seen in people is a result of complex reciprocal interaction between cognitive, behavioural, and environmental influences. Albert Bandura, as a psychologist, developed the theory and postulated that most human behaviour is learned by observation through modelling. The theory assumes that human behaviour is mostly acquired and that learning principles are sufficient to account for behaviour growth and maintenance. His theory is often seen as a bridge between behaviourism and cognitive learning theories as it encompasses attention, memory, and motivation.

In his studies, Bandura noted that learning was going to be extremely laborious if not fatal if people had to solely rely on their own actions to inform them on what to do (Bandura, 1977). He emphasises that people are customarily spared exceedingly tedious and often haphazard trial and error experimentation by emulating the behaviour of socially competent models. The theory stipulates that people learn from one another via observation, imitation, and modelling. According to Bandura, human nature can be fashioned by direct and vicarious experiences. He notes that within social groups some individuals are likely to command greater attention than others. Models have a strong influence on behaviour modification. Bandura illustrates that models who possess interesting and winsome qualities are sought out more as compared to dull characters (Bandura 1971).

2.4 THE PRINCIPLES OF SOCIAL LEARNING THEORY

According to Bandura’s statements, learning is a difficult process. Bandura further substantiates that if there were no models, learning was going to be exceedingly

laborious. He therefore argues that the social learning process has its own principles. His principles of social learning, as cited by Culatta (2022), are as follows:

- Social learning is a process in which an individual learns by observing others. The highest level of this kind of learning is achieved when the person first organises and rehearses what they have observed symbolically, then performs it overtly. When people code their observations into words, labels, or images, they can retain this knowledge better than if they simply observe without trying to understand.
- Individuals are more likely to adopt a modelled behaviour if it leads to desirable outcomes they value. For example, learners imitate the social behaviour of teachers who have stable families and occupies positions at school or in society.
- The Social Learning Theory suggests that individuals are more likely to adopt a modelled behaviour if the model is similar to the observer and has admired status. Also, if the behaviour has functional value, it is more likely adopted by others.

Throughout his career life, Bandura devoted much of his time to understanding learning. He devoted his energy to various factors that contribute to learning. His theory emphasises the important roles played by vicarious, symbolic, and self-regulatory processes (Bandura 1977). The principles of the theory outline how the behaviour of individuals is greatly affected by the social environment. Learning, as Bandura elaborates, is influenced by human approval. In his studies, Bandura concluded that people desire approval in life, and therefore, they function in ways to receive approval. It is that human desire to be in communion with others that shapes human behaviour. The way individuals perceive their models is significant in their development. Individuals are inspired to be more proactive and eventually are able to seek ownership of their growth and skills.

2.5 THE STRUCTURE OF SOCIAL LEARNING THEORY

Bandura moved some steps up from behaviourism by adding a social element in his theory, arguing that people can learn new information and behaviours by watching other people. Cherry (2021) identifies the following facts about the structure of the theory:

- Learning can occur by observing others' behaviour and the resulting outcomes.

- Learning can occur cognitively without a corresponding change in behaviour, so an individual may learn something but not act on it.
- Modelled behaviour is reinforced by producing desirable outcomes for both the observed party and the learner.
- The learner, the behaviour and the environment are the three variables that can influence each other in the social learning context.

Concepts of learning are often difficult to understand and are even more difficult to apply. However, Bandura devoted a lot of his time to scrutinising the concept. He noted that sometimes individuals can learn things without any obvious demonstration of that learning. While behaviourists like Skinner believed that learning leads to permanent change in behaviour, observational learning demonstrates that people can learn new information without demonstrating new behaviours. Bandura (1977) represents learning as a product of directly experienced response. He believes that most human behaviour is controlled by the immediate environment. He says that consequences of reinforcement are powerful motivators. Outcomes which are not rewarded will be less likely to be repeated. If an individual sees someone getting a reward for something, he or she will copy it so as to get the same reward.

Bandura asserts that there are three variables in the social learning context, the learner, the behaviour, and the environment which continuously affect each other. Figure 2.1 represents the popular Bandura triadic reciprocal determinism. Bandura proclaims that a person's behaviour influences and is influenced by personal factors and social environment. The environment in which learners live may dictate the learners' behaviour. However, he goes further to elaborate that learners as individuals have the cognitive ability to choose when and how to react. Therefore, to teachers, the theory implies that the environment must be enriched with positive behaviour to impact the learners.

Bandura Triadic Reciprocal Determinism

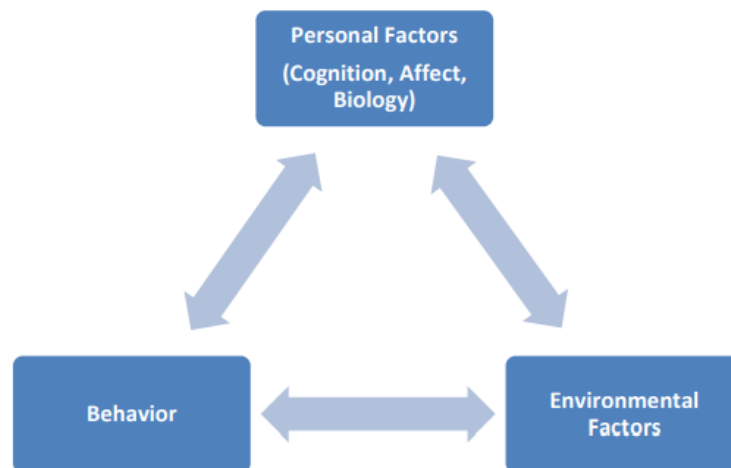


Figure 2.1. Bandura triadic reciprocal determinism (Source: Zhou and Brown, 2015:20)

In the social learning system, new patterns of behaviour can be acquired through direct experience or by observing the behaviour of others (Albert Bandura, 1971). Figure 2.1 illustrates a model of interactionism based on triadic reciprocity. Behavioural factors, personal factors and environmental events all operate interactively as determinants of each other (Bandura, 1983). Bandura elaborates that these determinants can affect each other proximally and the result will show a mutual influence of sequentiality. He further clarifies that while individuals contribute to the nature of their situations, both environmental factors and behaviour have an influence on the final result. The model illustrates the ability of people to acquire large units of knowledge through interaction and observation.

2.6 OBSERVATIONAL LEARNING

Social learning is a person's ability to learn by observing others. This type of learning, called observational learning, vicarious reinforcement, or social modelling, can take place at any point in life; however, it tends to occur most often during childhood. Bajcar and Babel (2018) claim that observational learning is the core of Bandura's Social Learning Theory. Learning basically takes place by watching others, retaining the information, and then later replicating the behaviours that were observed.

Bandura identifies three basic models of observational learning as cited by Cherry (2021)

- A live model, which involves an actual individual demonstrating or acting out a behaviour.
- A symbolic model, which involves real or imaginary characters displaying behaviours in books, films, television programmes, or online media.
- A verbal instructional modelling, which incorporates descriptions and explanations of a behaviour.

Bandura argues that children learn and replicate behaviours they see in other people in his renowned Bobo doll experiment. In the experiment, children witnessed an adult acting violently against a Bobo doll. When the children were later allowed to play with the Bobo doll in a separate room, they began to emulate the aggressive behaviours they had witnessed previously. Bandura's Bobo doll experiment transformed the trajectory of modern psychology. The Bobo doll experiment was used to study the patterns of human behaviour in children. In the study, the children were simply imitating the behaviour they had observed. The study demonstrated that children learned and imitated the behaviour they had observed. The experiment affirmed that an observational process is an important aspect in all learning phases. Modelled behaviour can impact and influence the way learners behave. The Social Learning Theory explains that learning can occur through observational means as demonstrated by the Bobo doll experiment. Children have the ability to acquire novel behaviours and replicate actions modelled. The actions may be displayed immediately or may be reproduced later when needed by the situation. Bandura establishes that children pick up on and replicate the behaviours they see in others.

Bandura believes that content from textbooks is perishable, but the tools of self-directedness serve one well overtime. He concurs with other scholars that argue that Life Skills teaching and learning is unique. It teaches about culture which cannot be taught but has to be lived. The idea of learning by observation is also spelt out by Schunk, Meece and Pintrich (2014) who substantiate that learning takes place through observing models. The opinion is further elaborated by Watson, another social theorist who believes that how children will turn out will depend entirely on their rearing environment and the ways in which their parents and other significant people in their lives treat them and behave around them.

He views development as a continuous process of behavioural change that is shaped by the person's unique environment and may differ from person to person.

Bandura (1971) claims that the Social Learning Theory is a result of modelling. Learning is principally a result of symbolic representations of modelled activities. He believes that the modelled phenomena are governed by four interrelated sub processes. The four processes, according to Bandura (1971), are attention, retention, motivation, and reproduction.

2.6.1 Attention

By attention Bandura meant that learners cannot learn if they are not focused on the task. An individual must pay attention to the behaviour and its consequences so that he or she can form a mental representation of it. If the person has not formed this representation, then he or she is unable to learn the behaviour. A behaviour may grab one's attention for several reasons: if it is different from what one usually sees; if it makes one feel good and then an individual is compelled to pay attention to it. The degree to which an observer identifies with the model impacts the degree of learning that can occur. Attention is therefore extremely important to whether behaviour influences others imitating it or not.

2.6.2 Retention

Retention refers to the internalisation of information. It determines how well the behaviour is imitated. One of the most important elements of the Social Learning Theory, especially observational learning, is that it depends on whether what is observed has been correctly perceived. If the observer does not understand what he sees, then there will be no behavioural imitation. Bandura (1977) emphasises the importance of memory in observation learning. Long-term retention of activities that have been modelled is necessary for learning to occur. Reproduction of modelled behaviour can be possible if the observer has represented the patterns in memory of the symbolic form of the modelled behaviour.

Basically, there are two representational systems which are an imaginal and a verbal one. Verbal coding speeds up observational learning and long-term retention of modelled behaviour. Vivid imaginal representations are modelled during the process of sensory conditioning.

When these are consistently used in association with a situation or activity, new behaviours can be learnt. Bandura (1977) then concludes that mental rehearsal of modelled behaviour increases retention. Operational rehearsals help to stabilise and strengthen acquired reactions. Overt practice or rehearsal of the modelled response sequence can significantly improve the level of observational learning.

Bandura (1977:25) points out how the process of retention operates for the benefit of observational learning:

In order for observers to profit from the behavior of models when they are no longer present to provide direction, the response patterns must be represented in memory in symbolic form. Through the medium of symbols, transitory modeling experiences can be maintained in permanent memory. It is the advanced capacity for symbolization that enables humans to learn much of their behavior by observation.

This encoding allows observers to mentally rehearse the behaviour by storing a large amount of data in an easily stored fashion. As a memory aid, mental rehearsal improves proficiency and retention. Lee (2020) concludes that as a result, the learner can accomplish high levels of observational learning by symbolically encoding the modelled behaviours, mentally rehearsing them, and visibly reproducing them.

2.6.3 Reproduction

Reproduction is the third component of the modelling phenomena which involves the utilisation of symbolic representation of modelled patterns. It involves bringing out previously learned behaviour. It is the ability to replicate the behaviour indicated by the model. On daily basis, individuals encounter a lot of behaviour that they would like to be able to replicate, but it is not always attainable. They are limited by their physical abilities; therefore, they cannot replicate the behaviour even if they wanted to. This influences their decisions whether to try and imitate it or not. Bandura (1977:27) asserts that “the amount of observational learning that will be exhibited behaviourally partly depends on the availability of component skills.”

2.6.4 Motivation

Motivation is the will to perform the behaviour which is required to do anything. It is considered as one of the most important aspects of the theory. The observer must have the intrinsic desire to learn. The observer will analyse the consequences of a behaviour's rewards and punishments. If the observed behaviour's perceived benefits surpass the observed drawbacks, the observer is more likely to replicate it. Lee (2020) comments that there must be adequate incentives to motivate the actual performance of modelled behaviours.

Figure 2.2 visually explains how the Social Learning Theory works in the development of learner behaviour.

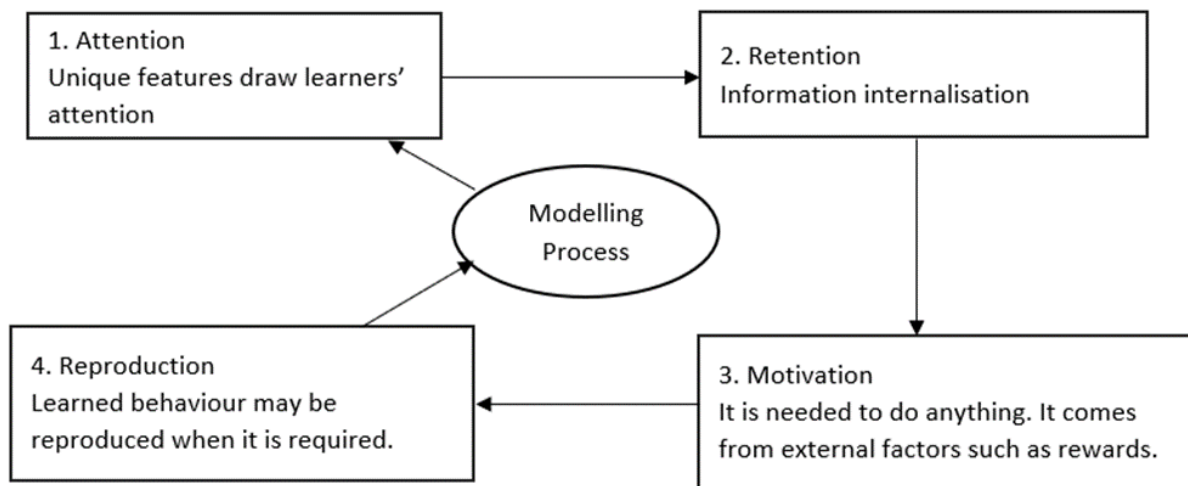


Figure 2.2 The stages of observational learning

The four stages of observational learning provide a suitable framework for teaching Life Skills. Teachers should try to cultivate good relationships with their learners. This helps to encourage increased observations during the learning process. Teachers should strive to draw the attention of their learners by providing a variety of models. Bandura (1977:10) claims that “another influential source of social learning is the abundant and varied symbolic modelling provided in televisions, films and other pictorial displays.” The reason why Life Skills was introduced in schools was to equip learners with skills or abilities that they will use practically in life.

Bandura asserts that through observation people select, organise, and transform those stimuli that impinge upon them. Not all that is observed is immediately used; Bandura observes that learned behaviour may be reproduced when it is required. He further argues that people have the capacity to learn by observation which enables them to

acquire large, integrated units of behaviour by example without having to build up the patterns gradually by tedious trial and errors. (Albert Bandura, 1971). Bandura emphasises the functional value of models as an easier way of learning. He substantiates that most behaviours displayed by individuals are learnt either deliberately or inadvertently through the influence of examples.

2.7 APPLICATION OF THE THEORY TO LIFE SKILLS TEACHING

A clear understanding of the four stages of observational learning and the principles of the theory will help teachers in achieving their objectives in Life Skills teaching. The theory substantiates that most learning happens through observation meaning that the environment must be enriched with positive models. As such, teachers who spend much of the time with learners need to be influential models. The observer has to pay attention to be able to reproduce new behaviours. Attention involves active assimilation of ideas and concepts. Teachers need to attract the attention of learners. Learners have to be engaged so as to remain focused. Bandura argues that the human brain is likely to remember interesting information and real-world-centred activities. It therefore follows that creativity in teaching helps learners develop the skills which teachers wish to impart.

Teachers need to promote cooperative learning which facilitates group tasks that encourage direct exchange of dialogue. Verbal interaction amongst learners builds confidence within individuals; this also aids retention. Life Skills teachers can engage learners in focus groups where they solve real-world problems especially current matters to stimulate their brains. Generating solutions by themselves encourages critical thinking. The more learners are engaged in productive discussions, the more they stay engaged and become responsible.

Learner attention can be improved by using different models. Bandura mentions symbolic models which teachers can improvise. Depending on the school location, a variety of media can be utilised to draw the attention of learners. Where connectivity is available, digital media such as films and movies can provide models that portray behaviours that are socially acceptable. Projectors can be used to provide three-dimensional pictures that improve the attention of learners. Learners can improve their retention levels if asked to act out the scenes they would have watched.

Retention of observed behaviour is necessary for the learners to be able to reproduce the behaviour. Encouraging learners to rehearse and act out observed behaviour brings out the concept taught closer to reality. Gamifications and simulations are methods of teaching which bring more interactive experiences in the classroom. It is through interactions that learners can reproduce what they would have observed. Simulations in the teaching environment generate interest and fun. Creative teachers can use gamification and simulations to allow learners to make real observations of how rewards can uplift the status of an individual.

Bandura and Walters (1977) assert that observation alone might not be enough to influence learning. Learners must be motivated for them to acquire new behaviours. They need to see the value of an action for them to follow suit. Both intrinsic and extrinsic motivation are significant in aiding retention. Simple verbal praise of a positive action is an effective tool in improving retention. Teachers have a myriad of ways of motivating learners. High school learners are motivated by rewards that have realistic values. Field trips to visit areas where learners can learn the consequences of bad behaviour can be used to instil discipline. Exposure to various environments has some significance in building self-efficacy. Rehabilitation centres have the potential of giving the learners firsthand information about the effects of illicit activities like substance abuse. Bandura claims that vicarious reinforcement has incentive motivational effects (Lee, 2020)

Learners who excel in class can be recognised by giving them the opportunity to dine with prominent leaders. It is human nature to want to compare or even be better than others. Life Skills teachers can apply this benchmarking strategy to encourage learners to acquire new behaviours that are desirable.

Even though it is a difficult task to motivate all learners considering that learners do learn in diverse ways, Bandura (1986) believes that if we motivate learners and help them develop their self-efficacy, they will approach obstacles with a more positive attitude and be motivated to continue growing. While self-confidence does not necessarily guarantee success, it does increase the number of lottery ballots. Effective teachers help learners build goals, beliefs and attitudes that will lead to long-term engagement and, eventually, quality learning participation. Teachers are a part of the environment that Bandura hinges on, so they should be able to increase learners'

motivation to learn. Teachers who assume responsibility for causing learning can maintain motivation. The success of effective educators should be measured by the achievement of their learners.

As Life Skills is a non-promotional subject, learners may fail to value its significance. Effective teachers may integrate it with other subjects to stimulate motivation in learners. Behera (2020) states that life skills are for everyone, including adolescents if they are to live a meaningful life. There are various ways of developing these skills which schools can employ. Behera (2020) advances the following points:

- The school should avail programmes that help learners build critical thinking and analysis abilities that they may apply in other areas of their lives, such as at work or with friends.
- The school should provide learners with a variety of choices, allowing learners to choose which subjects to concentrate on to progress to university.
- The school should provide activities that are relevant to learners' lives after high school, whether at the university, in their apprenticeship or in the job they want afterwards.

Social Learning Theory applications may be especially useful because they can help learners understand and trace the roots of their problems, identify patterns they might not have noticed otherwise, and ultimately, break harmful habits and behaviours. Creating links between what is learnt at school and what is happening in the adult world stimulates positive thinking in learners.

2.8 CRITICISM OF THE THEORY

2.8.1 The strengths of the Theory

The Social Learning Theory, as developed by Bandura, has had a significant impact on learning theories and psychology in general. There are merits and drawbacks to all psychological theories and research is always adding to our knowledge. Some of the noted strengths, as cited by Macleod (2016), are:

- Bandura's theory provides a more comprehensive explanation of human learning by recognising the role of mediational processes.

The theory can explain some complex behaviour and it has gained much respect in terms of its flexibility in explaining human behaviour.

- By acknowledging the role of mediational processes, Social Learning Theory offers a more comprehensive explanation of human learning than the behaviourist approach.
- Social learning principles can explain how children learn from other people around them, as well as through other forms of media which can offer some explanation as to how societal norms are passed down.
- Bandura emphasises reciprocal determinism which states that we are impacted by our environment, but that we also have an impact on it by the behaviours we choose to engage in.
- Humans and animals store information about the behaviour of others and use this to make judgments when it is appropriate to perform certain actions.
- The theory has been effective in gaining a better understanding of a variety of behaviours such as how children learn about their gender roles through copying role models with whom they identify.
- The theory acknowledges that there are numerous methods of learning. Bandura points out that individuals can learn through direct experiences or through observation. For example, an individual can learn social patterns of approved interaction by talking with others or by watching older children and adults talk to each other.
- This theory's versatility in explaining disparities in children's behaviour or learning is yet another strength. Children learn in a social context, according to the environmental or societal part of the Social Learning Theory. This confirms the principle that when an individual's environment changes, he or she may alter their behaviour as well. He or she may struggle to follow commands in a casual home situation yet have no issues with authority in a tighter school environment.

2.8.2 Weaknesses of the Theory

The theory has been widely used in a variety of fields including psychological and social services. However, it is not without flaws. McLeod (2016) points out some of the weaknesses of the theory as follows:

- The theory does not require individuals to take responsibility for their actions. Focusing on how the child's environment influences behaviour lays too much emphasis on the child's relationships and society, and not enough on how the children handle and absorb new information.
- It downplays the child's responsibility and places a heavy emphasis on how the environment influences and guides behaviour.
- Many of Bandura's concepts were based on the behaviour of children in laboratory settings, this spoils the issue of demand characteristics.
- The main purpose of the Bobo doll was to hit it so the children in his study may have been behaving as they thought was expected.
- Boys in the Bobo doll experiment showed more aggression than girls. Naturally, boys have higher testosterone levels than girls which suggests that the theory may have underestimated the importance of biological factors on social learning.
- The theory has been chastised for failing to account for the impacts of maturation. It is not predicated on a chronological or age-based pattern of learning and development.
- Behaviour cannot be fully explained only in terms of nature or nurture. As such, attempts to do so underestimate the complexity of human behaviour.
- Bandura has been attacked for giving less attention to the role played by emotions in human behaviour.
- The theory does not give an account of behaviour when there is no model.
- The theory is difficult to test because of ethical issues.

Despite these weaknesses, the theory has accumulated an impressive research record. It has been credited as an evolving theory that is open to change. The strengths of the theory outweigh the weaknesses, making it a suitable theory to adopt when studying human learning development. Bandura was concerned with important human social behaviours. The bulk of the content in Life Skills curriculum is about human behaviour which aligns very well with the theory.

2.9 CONTEXTUALIZING THE SOCIAL LEARNING THEORY

The bulk of the learning theories used in education are western oriented. They explain learning using the western spectacles, yet learning is a universal process.

The intension of education is to build successful citizens and as such the Social Learning Theory can be contextualized to benefit the African perspective. Africans have a history of utilising the environment and working together as communities rather than individuals. As claimed by Osaat and Asomeji (2017) the African indigenous education uses communalism ideology as one of its corner stones.

The Social Learning Theory emphasises the interaction of behaviour, personal factors, and environmental factors in the process of learning as illustrated in figure 2.1. The learning process is enhanced by enriching the environment with activities that have relevance to the learners. From this perspective, the Indigenous Knowledge Systems (IKS) can be incorporated in Life Skills. IKS is rooted in culture i.e., language, dress, dance, and many other aspects (Osaat & Asomeji, 2017). These aspects of indigenous knowledge if incorporated in the curriculum will promote relevance in the learning of Life Skills.

The stages of observational learning theory by Bandura fit well with the IKS. Attention and retention are encouraged successfully by using indigenous knowledge as learners take pride in their heritage. As Mawere (2015) puts it across, intangible heritage is part and parcel of the realm of indigenous knowledge. The inclusion of it has a positive impact on the intended goals of teaching Life Skills. UNESCO in Mawere (2015) says:

A bilingual or multilingual education allows the full participation of all learners; it gives learners the opportunity to confront, in the positive sense, the knowledge of their community with knowledge from elsewhere.

By choosing to participate voluntarily in activities that they are familiar with, learners help to preserve culture. Ogidi and Ojukwu (2020) opine along similar lines. These academics have the belief that traditional songs, dances, and poetry serve as a tool for accomplishing objectives rather than merely serving to defend African values or ethos. Using indigenous knowledge serves as a trigger for altering behaviour. Asitiba (2017) stressed on the notion that songs should be included into the curriculum so that learners may comprehend them in contexts other than mythology. Indigenous knowledge is incorporated into formal education to help society shape morally upright citizens.

When learning is approached through a traditional educational framework, learners are able to draw understanding from their own experiences, which naturally leads to motivation and replication of that knowledge. Mawere (2015) draws the conclusion that indigenous knowledge in the curriculum can inspire and support the interests of learners resulting in intellectual progress.

2.10 THE REASONS FOR SELECTING THE SOCIAL LEARNING THEORY

The principles and opinions shared by the Social Learning Theory make it a perfect fit in the current study as learners are supposed to be using the acquired knowledge and skills later in life. The principles of the theory may undoubtedly be used to educate learners about positive actions. Positive role models can be used by teachers to enhance desired behaviours and thereby improve the culture of schools. Positive role models in and out of the classroom will assist not only individual learners, but the entire school and eventually society. If teachers become aware of the concept of the hidden curriculum, the situation in schools can be improved.

The rationale why Life Skills was introduced in schools as a subject was to find a way of making meaning out of life (MoE, 2018). Learners need to be directed in those aspects that promote humanity. The structure of the Social Learning Theory makes it suitable for delivering the expected competences to be achieved by the Life Skills curriculum. The methods of teaching need to draw the attention of learners for them to retain the knowledge delivered. Social interaction emphasised by the theory as a way of learning summarises the objectives and aims of the Life Skills curriculum. The four stages of observational learning if applied in teaching Life Skills can result in learners acquiring the skills that are useful in their adulthood. Social interaction amongst the learners has changed drastically during the first quarter of the twenty-first century because of technology. Kurt (2020) reveals that symbolic models which can be found in different media such as movies and television programmes can influence human behaviour. The current researcher found that the idea of models impacting human behaviour could be used successfully in evaluating the implementation of the Life Skills curriculum.

The principles and structure of the theory align well with the expected competencies of the Life Skills curriculum. If teachers are implementing the curriculum as per policies

of the ministry, problems that schools are experiencing would be minimum. The behaviour of learners in schools does not concur with the policies and intentions of education. The current study aims at evaluating the implementation of Life Skills curriculum with the intention of finding out why schools continue to experience juvenile delinquency when Life Skills knowledge has been availed. The purpose of availing the Life Skills curriculum was to build learners into productive citizens. Learners must leave high school equipped with knowledge about the realities of life in the world. They should be prepared to make informed decisions about matters that concern their health, occupations as well matters that concern their environment.

2.11 CONCEPTUAL FRAMEWORK

Conceptual frameworks outline possible courses of actions and act as guidelines for carrying out research as put forward by Ravitch and Riggan, (2017). Furthermore, they elaborate that conceptual frameworks shape the design and direction of a research. Conceptual frameworks serve as the basis for understanding the causal or correlational patterns of interconnections across events, ideas, knowledge, and other components of experiences (Miles, Huberman, & Saldana, 2014). In addition, Maxwell (2013:63) elaborated a conceptual framework as “primarily a conception or model of what is out there that you want to study.” It is perceived as a tentative theory of the phenomenon under investigation. It is the superstructure of a research that is constructed, not found, which incorporates pieces that are borrowed from somewhere else (Ravitch & Riggan, 2017, Maxwell, 2013). In the current study, Stufflebeam’s Context, Input, Process and Product (CIPP) evaluation model was borrowed and used as the super structure for understanding the evaluation of the Life Skills curriculum. The four-part evaluation model was developed by Stufflebeam in 1983 for curricular evaluation (Aziz, Mahmood & Rehman, 2018).

Researchers need to convince readers that their studies have potential significance and are worthy of being recognised. This can be done through the use of relevant conceptual frameworks. Ravitch and Riggan (2017) demonstrate that a conceptual framework articulates reasons and rationale for research. They further expound that conceptual frameworks are used to convince readers that the study is not based on the instincts of the researcher but rather on established theories gathered via credible sources.

Literature has it that including theoretical frameworks provide evidence that the study has potential significance for practice and policy and is likely to contribute to the ongoing discourse about the topic. Ravitch and Riggan (2017) cite Marshall and Rossman explaining that conceptual frameworks reflect the important intellectual traditions that guide studies. A well-crafted framework enhances research credibility and will eventually contribute to the body of knowledge.

Crawford (2020) emphasises the importance of incorporating conceptual frameworks in research study arguing that it is for the interest of both the researcher and the audience. She refutes the notion that conceptual frameworks and theoretical frameworks are synonymous. In the current study, the researcher followed Crawford's view. These two aspects are different but they both help the researcher to stay focused on the problem statement. According to Crawford (2020), conceptual frameworks have three purposes which are argumentation, explanation, and generation. By argumentation she concurs with Ravitch and Riggan (2017) who also state that argumentation focuses on the importance of studying the topic.

Argumentation elaborates the appropriateness of the design as well as the rigour of the methods. Ravitch and Riggan (2017:26) observe that:

For us, a conceptual framework is an argument about why the topic one wishes to study matters, and why the means proposed to study it are appropriate and rigorous. By argument, we mean that a conceptual framework is a series of sequenced, logical propositions the purpose of which is to ground the study and convince readers of the study's importance and rigor.

These writers do agree that conceptual frameworks are sets of sequential and logical ideas that serve to anchor the subject and persuade readers of its importance and rigour. Conceptual frameworks can also be used to generate ideas. Crawford (2020) claims that generation provides the problem, research questions and study methods. The relationship between who and what will be examined is stressed in the third part of explanation. If a comprehensive model is to be constructed, the three purposes of a conceptual framework must be included in quality research. Figure 2.3 diagrammatically explains the purposes of conceptual frameworks in the current

research. The researcher used the structure as the scaffolds or frameworks to remain focused in evaluating the Life Skills curriculum in Windhoek high schools.

The purposes of conceptual framework

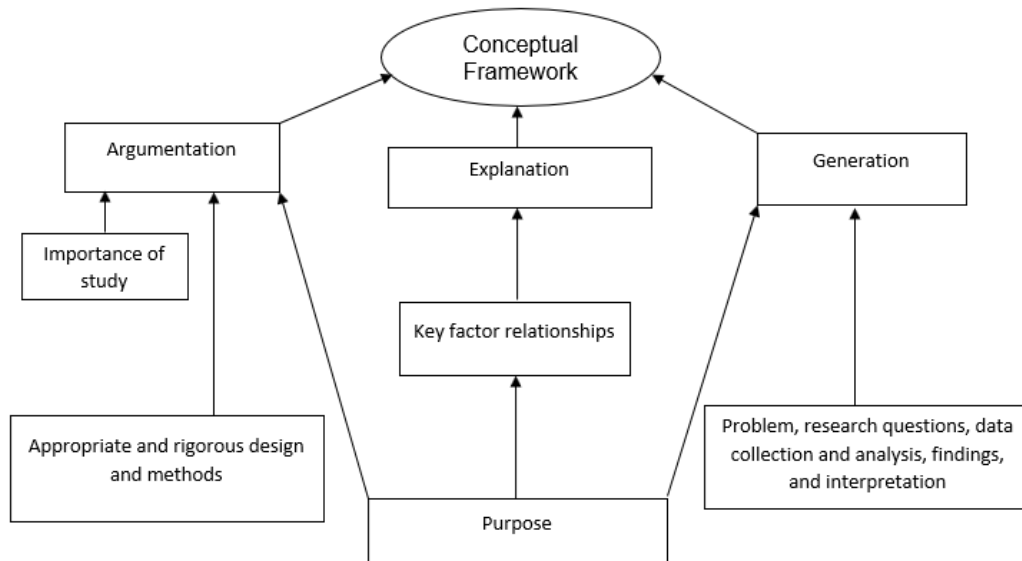


Figure 2.3 Conceptual Framework (Source: Crawford 2020:41)

In the current study, the structure illustrated in figure 2.3 was used as a guide to collect relevant data to answer the research questions. The approach used by Crawford (2020) articulates how the research was conducted. In order to achieve the aim of the current research, the CIPP model of evaluation was borrowed and modified, then used to evaluate the implementation of Life Skills curriculum in Windhoek high schools.

The model has been suggested by many evaluators as a suitable one in evaluating learning spaces. In the study, the model was used to provide the structure to collect data that were used to answer the research questions. The four components of the model kept the researcher focused. The four components of the model provided suitable scaffolds that directed the collection of data which were needed to validate the aim of the research. Miles, Huberman, and Saldana (2014) explain that conceptual frameworks are illustrated either graphically or in a narrative form to outline the major concepts to be studied. Figure 2.4 is a graphic representation of the elements that were incorporated in the study to evaluate the effectiveness of the Life Skills curriculum.

Conceptual Framework

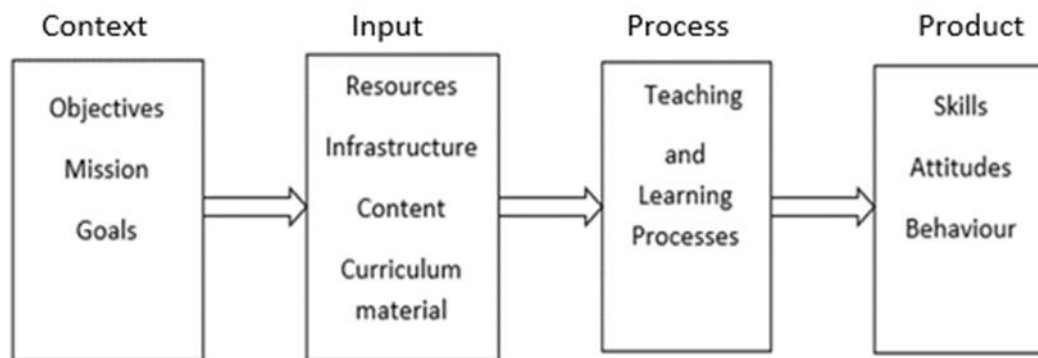


Figure 2.4 CIPP model by Stufflebeam

The CIPP model of evaluation has been in use since the 1960s. The model's most important theme is not to prove but to improve the system. The focus of the model is to improve the system while priority is given to planning and implementation of development efforts. The model deals with the products or outcomes not only at the end of the programme but stretches from the inception right through to the end. All the four components of the model work together in planning, implementation, and assessment of an educational plan.

2.12 THE FOUR COMPONENTS OF THE MODEL

Programmes are evaluated in order to determine their worth. The judgement activity determines the merit and worthy of the programmes. The process of evaluating programmes should be done methodically if credible results are to be achieved. The researcher should be able to identify proper determinants of the research process. Ornstein and Hunkins (2018:286) highlight that curriculum evaluation has become more challenging because "schools in particular, exist in a dynamic complex in which social, economic, political, and technological changes generate diverse views." In order to provide reliable findings, the present study utilised the CIPP model of evaluation as a means of maintaining attention on the research issue.

2.12.1 Context Evaluation

The context component is mainly for needs assessment. It assesses the overall environmental readiness for the plan. The context component examines whether the desired goals are in line with the needs of the society being served. From Figure 2.4, the context component includes such things as objectives, mission, and goals of the

project to be achieved. Other social structures with interests in education which may include parents and other civic and private organisations were included in the context. The environment in which the learners come from plays a significant role in the evaluation process. In the current study the main aim was to assess and evaluate the effectiveness of the implementation of Life Skills curriculum in Windhoek high schools. The context evaluation component guided the nature of information to help achieve the aim and objectives.

2.12.2 Input Evaluation

The input component is vital in linking the desired goals to the outcomes. The input evaluation according to Stufflebeam assesses the potential of the available resources, human or non-human. Stufflebeam in Aziz, Mahmood, and Rehman (2018) states that input evaluation includes assessment of all existing resources that have been sourced for the attainment and fulfilment of the project. The success of any project is greatly determined by the effort that is exerted on the inputs. The approaches used with the available resources contribute to the success of the project. In the current scenario, the inputs stretched from the parents as they form part of the environment from which learners draw their models. Garira (2020) elaborates that the input level is a mixed bag of different aspects which include national organisations outside the school. The school infrastructure and the financial support provided by all who are concerned about the learning processes all were scrutinised as they affect the final product.

2.12.3 Process Evaluation

The process component mainly focuses on the running of the programme. In the education field, the processes which are involved include systematic approaches, teaching-learning activities, parent-teacher meetings, and many others. At this juncture, teacher-learner interaction plays a significant role. Much of the learner's time is spent with the teacher and as Garira (2020:6) puts it, "It is in the classroom where most inputs from the other levels of the education system should gainfully be utilised for the benefit of all students." The modelled behaviour by the teacher is observed by the learners and thus social learning takes place. Thus, it is important to monitor and assess what goes on in the classroom. Classroom processes have great significance in determining the attained curriculum. These interactions do not only impact academic achievement, but also social skills and future professional careers.

The process component provides the environmental space for social interaction to allow the researcher to study how the social learning theory contributes to character building. The structure of the model is suitable for evaluation because it allows the evaluator to use it to find the loopholes of the system and also to determine the structures that have to be strengthened. In the current study, the researcher followed the framework when designing the questionnaires to determine the effectiveness of the implementation of Life Skills curriculum.

2.12.4 Product Evaluation

The product component of Stufflebeam's model deals with the end product of the project. The main purpose is to provide summative information that can be used to make decisions. Stufflebeam pointed out that product evaluation assesses outcomes or results which will focus on the fulfilment of objectives. The product component must ascertain the extent to which the needs of all participants were met. The model as a whole has been credited as a simple one useful in the evaluation of educational projects. In the current study, expected outcomes that have to be evaluated include behaviour, skills, and attitude of learners.

While the CIPP model scaffolded the structure to evaluate the Life Skills curriculum, the Social Learning Theory supported the literature for the study. The literature was guided by the four stages of observational learning. Adom, et al. (2018) stipulate that theoretical frameworks resonate with aspects of research processes and thus, the current researcher analysed the findings in relation to the related literature. On the other hand, the conceptual framework guided the research in selecting procedural aspects necessary in evaluation.

The two aspects which are theoretical and conceptual frameworks were incorporated to anchor the importance of the study. Life Skills Education deserves to be treated with high accord as it entails imparting those soft spots that academic subjects do not. A combination of a learning theory and an evaluation model should produce valuable research that should change people's perception towards the subject. The two aspects were used to evaluate the implementation of Life Skills in Windhoek high schools.

To understand the implementation of Life Skills, the researcher found it necessary to articulate a conceptual framework that explicates the various components of the curriculum in relation to the expected outcomes. The CIPP model was used in

conjunction with Bandura's Social Learning Theory to evaluate the significance of the curriculum. Bajcar and Babel (2018) note that the core principle of Social Learning Theory is learning by observation, so the idea of the research was to evaluate the outcomes of learning using the CIPP as the scaffolds. Bandura stresses the role of the environment in learning and shaping behaviour. It is from this perception that the current research linked the theoretical framework with the four components of the CIPP model. The context, inputs and processes determine the environment in which learning has to take place. The product component then represented the results of the modelled behaviour. As Crawford (2020) argues, conceptual frameworks are used in generating purposes of research, the approach was utilised here in data collection, analysis, and interpretation. The practical part of the study was guided by the borrowed conceptual framework.

2.13 CHAPTER SUMMARY

The Social Learning Theory and the conceptual framework that were used as the study's blueprint were discussed in this chapter. Bandura's theory, which describes behaviour as a result of direct experience or observation, was explored. Learning, according to the theory, is the process through which people acquire new forms of behaviour and attitude by imitating the behaviour of others. Attention, retention, motivation, and reproduction are the four main pillars for observational learning that were elaborated. The Social Learning Theory served as the overarching framework for literature study, with the CIPP assessment model serving as a methodology guide. The next chapter focuses on the scholarly review of literature.

CHAPTER THREE

REVIEW OF RELATED LITERATURE

3.1 INTRODUCTION

Many scholarly articles have agreed that literature review enlightens the researcher on the work that has been carried out before. Danson and Arshad (2015) confirm that the goal of a literature review is solely to familiarise oneself with the subject matter and to give context and support for the investigation. In Danson et al. (2015), Newton provided additional support for the theory, stating that the goal of literature is to construct a cogent argument that culminates in the description of a suggested study.

This chapter presents a review of the current debates on the Life Skills curriculum focusing mainly on high school learners. The development of LS, implementation strategies, challenges faced by the teachers as well the support they receive from management and the extent to which the learners are benefiting were explored.

3.2 LIFE SKILLS EDUCATION

Life Skills Education (LSE) plays a significant part in the learning journey of all learners. Integrating it in the schools' curriculum encourages the development of balanced and confident learners who will eventually participate in nation building. It is an essential programme that is needed by anyone who wants to lead a meaningful life. UNICEF (2019a) acknowledges that LSE provides a transformative vision for better life outcomes for young people. The idea behind integrating LSE is to equip individuals with skills that allow them to learn, to work and be personally empowered. If successfully implemented, LSE improves the quality of education as the products will eventually become responsible citizens. Gorman in Maithreyi (2018) describes LSE as the gold standard in the prevention of everyday social problems.

LSE has become a catch phrase in the field of developmental education. It is evident that stakeholders in the field of education are quite aware of the direction education must take. The perspective is that education must develop capabilities within individuals that will help them to reason and utilise their potential. Just enrolling learners in schools is not enough, what is needed is to provide an education that equips them with skills to enable them to enjoy life and participate in different life sectors. Low- and middle-income countries have made progress in ensuring accessibility to both

primary and secondary education as Murphy-Graham and Cohen (2022) state. What is now needed in schools is the implementation of quality education that will benefit learners in their adult life. LSE has been suggested by many scholars as the gateway to a successful adult life (Rastogi, 2018; Kawalekar, 2017). Integrating LSE in the formal education system is significant especially in the current persistently changing environment. Learners need to be equipped with skills that help them fit with ease in the ever rapidly changing and expanding times (Orstein & Hunkins, 2018). Kawalekar (2017) acknowledges the dramatic events in the global economic system during the past five years. With the outbreak of Covid-19 pandemic, rapid changes have been noticed in many spheres of life. As such, the education system must empower learners not only with literacy skills, but it also must equip them with psycho-social and interpersonal skills to help them lead a healthy and productive life.

3.2.1 Aims of Life Skills Education

The desire to improve humanity and the quality of life is forcing many scholars interested in education to expand what is learnt at school. Many countries in both the developed and developing world have been emphasising Science, Technology, Engineering and Mathematics (STEM) subjects in preparation for the Fourth Industrial Revolution. Behera (2020) acknowledges that the move is an attempt to prepare learners for their future careers which are most likely to be high paying jobs. However, the approach leaves learners in difficult situations which include unemployment, stiff competition, and job insecurity. These learners have psychological challenges which can be resolved by teaching LSE. The idea to develop Life Skills was embraced by those in the field of international development education. Learners come from different backgrounds and the economic status of the world does not allow parents to have much free play time with their children. Many learners experience circumstances such as poverty, broken families, and migratory labour which alone they cannot deal with. Learners need empowerment to be able to deal with these destructive forces and become successful in their adult lives. Several Non-Governmental Organisations (NGOs) and international aid agencies such as UNICEF and World Bank embraced the idea that education should prepare individuals in both academic and non-academic settings (UNICEF, 2019b, Murphy- Graham & Cohen 2022). LSE has been incorporated by many countries, especially India. Even though Life Skills Programmes

(LSPs) may differ from country to country, the framework is developed by the core life skills provided by WHO. LSE should be provided to all learners in a proper teaching-learning environment. Schools have been identified as the proper institutions where young children can be assisted together in free environments.

Chetri (2020) outlines the major aims and objectives of LSE as follows:

- To help learners in developing social and emotional skills needed in successful transition from childhood to adulthood.
- To help learners with strategies to take right decisions that contribute to meaningful life.
- To enable individuals to understand themselves as well as evaluate their strengths, weaknesses, and developmental levels.
- To teach learners to behave properly in society and to adjust with the changing environment.
- To help adolescents to stay away from using tobacco, alcohol, and any other harmful substances.
- To encourage learners to explore and develop the skills necessary for successful living and learning.
- To promote the development of self-esteem, peace, and self-confidence among adolescents.

Literature shows that the transition from adolescence to adulthood is a difficult phase which is coupled with stresses and storms (Birgen & Murungi, 2018; Behera, 2020). LSE encompasses broad capabilities that can guide and empower learners to think critically. The World Bank (2014) summarises the aims of LSE as programmes that move beyond providing information to aiming developmental abilities in young people.

3.3 LIFE SKILLS DISCOURSE COMMUNITIES

LSE is a complex concept which encompasses educational, social, health, cultural and economic aspects. As such, it is important to choose a perspective to clarify the concept from. The current research sought to understand the concept from three converging bodies of research. Murphy-Graham and Cohen (2022) divide LSE into three discourse communities which are:

- i) Life skills for prevention and protection;
- ii) Quality education; and
- iii) Life skills for labour market outcomes.

3.3.1 Life Skills for Prevention and Protection

Under this discourse community, the goal of LSE is to equip learners with personal skills to lead a healthy life. Learners must be armed with abilities that help them master certain tasks, knowledge, or information to be able to make informed decisions (Murphy-Graham & Cohen, 2022). When making decisions, learners should understand the worth of others. LSE should help individuals care about people's real freedom (Robeyns, 2017). Chetri (2020) describes LSE as a programme of teaching the core skills in an effective teaching-learning environment. The LS curriculum looks at risks in life that are likely to destroy the future of the learners. Risks that need early prevention include drug abuse, sex, and teenage pregnancy. Moulrier et al. (2019) emphasise that the most effective intervention programmes for learners are those that take place in the school environment.

LSE should target early detection of risk behaviour. Not all adolescents are able to develop high self-esteem on their own. During the process of seeking identity, if learners are not helped by LS programmes, some may end up in delinquency due to wrong information from peers and other sources. If schools do not provide formal platforms that help learners understand the challenges of life, learners will find other sources which are most likely to be detrimental to their wellbeing. LS interventions must be adapted early to prevent adolescents from experimenting. Moulrier et al. (2019) state that risky behaviour could be avoided by introducing sensation seeking modulations early during puberty. The response to this sensation seeking modulation differs from one individual to another. However, it was noted that poverty, poor academic achievement, and low self-esteem are among the risk factors that may lead to risky behaviour. It is at this juncture that life skills for prevention are needed. Moulrier et al. (2019) conclude that appropriate prevention programmes become necessary in preventing the development of risky behaviours in adolescents.

Life skills for prevention discourse also deals with public health. Matters of health have detrimental effects that can cause permanent scars if not death. The ripple effects of poor management of health issues during adolescence can be felt in several sectors of the economy and if learners are not assisted early, they may permanently fail to fit in the productive economic sector. Young people in high schools are the most vulnerable group as far as behaviour related problems are concerned (Behera, 2020).

Properly designed and well delivered LSPs are necessary for adolescents to become more resilient and responsible during adolescence as well as in adulthood (Mohapi & Pitsoane, 2017).

The content used to develop skills in learners as they grow can be fluid. This means that what learners are expected to master in LSE is determined by the environment in which they live as well as circumstances prevailing, for example, health content can be changed when there are outbreaks of unexpected diseases. The content is affected by changes taking place in the environment as well as societal expectations. Schools are accepted meeting places for adolescents where they have the opportunity of sharing their experiences. Learners and teachers meet and resolve many challenges of life through formal and informal discussions. School curriculum should not only focus on academic performance as it may result in products who have no moral values as well as lacking in value addition to society. It should be emphasised that LSE is for all learners irrespective of age, gender, or level of intellectual ability. LSE concentrates on the development of skills such as problem solving, decision making as well as stress and anxiety management. These skills are needed by everybody or anyone who desires to live a meaningful life (Behera, 2020). Skills development is necessary in today's volatile world. UNICEF (2019b) reports that over 31 million children have been forcibly displaced. Problems that face today's learners can be because of armed conflicts, natural disasters, health epidemics and migration due to economic crises. Children and adolescents who are exposed to these stressful conditions may experience prolonged severe adversity. UNICEF (2019b) claims that there is evidence which supports that these effects can be reversed if the victims are given supportive environments that emphasise skills development. The skills will enable children and adolescents to become agile and eventually succeed in navigating through life challenges. Transferable skill building is crucial in developing protective factors by fostering the intrapersonal and interpersonal skills necessary for managing emotions and building healthy relations (UNICEF, 2019b).

The intention of LSE is unique from all other subjects offered by the school curriculum. The LS curriculum appeals to both the head and the heart. Since the intention of the LS curriculum is to equip learners with abilities that are useful for survival, it follows that LSE permeates into many fields and categories in the process of human development. The fields include psychological development, emotional and spiritual

development, and academic achievement. It is because of this background that schools must have a strong grip on how the subject is implemented for the learners to make the best out of their lives. Maithreyi (2018) sums it all with the argument that LSE prepares learners to stay on a trajectory of growth and development.

The benefits of Life Skills as a subject can be explained visually as shown in Figure 3.1.

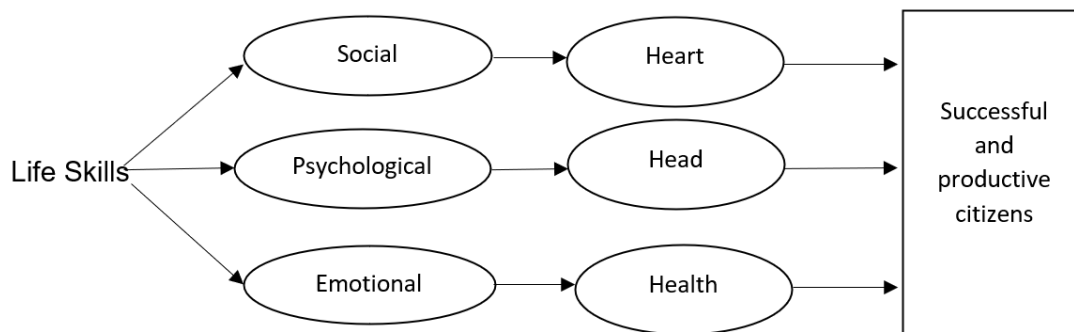


Figure 3.1 Expected Benefits of Life Skills

Implementing LS across the board in the education system is expected to help individuals improve their knowledge and develop values that respect the sanctity of life and understand life's purpose. Whatever the design it follows, LSE must ensure the greatest potential for success. Schools have vast potential to provide adolescents with experience that is useful during the tense formative years. Some scholars have claimed that schools are organised institutions that can offer systematic and efficient ways to help many adolescents. An ethnographic study carried out in India by Maithreyi revealed that LSE has the potential to make learners responsible (Maithreyi, 2018). Learners who are at risk due to various factors can be assisted and become successful adults. LSE is a preventive way of helping adolescents manage the difficult phase of growing up. LSE has been credited by many researchers for providing a vast array of benefits which go beyond the behavioural targets. Some of the benefits as cited by BLSTP (2018) are as follows:

- It reduces the use of psychoactive substances and the involvement in healthy risky behaviours.
- Improved social and emotional skills help reduce adolescent involvement in substance misuse. Learners with a healthy mind are most likely to finish their learning programmes meaning that it reduces school dropout rates.

- It has been proven that through LSE, adolescents are empowered, and they develop a positive attitude towards education.
- LSE helps adolescents manage their social relationships with their peers.
- The long-term benefit of LSE is lifelong learning.

LSE has cross-cutting benefits which help to build productive citizens. In developed countries, well-structured programmes have been put in place and their learners are benefiting. The significant part that ensures effective results is the implementation phase. The BTLS programme has produced wonderful results and many learners have been helped. BTLS (2018) notes that today's learning environment is infested with unhealthy choices; therefore, schools need to develop curricula that ensure significant results in reducing incidences of learners falling prey to them.

3.3.2 Quality Education

The narrative about education that is spreading in several sectors is that learners must receive high-quality instruction. Global Partners in Education (GPE) admits that access to education has improved in recent decades, but significant discrepancies in educational quality remain. According to UNESCO (2018), education is vital for developing the knowledge foundation required to address critical concerns such as climate change. The case for high-quality education is that it is an investment that should help consumers find work in future high-skill jobs. Learners should not be taught to only become workers, but to become responsible citizens who value life and all that exists on our planet. Peaceful communities and functional institutions should be built on a foundation of education (UNESCO, 2018). Further on, UNESCO (2018) supports the notion that much progress has been noted towards achieving Sustainable Development Goal 4 (SDG4); however, there are some noticeable gaps around the provision of quality education and lifelong learning for all.

Murphy-Graham and Cohen (2022) note that improving the quality of education is a key component in improving the lives of adolescents, especially girls. What constitutes quality education includes literacy, numeracy, and life skills. They further emphasise that quality education systems should value LSE and conceptualise it formally in both primary and secondary education curricula. Provision of quality education enables sustainable development as the products become active participants in many sectors

of society. The United Nations (UN) member states in 2015, in their 2030 Agenda for sustainable development, included the provision of quality education as Sustainable Development Goal 4 (SDG4). Member states agreed to ensure inclusive and equitable quality education that promotes lifelong learning for all. The dimensions of quality education are so fluid; many researchers have come up with several perceptions. Defining the concept of quality education is elusive and most researchers end up choosing a perception which suits their line of study. For the current research, quality education will be defined from a capability approach perspective. The capability approach (CA) asserts that people's ability to achieve wellbeing is a function of what they can do and be, and consequently the kind of life they can effectively lead. Sen in Robeyns (2017) points out that CA purports that freedom to achieve wellbeing is a matter of what people are able to do and to be and thus the kind of life they are effectively able to lead. The CA by Sen is a moral framework that proposes social arrangements which are primarily evaluated according to the extent of freedom which people must promote. The approach provides a useful framework which can articulate both the learning processes and social value of education.

The major aim of the CA is to improve the moral significance at individual level. Much support has been initiated in preparing learners with literacy skills necessary for employment, neglecting the livelihood skills which can give rise to holistic citizens. The purpose of education is to enhance wellbeing in many domains ranging from physical, mental, and close social relationships. Education should focus on individuals and cater for how the interests of everyone are individually served or protected. Robeyns (2017) argues that with the CA, the ultimate ends are people's valuable capabilities. Quality education should impart skills or competences in its consumers that will enable them to have the kind of life they are effectively able to live.

The focus of the CA is on the basic freedom of an individual. The approach acknowledges the significance of economic growth because of seduction but does not prioritise it as an immediate goal. When Sen developed the theory, his intention was to promote human freedom. Jirgensons (2015: 501) states that "the capabilities approach is concerned with the inner person and personal satisfaction and autonomy". Developing personal freedom contributes to quality education which can transform the standard of life as individuals are given the opportunities of acquiring life skills. Quality

education should provide an environment that allows learners to achieve their maximum potential. The CA becomes relevant in teaching LSE because it emphasises achieving goals within a lifelong learning context (Delors in Jirgensons, 2015).

Research scholars have agreed on the relevance of CA in assessing what quality education entails, more so in the implementation of LSE. Robeyns (2017:15) points out that CA is useful when thinking about prosperity and social progress. He argues that the CA can be used to the advantage of individuals by policy makers if they look at what is valuable in people's lives at the personal level. Blanketing up people under one cover can end up destroying the social fabric of others. The same measure can be used in teaching LSE by teachers in outlining personal growth. Learners must be given real freedom to make choices and realise their victories as per their capabilities. In support of the notion, Jirgensons (2015:502) says:

The capabilities approach is relevant to education because it seeks to identify the capabilities that people possess and create opportunities for their development. Not only does education enhance the quality of life, it also acts as a leaven for identifying future choices and opportunities setting in motion a transformative process.

The notion is further supported by Murphy-Graham and Cohen (2022:4) who argue that "from a capabilities perspective, the purpose of education is to enhance wellbeing in many domains." Ideally, quality education should involve necessary capabilities that give rise to genuine opportunities and freedom for people to realise their maximum potential. The CA uses the bottom-up style in the field of human development meaning that if LSE develops learners in the classroom at individual level, societal developments fall in place eventually.

According to Murphy-Graham and Cohen (2022), the discourse quality education in LS teaching has an outcome target goal of helping learners meet day to day challenges and making informed decisions. The target can be achieved if learners are given the opportunity to have the freedom to choose and undertake self-directed activities. The CA concedes that human basic needs such as self-satisfaction and security must be first met before any meaningful progress is thought of. However, it should be noted that freedom comes with constraints and barriers.

All learners should get an education that equips them with the skills they need to become economically productive, build sustainable livelihoods, contribute to peaceful and democratic societies, and improve their personal well-being. Learning outcomes vary by context, but by the end of the basic education cycle, at least threshold levels of literacy and numeracy, as well as life skills, must be met.

3.3.3 Labour Market Outcomes

Traditionally, formal education was used as the training ground for future employees. Schools were expected to instil values in learners that would help them to become obedient employees. With the introduction of LS in the education system, the perception has changed. Murphy-Graham and Cohen (2022) elaborate that education must enhance wellbeing in many domains of life. Each education system used must ensure that its consumers are able to live a meaningful and decent life. So, under the discourse of labour market and outcome, LSE should strive to enlighten learners with information that will give them choices to participate in economic activities. The current labour market is so dynamic that if the education system remains focused on producing workers without entrepreneurial skills, the level of poverty will continue to rise.

Labour market outcome discourse emphasises much on economics. Learners should be made aware of current information in the world of work. The skills which the labour market is seeking should be emphasised. Education in general could be used as a tool to eradicate poverty. Emphasising transferable skills can be utilised to reduce the gap between the rich and the poor. Learners from the marginalised group may have the opportunity to change their social status. The goals of the labour market outcome, according to Murphy-Graham and Cohen (2022), include employment, productivity, and entrepreneurship. LSE should equip learners with knowledge and information that should help them study towards careers for the future. Currently, the changes that are affecting the globe are so rapid that even professionals cannot predict the jobs for the future. Murphy-Graham and Cohen (2022) acknowledge that the rapid changes in the world require LSE to develop critical and creative thinking skills in learners to match the job demands. Arur and Sharma in DeJaeghere and Murphy-Graham (2022) note the pressure on career education. They argue that information literacy is a necessary skill for both teachers and learners. LS for the labour outcome is particularly necessary for learners who come from disadvantaged and marginalised communities.

A transformative approach to information literacy is necessary in ensuring that no one is left behind. Career information literacy has been suggested to be a core competency in LS for the labour market. Arur and Sharma in DeJaeghere and Murphy-Graham (2022) define career information as the ability to find, access, evaluate and avail information to learners in choosing their future careers. With the availability of ICT, children and many adolescents find themselves drowning in wrong information from the Internet. The LS curriculum should be developed in a manner that will advance skills of selecting, validating, and organising relevant information in learners. It is important to give guidance to learners over the use of the Internet. Not everything that is posted is worth investing in.

The content for LSE is generally fluid as mentioned earlier on. It is continually affected by global changes. When it comes to labour matters, the careers that are available may become obsolete in a few years to come. Currently, the world is moving towards a smart planet. Arur and Sharma in DeJaeghere and Murphy-Graham (2022) write about green guidance which involves the documentation of information on green careers focusing on environmental laws and sustainable agricultural practices. Current information about new careers is important for learners in high schools. Sourcing relevant labour market information is crucial in LSE as lots of aspects are supposed to be considered.

The three distinct discourse communities concerned with LSE make the categorisation of content much easier. Even though the categories focus on different tasks and knowledge that learners must master, the ultimate goal is developing an individual who has skills and capabilities to live a decent life. The common ground is the development of psychosocial competencies, critical thinking and mastery of useful knowledge and information. The content in LS should speak to the future of learners and as such, learners take the subject seriously. Learners have a tendency to expend their energy in things they easily value.

3.4 DEVELOPMENT OF LIFE SKILLS CURRICULUM

The desire to build a society which has harmony has been at the centre of humanity for a long time. World leaders have been debating on maintaining peace and tranquillity

through education as long back as 1948 when the Universal Declaration of Human Rights (UDHR) was established. From then onwards, world conferences and forums have been organised in different continents to try to make education a necessary tool for maintaining world peace. The Convention on the Rights of the Child (CRC) was held in 1989 where Life Skills was linked to education with the intention of developing the child's fullest potential (Jyoti & Giri, 2016).

In 1990, a World Conference on Education For All was convened in Jomtien, Thailand, from 5 to 9 March. It was deliberated that every child should be able to benefit from educational opportunities designed to meet basic learning needs. Amongst those needs were basic learning content such as skills, values and attitudes required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions and to continue learning (UNESCO, 2014). The deliberations of the conference pointed out that LS teaching had been identified as an essential element in the development of decent citizens. As a follow up to this, the World Education Forum was held in Dakar in 2000 to establish whether countries were making progress. World leaders and stakeholders in education have shown great concern over the development of children with a moral obligation.

During the last half of the 20th century, much attention has focused on how best to integrate LSE in the school curriculum. The majority of those concerned about education agree that learners have a constitutional right to receive quality education that should help them lead decent lives. The crafting of LS curricula must fulfil the desire of achieving quality education. LSE is a phenomenon that should not be underrated. It should be used to prepare the learners to easily fit in the fast-developing world. Sengai and Mokhele (2020) contend that the world is undergoing a rapid technological change and education should be part of that change. Learners must be prepared and assisted if humanity is to be preserved. LSE has the ability and the potential to build the kind of society we desire to have.

Literature has shown that developed nations as well as India have taken great strides in including LSE in their curricula. Maithreyi (2018) has identified several studies carried out by Americans concerning the inclusion of LSE in the school curriculum.

Through his research Maithreyi concludes that American studies show that LSE is rooted in psychology. He goes further to explain that LSE in America was developed with the intention of giving people psychological skills. Such skills were supposed to empower people so that they could have greater control over their own lives. It should be noted that the purpose of these endeavours was to make people self-reliant and to be able to fight against poverty.

When people receive education, they should be able to impact society positively. Thus, LSE was incorporated in schools as a psycho-educational intervention that is more importantly preventive rather than curative. LSE is taken by scholars as a gold standard in the prevention of everyday social problems ranging from alcoholism, drug addiction, violence, HIV/AIDS and career guidance. International organisations such as the World Health Organisation (WHO) and UNICEF have been supportive of the teaching of LS globally. Maithreyi (2018) points out that national governments have used the WHO approach to reform traditional education systems which seem to be out of the realities of the fast-changing world.

UNICEF (2019a) reveals that Egypt has the biggest education system in the Middle East and North Africa region with more than 21 million learners from pre-primary to secondary education. However, it was noted that there was a mismatch between skills learnt at school and the actual skills needed in life for learners to impact positive development. Therefore, LSE was incorporated in the education system as part of education sector transformation in 2017 (UNICEF, 2019a). The reforms included in the new curriculum were in line with the twelve core skills identified in the Life Skills Citizenship Education Initiative. The intention of the national reform was to re-orient the education system and put much attention on Life Skills. The reformed approach is a learner centred practical approach focusing on Life Skills whilst equipping learners with practical abilities to join the adult world.

In Namibia, the LS curriculum has well-structured written documents that cater for all learners from the primary phase to the secondary level. In the lower primary phase, learners are engaged in LS learning through other subjects, especially Environmental Studies. The topics are arranged thematically following the national syllabus. The upper-primary phase (grade 4-7) has its own syllabus with topics that suit their developmental stages. The syllabus covers content which aims at developing learners'

personal and social skills. The themes include focus on health matters such as HIV/AIDS which shows that the syllabus was designed with the aim of equipping the learners with knowledge before they become sexually active.

The LS curriculum in Namibia has two syllabi at high school level, one for the junior secondary phase (grade 8-9) and the other for the senior secondary phase (grade 10-11). Learners are acquainted with life related issues to prepare them to join the adult world. A close look at the details of all the documents show that the themes are well developed and linked to produce citizens that can be productive and tolerant. The layout of the national LS syllabus in Namibia covers the three discourse communities proposed by Murphy-Graham and Cohen (2022). Table 3.1 shows an excerpt of the senior secondary syllabus illustrating the expected content to be covered.

Table 3.1 An Excerpt of the Life Skills Syllabus, Grades 10 – 11. NIED, 2018

Cross-curricular issues	Grade 10	Grade 11
Environmental Learning	Lifestyle diseases	Personal values and behaviour
HIV and AIDS	Living positively with HIV	Pre-natal care
ICT	Gambling	Electronic social networking Cyber wellness, Pornography
EHRD	Patriotism Registration of birth and death Identification documents and passports	Patriotism The roles and responsibilities of the Anti-Corruption Commission and the Ombudsman
Population education	Family planning Responsible parenthood Marriage	Pregnancy, Abortion Pre-natal care, Infant care Single parenthood Marriage under customary law Sexual communication
Road safety	Driver's licence	Roadworthiness

What compelled the researcher to study the evaluation of the implementation of the LS curriculum is the level of delinquency in the society. Learners are experiencing problems that the LS curriculum was designed to eradicate. Teenage pregnancy, cases of suicide and substance abuse are reported to be on the increase. Nakashole (2020) and Ikela (2020) both provide shocking statistics of learners falling pregnant and subsequently dropping out of school, yet the syllabus for the senior phase has topics that are intended to empower learners on these matters. Learners who are being

taught following the current curriculum are expected to make better and more informed decisions about their future. The researcher felt that there is a gap between planning and implementation, hence the desire to explore the area further.

3.5 IMPLEMENTATION OF LIFE SKILLS CURRICULUM

It has become a common chorus among scholars in the education fraternity that education has to change if it is to maintain relevance in the changing society (Prajapati, Sharma & Sharma, 2017; Saravanakumar, 2020; Sengai & Mokhole, 2020) Learners should receive quality education that should enable them to fit in the changing society. However, the education systems for many countries remain lopsided. The education system is conventional, and the focus is mainly put on the acquisition of knowing what at the expense of skills, attitudes, and values. LSE should be included in the education system. Though not a panacea to all social ills, it has the potential of improving moral standards of humankind. Change of attitude towards the approach of learning is unquestionably needed in today's learners. UNICEF (2016) acknowledges that "adolescents need lifelong learning to build better futures for themselves, their families and their communities."

LSE should mainly focus on life competencies and the acquisition of personal skills, including digital skills and job specific skills which allow young people to become responsive learners and productive global citizens (UNICEF, 2016). Studies have shown that whilst learners' enrolment has significantly improved in schools, schooling does not always lead to learning. UNICEF (2016) recognises that worldwide, there are more learners in schools than out of school. If learners are provided with productive and meaningful learning, the level of social problems may be decreased. These learners may positively influence others if Bandura's Social Learning Theory is to apply. The education system should include skills for lifelong learning if learners are to participate in the decisions that affect them during adulthood.

LS implementation needs to focus on enhancing psychosocial competencies that will take the learners along the road of boom and development. The memorisation of facts does not position learners in a trajectory of societal development. LSE should be considered as a practical subject where the approach should aim at maintaining a

balance between what is and how it is. The approach by WHO of inculcating life abilities in the minds of learners is the best approach if education is to make an impact in adult life. The social problems learners encounter include poor stress management leading to anxiety and suicide which LSE can successfully handle if implementation is well managed at the grassroot levels. UNICEF (2016) claims that solid progress has been made in getting learners into school but going through without learning critical foundation skills such as problem solving, and critical thinking is tragic in the fast-changing global village.

LS as a subject does not only appeal to the brain; therefore, it needs teaching approaches which are dynamic and involving. Learners must research from their personal experiences as well as from people around them. The current study hinges on Bandura's Social Learning Theory which regards gaining knowledge as an active process of processing and structuring experiences. It is therefore necessary that LS teachers use a lot of learner-centred activities in the teaching and learning process. Teacher creativity and involvement is of great importance in the implementation of LS. It is a unique subject which requires a unique approach to teaching and learning. Abobo and Orodho (2014) point out that classes of Life Skills are different from other subjects in the curriculum. The subject is particularly concerned with teaching values. Values are better taught by living them. They are learned through social interactions. Krilik in Abobo and Orodho (2014:34) state that "values are learned as they do not pass from parents to children in the form of DNA." The approach to learning should be more practical as learners are given information for their own personal consumption. The school and the society should parade the expected virtues for the learners to acquire desired morals and values. Knowledge gained through LS should enable individuals to live an independent and productive life. Effective implementation of LS needs teachers whose conduct is perceived by learners as appropriate and desirable. Any behaviour that contradicts what the subject is emphasising becomes an enemy of implementation.

Progress in the implementation of LS needs teachers who have more than sufficient pedagogical and content knowledge of LSE. Maturity and professional conduct by the teachers are of great value for the learners to appreciate and develop values that will take society forward. It is the responsibility of LS teachers to create conducive

environments that can result in learning. Life Skills teachers must cultivate positive attitudes of learning in children so as to help them discover their own strengths and weaknesses (Hako & Mbango, 2018). Teachers must develop an attachment with the subject if progress has to be noticed. The implementation of Life Skills demands active participation of all learners. Abobo and Orodho, (2014) concur with Bandura's Social Learning Theory when they claim that children learn from their own experiences and from observing how others behave.

3.5.1 Learner-Centred Approaches

In the delivery of LS, learner-centredness is fundamental. Many scholars have supported the importance of tailoring learning to the needs of learners and are working to develop more interactive strategies. The active participation of learners in the design, implementation and evaluation of programmes promotes their ownership of the learning process. Teachers as facilitators of the curriculum have a pivotal role in bringing a balance to implementation. They should be organised planners and implementers who are very innovative and resourceful.

Quality and organised implementation by schools is likely to impact the incidences of adolescent delinquency, violent crime, and substance use. Some learners commit crimes because they lack guidance and information. The delivery of LS lessons should be arranged as per goals to be achieved by the end of a learning session. Botvin, an American psychologist, developed many programmes that have been in use for more than three decades (Botvin Life Skills Training, 2020). The programme has proven that LS implementation should target the fundamental reasons why learners engage in behaviours that put them at risk. BLST (2020) argues that LS is not about teaching information about drugs, tobacco, or alcohol. Learners should be taken through activities designed to engage them in thinking and reflecting on their behaviours. According to the BLST programme, LSE should focus on activities that shift learners' attention away from peer pressure and toward activities that foster concepts that will help them resist social pressure. Activities that develop cognitive and behavioural competency should be included in the curriculum to promote positive behaviours.

Literature has noted that developed nations such as United States, United Kingdom, Germany, and Greece have special life skills education programmes designed to promote skills such as effective decision making around smoking, alcohol, or drug

abuse. Nasheeda et al. (2018) highlight programmes that are clearly focused on specific skills. The approach used by developed countries is in line with the three discourse communities described by Murphy-Graham and Cohen (2022). Table 3.2 illustrates the implementation strategy by BLST.

Table 3.2 An excerpt from Botvin Life Skills Training 2020:10

Area of Focus	Unit Goals	Key Skills
The Value of Good Health	To introduce the LST programme and how it is relevant to the learners' health.	Cooperative learning; using assessment rubrics; self-analysis.
Decision-Making for Health	To teach how to make decisions that benefit personal health practices.	Self-reflection and assessment; analysis of health risks; decision analysis.
Risk-Taking and Substance Abuse	To counter myths and misconceptions about drugs, their rate of usage, and effects. To increase awareness of effects of drug use on physical, mental, and emotional health.	Researching, analysing, and applying data

Table 3.2 illustrates how life skills for prevention are delivered using the Botvin Life Skill Training Programme. Learner interaction is emphasised as the strategy to achieve the goals. While interactive programmes generate a lot of fun for the learners, BLST (2020) notes that interpersonal skills naturally develop. The programme clearly marks the goals to be achieved by the end of a learning phase. These acquired skills must be repeated and reinforced for lasting learning to occur.

The BLST programme provides modules that are planned according to developmental levels. The goals are clearly stated, and learning activities marked. The complete catalogue will guide the teachers with resources that can be used. For instance, a section of the BLST programme focuses on adolescent substance addiction behaviours. Rather than simply offering information about alcohol, drugs, and smoking, the programme's major goal is to promote alternatives to harmful behaviours. The programme is designed to train adolescents the skills they need to resist peer pressure to smoke, drink or take drugs. Adolescents acquire self-esteem and self-confidence

through skill-building activities, allowing them to efficiently deal with stress and anxiety. While enhancing these skills, teachers need to be resourceful and creative.

Participatory teaching methods must be used to facilitate active involvement of learners. Such methods include small groups and pair work, brainstorming, role play, games, and debates. Abobo and Orodho, (2014) emphasise that learners must see relevance in the curriculum for implementation to be successful. It is the responsibility of the teacher to initiate, develop and direct learners. LS teachers have to take learning outside the four walls of the classroom. Adolescents behave like the doubting Thomas in the Bible who believed by touching (John 20:24, King James Version). Field trips to where they can see reality can help in bringing positive results. Rehabilitation centres are good examples of places where learners can visit so that they can have firsthand information about the consequences of substance abuse.

BLST (2020) substantiates that successful implementation begins with school support. The school must supply physical materials as well as financial support. Implementers who are successful plan ahead of time. They figure out what kind of help they will need to achieve their objectives. The type of assistance required is determined by the objectives to be met. Medical resource experts, for example, are required if learners are struggling with substance abuse or risky behaviour.

Maintaining a balance between presenting information and teaching skills is critical in a preventative education programme. It has been discovered, for example, that simply providing knowledge might boost substance abuse and other health-risk behaviours by romanticising or normalising them. However, rather than focusing on the long-term repercussions of actions, it is developmentally appropriate to tell teenagers about the immediate effects of those activities on health. The right amount of information should be delivered at the right time in the right format for effective results to be achieved.

3.5.2 Integrating Technology

In the face of growing technology, teachers must rethink and embrace technology in their teaching methods. Using technology in the classroom is no longer an option. Diaz and Lee (2020) highlight that “the 21st century is reconfiguring society, forcing educators to rethink the way they develop and train individuals.” LS teaching can make use of technology to get the attention of learners as well as preparing them to join the

adult world with useful skills for living. Organising field trips may be challenging and expensive, so the use of technology becomes handy. Videos and a variety of films aired on different channels may replace field trips and at the same time learners acquire the necessary knowledge to avoid other bad behaviours. Using technology give the learners the opportunity to be creative and to remain focused. Valuable skills such as self-confidence, critical thinking and teamwork can be instilled using technology. Above all, if teachers use technology, the message is quickly spread, and greater influence is achieved. As long back as 2006, the International Youth Foundation noted that technology has become a means to an end.

The use of devices and apps has become a window into the world for the learners. If teachers ignore technology, they will fail to impact the minds of the learners. The BLST programme urges teachers to focus on causes of risky behaviour using technological devices. Instead of teachers giving textbooks, devices can be used as research tools during projects and group work. By doing so, the minds of the learners are diverted toward problem solving. Incorporating the use of devices gives the learners the opportunity to develop computer literacy skills which they can use in their adult life. A vast array of skills can be developed if devices are used in the teaching-learning process of LS. Ownership of knowledge greatly improves because learners will be involved in research.

3.5.3 Assessment Procedure

Assessment plays a significant role in the learning process to both the learners and teachers. It informs the teacher of the progress and challenges of the learners. It is not only a diagnostic tool in learning, but also a necessity in the provision of feedback to the learners. In many instances, assessment is used to track the achievements of learners. It is an important component in teaching and learning that must be systematically carried out with fairness in order to motivate the learners. Wood-Wallace (2016) argues that assessment covers any activity in which evidence of learning is collected. It is a practical activity that should be planned and should always be systematic so as to make a fair and compelling decision to the learners. In LSE, assessment becomes more significant as it must report on the levels of skills that the learner would have acquired.

Literature has agreed on two main methods in which learning is assessed. The two methods are Formative Assessment (FA) and Summative Assessment (SA). Wood-Wallace (2016) notes that Scriven in 1967 introduced these terms whereby FA intended to foster development and improvement, while SA has to evaluate whether stated goals have been achieved. In LS, though the end product is particularly important, teachers should not wait for final results as learners are supposed to be moulded as they grow. FA becomes the best form of assessment to be used for LS. As illustrated by Wood-Wallace (2016), FA is prospective; it is able to open up success criteria to provide formative feedback which is useful in determining the correct procedures to take. Other scholars have equally termed it “Assessment for Learning” as it focuses not only on the end product, but the entire process, including the planning phase. In LS teaching, FA can be used as a means to the end. During the process of teaching, FA requires teachers to check on where learners are being challenged and make necessary corrections. FA can help learners improve their achievements if challenges are identified and are attended to immediately. Wood-Wallace (2016) notes that one advantage of using FA in the classroom is that feedback is usually specific, allowing learners to focus specifically on the weaknesses identified and thus a greater potential to improve. LS aims at teaching learners valuable skills which can easily be checked using this form of assessment.

In many countries which have introduced LS as a standalone subject, learners do not write examinations to be promoted to the next grade. The methods of assessment play a vital role in the implementation of the curriculum. Continuous assessment and proper record keeping motivate learners and keep them focused. Portfolios have been cited by many as evidence of learning. Learners put more effort into things that have tangible rewards. Schools can capitalise on this and design some form of rewards such as certificates to lure learners. Methods of teaching have to appeal to the mind if the objectives are to be realised. The suggested methods can easily be implemented using FA.

Life Skills teaches learners what is right for them to influence others. Learners have a lot to learn in life in their adolescence to be able to preserve culture and develop their societies. Workshops for career guidance can be organized. Teachers can take learners to industries and higher learning institutions. Such trips can motivate learners resulting in them diverting their energy to positive behaviour. The minds of young

people are more creative and freer than those of adults. Hunkins in Abobo and Orodho (2014:33) suggest that learners play a significant role in curriculum implementation; they must accept it and see the relevance of the programmes.

Successful implementation of the curriculum revolves around the teacher who should facilitate the official curriculum for the manifestation of good character in learners. The learners should acquire the planned skills and attitudes so as to function in the expected manner. The teacher, as an agent of curriculum implementation should put all the resources and expertise together to produce productive citizens.

3.6 CHALLENGES HINDERING IMPLEMENTATION

There is a growing demand to utilise LSE to help learners deal with challenges faced in the transitional period to adulthood. However, the implementation of many intervention programmes is hindered by many factors such as time scarcity, financial constraints, teacher-learner ratio, and personal attitudes of the learners and teachers. The successful implementation of LS demands that all stakeholders involved in the life of the adolescents play an active role.

The successful implementation of LSE may significantly improve the character and behaviour of learners (BLST, 2018). Teaching methods that are known to impact the behaviour of learners in LS are mainly practical. It follows that LS as a subject demands solid funding to engage the learners in those practical activities. UNICEF (2016) acknowledges that “under investment in education can result in several conditions” which do not favour positive results. LS teachers in many situations are heavily loaded with large class sizes with limited resources. The size of the classes limits the teacher’s abilities of assessing the acquisition of skills in each learner. Teacher-learner ratio in many schools is very high and it becomes an insurmountable task for the LS teacher to keep a track record of learner achievement. The size of the class does not only exert pressure on the LS teacher, but also affects the distribution of resources (UNICEF, 2016, Chirwa & Naidoo, 2014).

The implementation of LS has proven to be a challenging task due to the nature of objectives to be achieved. Irrespective of the approach of teaching, the goal of LS is to equip learners with appropriate skills and knowledge on risk taking behaviours. Many international organisations have agreed to use LSE to tackle problems faced by learners as adolescents. Nasheeda, Abdullah, Krauss, and Ahmed (2018) recommend

the infusion teaching approach where the skills to be learnt are infused into academic activities. The challenges associated with this approach are on curriculum development as the content has to be age appropriate. Nasheeda et al. (2018) argue that to achieve the objectives of LS, practical activities are effective, but in many circumstances school schedules are too tightly packed to accommodate these practical activities. Teachers have limited time with learners to implement what would have been learnt theoretically. Learning programmes can be implemented via multiple focal areas such as sport, which has to be financially aided. Many learning institutions eventually fail to equip learners with the appropriate life skills due to financial constraints. Chirwa and Naidoo (2014) concur with others when they say that shortages of simple things like textbooks undermine the successful implementation of LS.

Even though LSE is accepted as instrumental in bringing constructive reforms in the lives of learners, its implementation is hindered by challenges that arise within schools as organisations which affect the results. The bureaucratic management systems in most schools dampen the working spirit of the teachers who are the implementers of the curriculum. Teachers have to seek permission from several offices before they are allowed to take learners out for educational tours. Some of the stages that they have to go through take of a lot of their time and not many teachers are patient. Permission for movement with learners is usually granted late or not at all; eventually learners are disadvantaged as tours are cancelled.

Assessment and promotion of the subject is another cause of concern which affects the implementation process of LS. Chirwa and Naidoo (2014) point out that in Southern Africa Development Community (SADC) countries, the trend is almost the same. The majority of the countries take the subject as a non-examinable one and thus school staff and learners do not take it seriously. On the same note, Whitaker in Chirwa and Naidoo (2014) conclude that the fact that teachers tend to concentrate on subjects that are examinable makes it difficult for learners to appreciate the significance of LS. Teachers and management are the people responsible for the implementation of LS, and if they do not promote it, the noble idea for which it was introduced will be destroyed.

LS curriculum incorporates a wide range of psycho-social and cognitive abilities which must be developed over time. Literature has revealed that the time being allocated to normal teaching is not adequate for teachers to deliver and achieve their objectives. From the research conducted by Grover (2018), it was revealed that LSE was given a period of 60-90 minutes in a week which he argued was not sufficient to attain the expected competences. Time allocated to the subject hinders the implementation of the subject and eventually it will dampen the spirit of the learners who always abandon their projects midway. Saravanakumar (2020) supports the idea that learners should be actively involved in a dynamic educating process. The MOEAC (2018) illustrates that cooperative and collaborative learning must be used as part of participative learning to help learners acquire the much-needed life skills. With limited time on the school schedules, it makes the implementation process less successful. Implementation has also been affected negatively during the period of COVID-19 when social distancing was the order of the day.

Lack of resources further impedes the creativity of teachers when it comes to the incorporation of technology in their teaching. Technology draws the attention of learners and helps in effectively teaching life skills such as creative thinking and goal setting. Chirwa and Naidoo (2014) conclude that sizes of the classes derail the progress of teachers who are already restricted by using limited resources. Along with this it has been noted that most schools lack Information Communication Technology (ICT) equipment which of late has become a necessity in the teaching and learning process. Diaz and Lee (2020) acknowledge that technology had been an enabler of education and since the outbreak of Covid-19 pandemic, technology has become the means on which education depends on. With limited funds, schools cannot afford the ICT equipment needed to keep learners connected. Diaz and Lee (2020) point out that at least half of the world's population still lacks access to the Internet. Thus, the progress of teachers is being hampered by lack of ICT.

The incorporation of LS fulfils the fundamental goal of educating, developing and nurturing learners to become productive in society. However, not enough effort is being made to fully embrace the subject. Academic subjects are overriding the noble cause, yet LS should be taken as a complement to foundational subjects (UNICEF, 2019b). Lack of resources in many forms and the negative attitude of some of those involved

in educating the minors have been noted to be the leading challenges in the implementation of LS.

3.7 TEACHER SUPPORT

Curriculum implementation is the responsibility of teachers who are always on the ground. In LSE the responsibility is heavily shouldered by teachers and in many cases in schools all problems or issues related to behaviour are directed at them. The uniqueness of the subject demands that teamwork be used as the approach for positive results. In many schools, the subject is still in its infancy stages, meaning that support from other teachers and stakeholders is essential. The responsible authorities must support the teachers financially as Mogashoa (2014a:369) recommends. He points out that resources used in teaching must be reviewed so as to align with current developments.

Jyoti and Giri (2016) confirm the positive outcomes of the involvement of parents and non-governmental organisations in the discussion of LS. Concepts involved in LS are fluid as a result of cultural differences and the rapid changes occurring in the world. For implementation to be effective, it means that support should come from different angles. Programmes that should be involved in the curriculum should be aligned with the culture of the society being served. They further state that Life Skills is crucial for learners in high school as this is the period when learners are vulnerable to commit mistakes.

At the national level, teachers can be supported by receiving both pre-service and in-service training. Curriculum specialists must utilise the saying that “No education is better than its teachers” (Abobo & Orodho 2014:34). When teachers have workshops, together with other experts from different fields, they help each other with ideas for implementing the curriculum. Along with this, curriculum implementation can be smoothed by the use of the local community. The social capital theory can be of great assistance to help teachers implement the Life Skills curriculum. Schools can make use of community engagement to help as resource persons. Influential people in society can be used to show learners how schools are connected to society. Community connections may enable learners to become committed people. It must be noted that the community has a lot of indigenous knowledge that they can pass on to learners.

A culture of reading must be developed in schools. There are various activities that are happening across the globe that help learners in their formative years. Teachers who read widely are in a better position to help their learners. Various national and international organisations arrange programmes to help learners. LS teachers need support from the whole school as a community to successfully implement the desired values in the learners.

Life Skills is concerned mainly with personal development which must manifest in later stages of the learner's life. It is therefore imperative that learners must be brought up in environments that resemble desirable societal values. Most behaviours that people display are learned either deliberately or inadvertently through the influence of examples. It follows that if teachers are to succeed in their implementation of LS, schools should have conducive environments with virtuous models. Schools, as agents of socialisation, must have leaders who are capable of portraying a superlative society. The vices which society is fighting against must not be seen in the school environment. Children friendly schools which practise good hygiene and healthy behaviours for the development of social and emotional skills are essential for the promotion of good behaviour amongst adolescents in schools. Such schools ensure that learners acquire life skills to prepare them for secure and meaningful lives.

3.8 LEARNERS' BEHAVIOUR

The idea behind introducing LS was to help learners transform their lives and be able to make informed decisions. International organisations such as WHO proclaim that LS teaching enables individuals to behave in healthy ways and can influence the way learners interact. However, learners in schools continue to engage in anti-social activities and portray behaviours which are not desirable. BLTP (2018) argues that the use of LS intervention has reduced illicit drug use by 80% in the developed countries that used it.

Concepts embraced in LSE are numerous and they demand that individuals put in effort. Evidence on the ground is that learners continue to engage in activities that LS curriculum is fighting to eradicate. Learners' behaviour is influenced by numerous factors. It has been noted that models who possess interesting qualities are sought after even if the behaviours are bad. The reasons why learners continue to misbehave can be explained along these lines. Society does not display desirable behaviour.

Undesirable behaviours which are repeatedly observed by learners negatively affect them. LS curriculum teaches desired values which must be exercised by the broader society.

Whilst schools offer LSE, the family has to provide a good foundation for the successful implementation of the LS curriculum. Learners may continue to show deviant behaviour as a result of family background. Poor parenting is one of the factors that contribute to anti-social behaviour. Research has shown that many parents are busy with their careers and do not devote time to child rearing. Lack of parental care in children's development contributes to externalised behaviour disorder. Along with this, family structure also has an effect on the behaviour of children. Broken homes and single parenting type of family structures increase the risk of anti-social behaviour development in learners. These types of family backgrounds are mainly associated with values that are not accepted by society. The environment where learners come from may contribute to the development of undesirable behaviour in children.

3.9 INTERVENTION MEASURES

Globally, education systems have been affected by juvenile delinquency. Schools and society are concerned about such behaviour. Mitigation measures for the reduction of anti-social behaviour took centre stage since the turn of the twentieth century. UNODC (2014) acknowledges that schools are able to influence learners; even those learners who drop out of school can benefit from the LSE curriculum. However, it is clear that alone schools cannot make it. There is a need for society and all agents of socialisation to join hands and mitigate the consequences of these social ills.

Intervention measures are needed to help in the implementation of LS to assist the teachers who are at the forefront. LS is a relatively new area in the education curriculum, and it calls for teamwork to succeed. The African adage which says "A child in the society is everyone's child" can be utilised as a measure to mitigate the consequences of juvenile delinquency. The whole community approach towards the development of learners can be applied. If the child belongs to society, then parent community involvement programmes can be implemented. Literature acknowledges that the family is the first school to teach life skills. There should exist a strong partnership between the family and the school. What is taught at home should be re-emphasised by the school. Many scholars outline that restructuring of school activities

emphasising quality education may yield positive results. Programmes designed for LS need to use appropriate instructional strategies and to be relevant to the groups. Mncube and Madikizela-Madiya (2014: 43) sum it all: “A well-ordered school is also a less violent school”.

The effective implementation of any programme is greatly affected by availability of resources. Resources are valuable possessions that enhance the process of teaching and learning. The resources may be tangible or intangible, human, or non-human. Since LS teaching appeals to the heart, the most important resource is competent and qualified teachers who have the ability to make the best out of the least materials available. Mbongo et al. (2016) and Abobo and Orodho (2014) acknowledge that lack of training means the teacher counsellors cannot successfully deliver. Schools must be supplied with trained teachers who are able to deliver. Both pre-service and in-service training are important programmes which make implementation successful. As Mogashoa (2014b:455) puts it, pre-service and in-service training aim at empowering teachers with skills that will enable them to fulfil their roles as mediators of learning. Teacher development is very necessary in the implementation process. The rate at which technology is advancing demands regular refresher courses for teachers. Mogashoa (2014b:455) points out that training institutions need to revise their curricular to meet the demands of the present world. Life Skills implementation can be successful if various stakeholders of society support schools. The success of LSE can only be made possible by a teamwork approach.

Developed nations have a different approach when it comes to implementing LS curriculum. The subject is treated highly and there is a lot of integration with other departments. Maithreyi (2018) notes that literature on LS mainly comes from the field of psychology. Significant research and projects have been carried out and intervention programmes established. LS teaching and training is not the responsibility of the education department only. According to BLST (2020), life skills development is the responsibility of families and communities in collaboration with schools. Schools must be supported by both government agencies and society organisations in order to assist young children in making sound decisions. The Botvin Life Skills Training Programme is one of the successful intervention strategies used in many developed countries. It is a well-documented programme that addresses issues that young children face. The programme has been described as flexible and interactive, combining learning

strategies such as lectures, classroom discussion and peer interaction to help students improve their skills. Many countries have adopted it and positive results have been noted. The map in Figure 3.2 illustrates the areas where the programme has been implemented.



Fig 3.2 Countries where BLST has been implemented (Taken from BLST, 2020:2)

The dotted areas in Figure 3.2 indicate countries that have successfully used the Botvin intervention strategy. The strategy comes as a complete package with objectives and goals to be achieved per grade level. BLST (2020) attests that the programme can reduce the prevalence of tobacco, alcohol, and illicit drug use by more than 80%. Although these intervention programmes are time consuming, they produce results. Implementers are supplied with detailed documents which include content to be taught, assessment methods and teaching strategies. The programmes become effective when they work in unison with WHO guidelines about life skills. UNICEF (2021) then emphasises that skills develop in a progressive manner and cultural background is always included in the learning context.

Development of life skills is a lifelong learning phase. At every level of development learners are expected to learn and master certain skills. Using proven intervention skills will help teachers design programmes that are age related. UNICEF (2021) suggests a life skills continuum. During early childhood there are skills children are expected to master which they will use in their formative years. Self-awareness and empathy skills must be enhanced early in life, meaning that they establish the base for the development of high self-esteem. The continuum suggests that adolescents between the ages of 10 and 18 develop skills such as communication, resilience as well as

digital and financial literacy (UNICEF, 2021). These are the skills that are needed by learners to broaden their opportunities and improve their chances and options. An understanding of the life skills continuum and intervention strategies will help teachers provide learners with meaningful support.

Literature has shown that some scholars adopt proven intervention strategies and tailor them to fit their target groups. What is needed is a framework that can be used as a platform to build a system that is beneficial to the learners involved. Little is written about LS intervention strategies for developing countries. The implementation of LS in many developing countries is not being integrated with other activities of socialisation.

3.10 CONCLUSION

Curriculum implementation is a practical matter, and teachers are at the grassroots level of implementation. Literature spells out that there is a lot of preparatory work needed to support successful implementation. Successful implementation depends on the extent to which all consumers are informed of which teachers are the major curriculum consumers. These consumers should be developed regularly for the desired results to be achieved.

The reviewed literature showed that stakeholders in the education fraternity are concerned about the future of their products. Learners must have a decent future and should help in preserving humanity. LSE is increasingly gaining popularity as a humanistic approach in teaching learners universally.

LSE aims at developing an array of skills that are needed in our everyday life. Education must develop skills such as emotional literacy, critical thinking and problem solving. These skills are mastered by learners through interactive educational styles that do not focus on just information. The benefits of LSE are expected to be paraded by learners in their adult life.

Literature has revealed that LSE is used as a prevention and intervention programme. The delivery strategy shows age-appropriate information, skills, knowledge, and attitude which learners can use to make informed decisions. LSE is a broad concept and as such different approaches are used to understand it. The current study used a CA perspective. Learners should be equipped with skills that would be useful in their lives.

The goal of LSE is double edged. Learners should be equipped with appropriate knowledge on risk taking behaviours and at the same time they must be assisted to develop practical skills. The development of practical skills needs interactive teaching methods. Many scholars have advocated for teaching strategies that are interactive and involving. LS implementation should be taken out of the school classroom. Proper planning and time management should be factored in to successfully implement the curriculum.

LSE is not an end in itself, but a means to an end. It is a process that is useful in realising a productive future. When delivering LSE, it does not guarantee that all learners will conform. However, it should be noted that as a preventive risk intervention, it is informative. BLTS (2020) acknowledges that 80% of learners who go through the programme become successful in adult life.

A close analysis of the Namibian LS syllabus shows that the curriculum was structured with skills development in mind. However, schools and society continue to experience problems from learners. Hako and Mbango (2018) note that Namibia is currently facing numerous social problems in schools, yet it is compulsory for learners to receive LSE from grade 4 to grade 12. The current study seeks to evaluate the implementation of LS in high schools to establish if the designed curriculum is reaching the targeted population. Literature has revealed that implementation of LS needs support structures, and the community has been singled out.

3.11 CHAPTER SUMMARY

Chapter Three presented related literature of the study. The chapter deliberated on the development of LSE from the international level down to Namibia from its inception to the present scenario. The aims and benefits of LSE were outlined. The concept LSE was explained from a CA perspective and three discourse communities were established to cover the diverse content that subject aims to instil in the learners. Literature from several scholars showed that the implementation of LSE should be learner-centred and strongly interactional. The chapter further discussed the assessment procedure that can be used to promote interest in the learners. Intervention strategies that can be used were also presented. The next chapter deliberates on the methodology that was used to collect and analyse data needed for evaluating the implementation of LS curriculum.

CHAPTER FOUR

RESEARCH METHODOLOGY

4.1 INTRODUCTION

The preceding chapter presented the literature that is related to LS implementation. The chapter looked at the development of LSE from its inception and how it was spread to all schools particularly in Namibia. This chapter discusses the research methodology of the study. Methodology refers to systematic procedures by which the researchers go about their work of finding answers to the research problem. Research methodology defines the structured process of conducting research. As illustrated by Leedy and Ormrod (2015:20), research in its totality is a systematic process of collecting, analysing and interpreting information to increase our understanding of a phenomenon. To maintain the systematic aspect of research, the logic behind methodology of the study must be considered in all research work.

This chapter outlines the strategy and procedures used to achieve the study's objectives. It discusses the research paradigm, qualitative research methodology and the role of the researcher. In addition, the chapter identifies and describes the study's population, sampling, research instruments and data collection methods. A description of how the data were analysed is also provided. Qualitative research involves the use of participants who should be protected and treated with dignity. For that, research ethics were clarified before a chapter summary was presented.

4.2 RESEARCH PARADIGM

Even though philosophic ideas remain hidden in research, they largely influence the practice of research (Creswell, 2014). Credible and valid research work is based on selected philosophical assumptions and worldviews. Research scholars have identified the inter-connectedness of worldviews, research designs and research methods. It is very important to understand what these aspects are and how they influence research so as to produce credible results that can be used to improve humanity. Creswell (2014) presents a figure that can be used to explain the interconnectedness of these aspects of research.

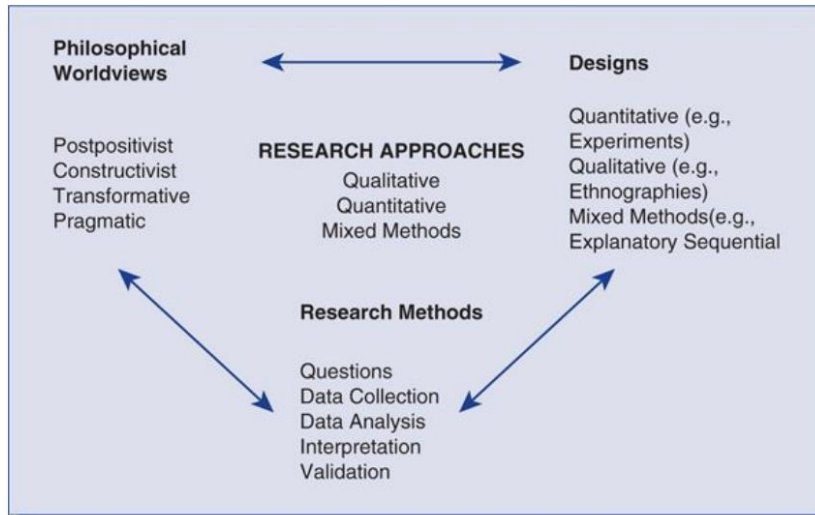


Figure 4.1 The Interconnection of Worldviews, Design, and Research Methods (Adapted from Creswell, 2014:35)

The highlighted four aspects significantly influence how research scholars manoeuvre in the journey of searching for truth and knowledge about a chosen phenomenon. An understanding of the interconnectedness of these aspects guides scholars in seeking solutions to research problems. The four aspects are cyclically connected. Creswell (2014) highlights four worldviews which are post positivism, constructivism, transformative and pragmatism. Each of these worldviews influence how research would be conducted. The worldviews influence which research approach to use, which data collection methods to use and how to interpret the results. However, it should be noted that no one worldview is superior to the other.

In this section, the selected research paradigm was explored, but first an understanding of what a paradigm is should be undertaken. Kivunja and Kuyini (2017) acknowledge that the word “paradigm” was first used by Kuhn (1962) referring to a philosophical way of thinking. However, they note that the word has its aetiology in Greek where it means pattern. Scholars are still at odds over the definition of the word. In addition, they disagree over the worldviews that researchers use when doing their research. According to Mertens (2015), it is difficult, if not impossible, to try to group all psychological and educational studies under a few paradigms. At the same point, some scholars use the word interchangeably with worldview. In the current research, the researcher agrees with Creswell (2014) who prefers to use the word as such.

He highlights Guba as one of the gurus in the field who describes the term worldview as "a fundamental set of beliefs that guide action." The worldviews that a scholar brings

to the study might be thought of as philosophical orientations about the universe and the nature of inquiry. According to some academics, these paradigms serve as the researcher's lens for viewing the world (Kivunja & Kuyini, 2017). Worldviews are crucial because they determine what should be researched and how the results should be perceived. As a result, Creswell's research framework is put to use. Table 4.1 lists the four worldviews that research scientists most frequently adopt.

Table 4.1 Four worldviews (Adapted from Creswell 2014:36)

Postpositivism	Constructivism
<ul style="list-style-type: none"> • Determination • Reductionism • Empirical observation and measurement • Theory verification 	<ul style="list-style-type: none"> • Understanding • Multiple participant meanings • Social and historical construction • Theory generation
Transformative	Pragmatism
<ul style="list-style-type: none"> • Political • Power and justice oriented • Collaborative • Change-oriented 	<ul style="list-style-type: none"> • Consequences of actions • Problem-centered • Pluralistic • Real-world practice oriented

The underlying philosophical worldview in this study is the transformative paradigm. The philosophical reasoning underlying transformative paradigm is changing lives of participants and institutions. The transformative worldview rose in the 1980s and 1990s (Creswell, 2014) from individuals who felt that postpositivist structured law and theories were not applicable to people who experience discrimination and oppression on whatever basis. Moreover, the transformative paradigm can be applied to studies that perpetuate social inequalities. Mertens (2015) acknowledges that the transformative paradigm represents a third worldview which aims at addressing issues of power inequities and social injustice. The research inquiry in the transformative worldview needs to be closely linked with politics with the main agenda of confronting social oppression. Research that is aligned with transformative worldview should speak to important social issues such as empowerment, inequality, oppression, and alienation (Creswell, 2014).

Mertens (2015) points out that the transformative paradigm recognises that communities are filled with serious problems and people will always look for ways to emancipate themselves from oppressive structures. This third worldview provides a

voice for participants and advances an agenda to improve their lives. Mertens in Creswell (2014) summarises the key features of the transformative worldview as follows:

- It places central importance on the study of the lives and experiences of diverse groups that have traditionally been marginalised.
- In studying these diverse groups, the research focuses on inequities based on gender, race, ethnicity, disability, sexual orientation, and socio-economic class that result in asymmetric power relationships.
- The research in the transformative worldview links political and social action to these inequities.
- Transformative research uses a programme theory of beliefs about how a programme works and why the problems of oppression, domination and power relationships exist.

Life Skills Education should transform societies. It is the researcher's intention that the study will empower learners and change teachers' perception in the implementation of the Life Skills curriculum. From Table 4.1, Creswell (2014) states that transformative worldview advocates for change for the benefit of the participants. It is this perspective that has drawn the attention of this researcher to use this worldview. The researcher has taken schools as entities where learners form communities to be studied. These communities experience problems as expressed by Mertens. The learners in this case would be taken as the marginalised group who should be given the opportunity to speak out their grievances. LSE is the programme theory that was used to evaluate why schools continue to experience challenges with learner behaviour and many other issues affecting the learners.

Philosophical worldviews have been noted to influence the methodological designs and subsequently methods of data collection (Omodan, 2020). Transformative worldviews fall within the purview of participatory action research with the objective of emancipating the participants.

4.3 RESEARCH METHODOLOGY

Methodology is at the heart of logical, structured, and organised analysis of the methods and principles applied during research study. Research studies follow logical

and systematic structures in the search for relevant information on a chosen topic. In all fields, research is described as a systematic investigatory process of collecting, analysing and interpreting information to produce answers to the research problem. Credible and authentic answers are collected through rationalised procedures and techniques. Every research involves a chosen methodology that is a systematic approach used to obtain credible results. Research methodologies can be understood as a collective term for the structured process of conducting research. In many cases, research methodology involves aspects such as research design, data gathering and data analysis. Fleming, Lucas, and Bhosale (2018) emphasise that methodology is a frame of reference on which the method of inquiry is based. These methodologies are used in research to justify problems that are worthy of investigating (Creswell, 2016).

The traditional methodologies which have been in use for a long time are quantitative and qualitative. However, researchers sometimes combine these methodologies to ensure that one type of data is balanced by the strength of another. The choice of a methodology is determined by various factors such as the purpose of the research and the nature of the research questions (Fleming & Zegwaard, 2018). However, it should be noted that no methodology is superior to the other. The history of quantitative methodology is beyond the scope of this study. The evaluation of the implementation of LS curriculum was explored using the qualitative methodology.

4.4 QUALITATIVE METHODOLOGY

Qualitative research plays a significant role in social research. It aims at revealing the voices of the marginalised. There are many views that have been put across by many scholars about qualitative methodology. Denzin and Lincoln (2018) argue that qualitative research is a situated activity that locates the observer in the world. It is agreed that qualitative research is an inquiry that consists of interpretative material practices which make the world visible (Denzin & Lincoln, 2018; Creswell & Creswell, 2018). The idea behind qualitative research is to transform the world. Qualitative researchers study things in their natural settings with the intention of making meaning of a problem from the participants' viewpoints.

As Leedy and Ormrod (2015) posit, qualitative research can be found in numerous disciplines, including education. They claim that inquiry in any discipline begins in a qualitative form. Many scholars refer to qualitative research as an inquiry that is non-

numerical; it is descriptive and it uses words (Mohajan, 2018; Cohen, Manion & Morrison, 2018). Cohen et al. (2018:287) summarise the nature of qualitative methodology citing Hammersley who says a qualitative study is:

a form of social inquiry that tends to adopt a flexible and data driven research design, to use relatively unstructured data, to emphasise the essential role of subjectivity in the research process, to study a number of naturally occurring cases in detail, and to use verbal rather than statistical forms of approach.

Qualitative research typically uses relatively unstructured kinds of data with minimum use of formal counting and measurement. The focus is more on studying actual events and writing descriptive reports of the findings. The researchers use more words than numbers. Hammersley (2013) contends that in the case of interviews, qualitative research mainly involves unstructured approaches with the aim of inviting participants to speak out about their experiences.

Qualitative research investigates what happens in everyday settings where people live or work. According to Hammersley (2013), qualitative research investigates phenomena in their natural context. It is the researcher's responsibility to visit the sites and collect data from the participants. In this case, the researcher becomes a data collection instrument, and the results may vary greatly depending on who conducts the research. However, the research's goal is to promote better self-awareness and insight into the human condition. Some of the common characteristics of the investigative qualitative research as cited by Hammersley and Atkinson in Mohajan (2018) include:

- The researcher has the opportunity of collecting data directly from the participants through direct encounters with individuals, through one-to-one interviews or group interviews or by observation.
- Data are used to develop concepts and theories that help us to understand the social world.
- It seeks to gain a better understanding of people's thoughts, attitudes, and behaviours.
- It is concerned with the opinions, experiences and feelings of individuals producing subjective data.

- It describes social phenomena as they occur naturally.
- A researcher needs to spend a lot of time in the research settings with the participants.
- The data are presented in a narrative form, that is., in the words of the individuals participating.
- A researcher must avoid taking premature decisions of the study.
- A researcher is responsible for obtaining true information and to ensure the participants' ethical treatment.
- The product of it is richly descriptive.
- A researcher is an integral part of the research process. The issue is not one of minimising the influence of the researcher, but of knowing how the researcher was involved in data collection and analysis in order to assess better the information they provide.
- Typically, the findings are in the form of themes, categories concepts, or theories.

Qualitative researchers study real-world events and write descriptive reports about their findings. There is little formal counting and measurement, but there is more use of words. According to Cohen et al. (2018), qualitative research projects begin with a focus on an issue or problem. Data are collected and analysed at various levels, with a focus on achieving practical goals. The data should produce credible and comprehensible results or findings for participants and other readers.

Qualitative research investigates what goes on in the ordinary settings in which people live or work, what Hammersley (2013) terms natural settings. The noted characteristics of qualitative methodology were applied in the current research. The methodological characteristics of qualitative research have been commented on by many scholars for producing findings that add value to the body of knowledge as well as positively changing people's perspectives in social sciences (Stuckey, 2018). Data used in qualitative research are collected from lived experiences of the participants. Such type of data exemplifies more on the meaning of human phenomena much than using any other method.

The characteristics of qualitative methods can be effectively used to evaluate the implementation of LS curriculum in high schools in Namibia. Implementation of a curriculum is a process that is undertaken in schools, evaluating it can fairly be done using qualitative methods because the methods are also concerned with processes and not only the products. Cohen et al. (2018) emphasise that processes of research and behaviour are as important as the outcomes. The outcomes of research should improve society; so, by using qualitative methods participants are given the opportunity to explain their lived experience which can be used to improve the systems. In qualitative methods, the researcher becomes a research tool, who is actively involved throughout the whole process interacting with the participants. This makes the method more suitable than any other method when it comes to research concerning human behaviour and learning.

4.5 RESEARCH DESIGN AND METHODS

Research designs are used to collect, analyse, and interpret data. They can be referred to as strategies of inquiry which help in planning research and providing specific directions for procedures in a research study (Creswell & Creswell, 2018; Johnson & Christensen, 2014). Literature indicates that there are a handful of qualitative designs which should not be viewed as watertight compartments since there is a great deal of overlap and borrowing between them (Creswell & Poth, 2018; Creswell, 2014; Maree, 2013). A researcher may choose from among the possibilities such as narrative, ethnography, phenomenology, and case study. The choice of a design is influenced by the underpinning philosophical assumption.

In the current qualitative study, the selected design is the case study. According to Creswell and Poth (2018), the term case study refers to an empirical inquiry that investigates a contemporary phenomenon within its real-life context. Denzin and Lincoln (2018:607) state that the research objective of case study designs is to give voice to people who are marginalised, disadvantaged, excluded or vulnerable. Case studies that are well developed present an in-depth understanding of the studied case. In case study design, researchers collect and interpret many forms of qualitative data ranging from interviews to documents as relying on one source does not give a correct image of the problem. Creswell and Poth (2018) demonstrate that case studies can be applied to evaluation research. Case studies provide rich and vivid descriptions of

events. Kekeya (2021) emphasises that case studies can penetrate situations in ways that are not always susceptible to numerical ways.

Yin (2018) proposed three categories of case studies: exploratory, descriptive, and explanatory—all of which can be applied in qualitative research. Numerous factors, including research aims and objectives, data availability, and theoretical framework, influence the selection of a case study. The explanatory case study was selected as the most pertinent methodology for the current investigation. According to Yin (2014), explanatory case studies search for causal factors to explain a specific phenomenon. Explanatory case studies are primarily concerned with providing an explanation for the emergence of certain conditions. The explanatory case study was selected as the most appropriate approach to address the research issues since these criteria aligned well with the aim of the current study as well as with the research questions.

The explanatory case study design was chosen to help evaluate how the LS curriculum is being implemented. As case study research aims at gaining greater insight and understanding of the dynamics of specific situations. The current study examined and evaluated the implementation of the LS curriculum using the principles of the case study design.

4.6 THE ROLE OF THE RESEARCHER

Qualitative researchers are active inquirers within the field of study. In qualitative research, the researcher is the key instrument who collects data herself through interviewing participants, observing behaviour, or examining documents. Creswell, (2014:237) says that the researcher is “typically involved in a sustained and intensive experience with participants”. Creswell and Poth, (2018) state that the researchers use instruments which they would have designed themselves. Qualitative research is based on a naturalistic approach; so, the researcher needs to anticipate and plan for ethical issues. Creswell and Poth (2018) point out that ethical issues in qualitative research arise during many phases of the research process. The researcher must be vigilant and must avoid all forms of bias. During interviews, the researcher must be observant and develop effective listening skills and avoid gestures that may influence responses. In this study, the functions of the researcher included designing interview questions, transcribing, and analysing data. The researcher was involved in organising time slots for both individual and focus group interviews as well as examining other

documents for triangulation purposes. During the process of data collection, the researcher became a participant observer with the intention of collecting undiluted data. The researcher also sought approval from relevant authorities and facilitated focus group interviews.

4.7 POPULATION

Population in research refers to any group that is subject of research interest. Creswell (2018) defines it as a group of individuals who have the same characteristics that are needed to answer a research problem. The nature of the group may be used in a study to produce results that may be generalised or transferred to the larger society. Population as the principal group about which the research is concerned is used to create boundaries for the scope of the study (Casteel & Bridier, 2021). Using the boundaries created by the population, the researcher can remain focused. They further argue that population boundaries may include geography, race/ethnicity, age, gender, and many other attributes. A clear understanding of population boundaries helps the researcher, and other stakeholders understand the nature and the extent of the group to be studied. Thus, a population of the study simply refers to a conceptually bounded group of potential participants with a specialised set of characteristics from which data can be collected. The population of the current study was informed by the research topic which was narrowed to the evaluation of the implementation of LS curriculum in Windhoek state high schools.

The population of the study included all the 28 state high schools in Windhoek (Education Management Information System (EMIS), 2017). All teachers who teach in these high schools would be included in the population of the study. Principals of high schools constituted the population as well as the grade eleven learners. Principals were included as they are responsible for managing all the school activities. All the participating teachers and principals were qualified professionals who graduated from different tertiary institutions that are recognised by the National Qualifications Authority in Namibia (NQA). Even though all the Windhoek high school learners qualified as the population of the study, grade 11 learners were selected as part of the population using the criterion that they were seniors who have experienced much of the curriculum. It was from this population that the participants for the study were drawn from.

4.8 SAMPLING

According to Cohen et al. (2018), sampling is a critical component in research that determines the quality of the research. Sampling must be treated with due diligence. They went on to say that if quality research is to be conducted, the sampling decision should be made early in research. The importance of sampling can be seen in all research methods. A sample is drawn from the study's population. Thus, sampling can be defined as the act, process, or technique of selecting a representative portion of a population for the purpose of determining parameters or characteristics of the entire sampling which is influenced by research traditions such as grounded theory, phenomenology, and case study. These traditions may dictate the sample size and strategy.

Qualitative research is characterised by small numbers of participants and Creswell (2014) points out that in case studies, three to five cases are enough to gather data for a comprehensive study. Stratified sampling strategy was used to select schools to choose participants from. The schools were divided into two homogenous strata according to zonal locations. Within each stratum, simple random sampling was used to select three schools. The research problem dictates that Life Skills teachers should be selected since they are the implementers of the curriculum under study. Principals as managers of schools formed part of the sample. Grade eleven learners were purposively selected because of their experience in the subject. All participants were selected using the purposive sampling strategy. The sample of the study included six principals, six Life Skills teachers and forty-eight grade 11 learners.

4.9 DATA COLLECTION

In qualitative research, the researcher is the “key instrument” (Cohen et al., 2018:247). The researcher is involved in collecting data and interacting with the participants. In this research, the main instruments used to collect interview data were interview guides. Furthermore, Life Skills documents were analysed. The interviews were guided by both closed and open-ended questions with the intention of eliciting views and opinions from the participants. The study concurred with Cohen et al. (2018) who perceive interviews as flexible tools for data collection. Face to face semi-structured

interviews were conducted with the principals and LS teachers so as to generate data regarding their opinions on the implementation of Life Skills curriculum.

To triangulate the obtained data, focus group interviews were conducted with grade 11 learners from the sampled schools. Focus group discussion guide was used as the main instrument of collecting data. Six group sessions of eight participants were conducted. During the interviews, the researcher took into consideration the drawbacks of focus group interviews. Since focus group interviews rely on the interaction amongst the participants to gain data, the researcher encouraged all participants to air out their opinions. Cohen et al. (2018) emphasise that the facilitator should be present to lead the discussion. Interview proceedings were recorded while at the same time notes were taken to support the recordings. The process of examining documents such as newspapers and official reports from the ministry regarding school developments about learners' behaviour was done concurrently with interviews.

4.9.1 Interviews

In qualitative methodology, interviews are typically used in conjunction with observations and document analysis as methods of collecting data. Cohen et al. (2018) describe an interview as an interchange of views between two or more people on a topic of mutual interest. Human interaction in interviews results in the production of knowledge. During the interaction, different interpretations are revealed. Cohen et al. (2018) note that interviews are not only about collecting data about life, but they are life itself. As a flexible tool for collecting data, deep issues can be raised as multi-sensory channels can be used. From the numerous types of interviews available, the researcher used only semi-structured and focus group interviews.

4.9.1.1 Semi-Structured Interviews

A semi-structured interview combines features of both structured and unstructured interviews. A set of structured questions is prepared for all interviewees to answer in this type of interview. To ensure consistency with all participants, the interviewer uses a set of pre-planned core questions for guidance, ensuring that the same topics are covered with each interviewee. The benefits of using this type of interview include the use of strengths from both structured and unstructured approaches. The interviewer is free to ask additional questions that were not planned. Semi-structured interviews are

adaptable and follow-up questions on open-ended questions can be asked. According to Cohen et al. (2018), wording and sequencing can be tailored to each individual. Both the interviewer and interviewee are free to encourage two-way communication. In this study, semi-structured interviews were used for data collection from LS teachers and principals.

4.9.1.2 Focus Group Interviews

Focus group interview is a form of group interviewing that is mainly used in qualitative research (Cohen et al., 2018). It is a strategy of acquiring data based on the assumption that group interaction will stimulate participants to disclose information. Focus group interviews are used to complement other methods of data collection. Steward in Sim and Waterfield (2019) defines a focus group as “a type of group discussion about a topic under the guidance of a trained moderator”. A group of homogeneous participants is selected for a meeting to discuss a theme mainly to answer a research problem. The moderator plans the meeting and purposively selects the participants, meaning that focus groups are carefully planned series of discussions. Maree (2013) states that focus group interviews produce data which is rich in detail that other methods may fail to produce.

Participants in focus group interviews interact with one another in a relaxed, non-threatening setting. According to Cohen et al. (2018), focus group interviews bring together a specific population to discuss a specific theme. The sampled population is chosen because they are thought to have answers to a specific theme. The moderator should be present to guide the discussion and keep the group on track. The moderator's role is to foster a tolerant environment in which participants can freely share their perceptions, points of view, experiences, wishes and concerns. Group members can build on each other's ideas, bringing to light previously unnoticed details. A researcher will produce collective views rather than individual views in this manner. According to Maree (2013), moderators direct discussions of five to twelve participants with the goal of eliciting data that can answer a specific research problem. The size of the group is important to consider. Results from a small group may not reflect a true representation of the population. Participants from a small group may be hesitant to express their thoughts, especially when their thoughts oppose the views of another participant. At the same time too big a group is not encouraged as some members may

not get the opportunity to speak due to time constraints. Deciding on the correct size of the group is crucial. The group dynamics, as Cohen et al. (2018) claim, may lead to non-participation by some members and dominance by others.

The moderator plays a crucial role in creating an atmosphere that makes participants feel at ease. The venue must be easily accessible and well-ventilated. The horseshoe seating arrangement is recommended because it allows all participants to participate in the discussion. In-depth probing is required, and quality solutions must be obtained. Structured participation in the process is critical. A typical focus group interview allows the researcher to learn about how people feel or think about an issue, product, or service. To improve the quality, more than one focus group may be used.

Focus group interviews, according to Maree (2013), provide valuable information on how people talk about the topic of choice. The benefits of using this strategy are numerous. Cohen et al. (2018) elaborate that even though focus group interviews are carried out in unnatural settings, they are structured and are capable of yielding insights that cannot be gained from straight forward interviews. This strategy is economical in terms of time and monetary value. A substantial amount of rich data can be collected and if well managed, data can be drawn from those individuals who are too reserved.

In the current study, a series of six group interviews were arranged with grade 11 learners as the participants. The focus group interview strategy was chosen to be used with learners in order to provide them with the platform to explore the benefits of LS teaching and learning. The strategy provides the platform for learners to reflect on social realities and beliefs. It was expected that learners would disclose more information which was useful for the current study.

4.10 DATA ANALYSIS AND INTERPRETATION

Qualitative research is conducted mainly through contact with participants in their natural settings. The greater part of the analysis is done by words. The researcher is actively involved in gaining a holistic overview of the context under study. In many instances, relatively little standardised instrumentation is used meaning the researcher essentially becomes the main instrument. The researcher captures and assembles

data in a manner that resembles the ways people in a particular setting come to understand, act, and manage their day-to-day situations.

Qualitative data places a strong emphasis on people's lived experiences, which can be gathered through interaction with participants. There are various approaches or genres of qualitative data analysis (Miles, Huberman, & Saldana, 2014; Cohen et al., 2018). These scholars claim that qualitative data are diverse. If meaningful insights are to be displayed, the researcher must be extremely adaptable and deeply involved in data interpretation. Cohen et al. (2018) demonstrate that there is no single correct way to analyse and present qualitative data; rather, how it is done should be guided by fitness and purpose. Multiple interpretations can be made from the various data collection methods used in qualitative data analysis.

Since there are various ways of analysing data, a researcher must select a pathway that will best present the case under study. In the current study, data were analysed using the interactive model framework (Miles, Huberman & Saldana, 2014). The trio argue that qualitative data are “shamelessly eclectic”. A qualitative researcher focuses on in-depth, context-specific subjective data and meanings by participants which will force the researcher to use many genres to present a correct report. Figure 4.2 illustrates the chosen interactive model framework which was used in the current study.

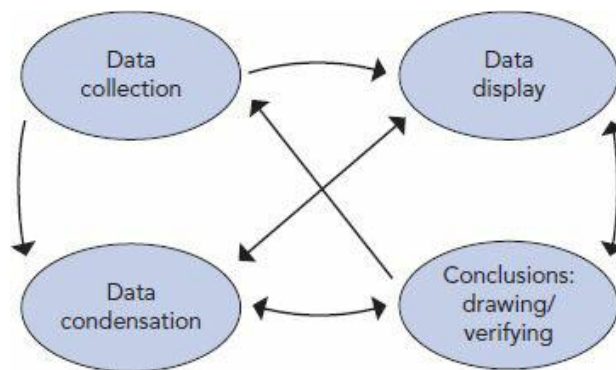


Figure 4.2 Data analysis interactive model (Source: Miles, Huberman, & Saldana 2014).

4.10.1 Data Condensation

Data condensation, according to Miles et al. (2014), is the process of selecting, focusing, simplifying, abstracting and/or transforming the data that appear in the full corpus of written-up field notes, interview transcripts, documents, and other empirical materials. Data are compressed to make them stronger; extraneous matter is removed.

The necessary codes and themes are established during the condensation process. As shown in Figure 4.2, the process of data condensation is part of analysis and is ongoing. To identify the major themes in the current study, the data were condensed into four major themes.

4.10.2 Data Display

Condensed data are organised in a way that allows conclusions to be drawn from the information. In the case of evaluation of LS curriculum, information was tabulated, and extended texts were established. Information was diagrammatically presented where it was possible. Conclusions and interpretations were drawn from that.

4.10.3 Drawing and Verifying Conclusion

The third stage in the interactive model involves drawing and verifying conclusions. The stage is linked to the previous ones in that noted patterns, explanations and propositions are interpreted and verified. The three streams are interwoven and together they make data analysis. Figure 4.2 illustrates the continuous and interactive nature of the model.

Cohen et al. (2018) list the steps of data analysis that may be adopted which blend smoothly with the chosen interactive model by Miles and colleagues. It does not necessarily mean that data analysis follows the order given, the process of data analysis is recursive, non-linear, messy, and reflexive (Cohen et al., 2018). The steps are as follows:

- Preparing and organising data (It involves transcribing and summarising data which may be equated to data condensation).
- Describing and presenting the data.
- Analysing the data (It involves exploring and making meaning of the data).
- Interpreting data.
- Drawing conclusions.
- Reporting the findings and ensuring accuracy.

4.11 GENERATION OF THEMES

According to the definition of qualitative research, academics who choose this strategy must want to explain various phenomena in a way that will consider a variety of

viewpoints, but at the end of the day, rich descriptive data are exposed, and societal problems are provided solutions. Qualitative analysis is less linear and has fewer universal rules than quantitative analysis. The method of qualitative analysis is more iterative and alternates between inductive and deductive steps. The researcher must take extra care to demonstrate a methodical and disciplined approach to the analysis because of the absence of standardisation. The findings must, like those of all scientific investigations, be reliable, justifiable, reasonable, and resilient to competing hypotheses.

In qualitative research, emphasis is on the quality and depth of information, a clear description and understanding of the phenomenon takes centre stage (Maree, 2013). Thus, generating of themes should be done carefully for credible results to be presented. In the current research, the transcribed data were repeatedly read, and audios were listened to several times to bring out the correct meaning of what the interviewees wanted to put across. The process of establishing themes is diagrammatically represented in Figure 4.3.

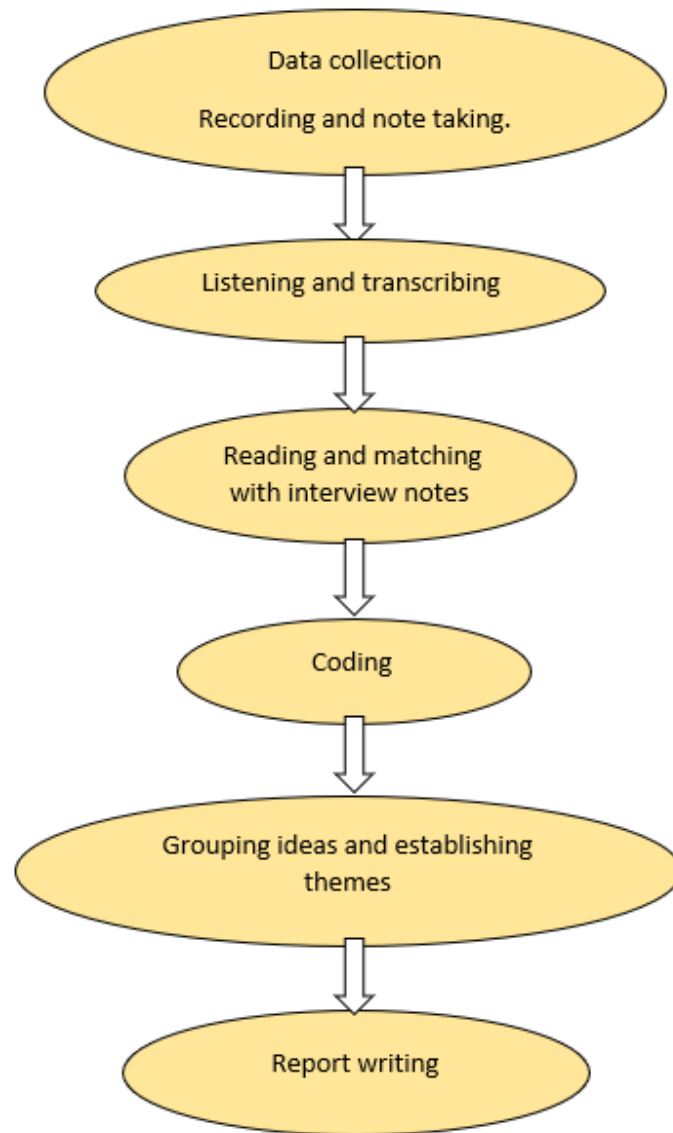


Fig 4.3 The process of qualitative analysis

The diagrammatic figure presented in Figure 4.3 was used to show the procedures involved in analysing the research problem, but it should be clarified that the practical process is not as linear as displayed in the diagram. The researcher had to go back and forth to come up with themes and sub-themes that guided the analysis part as shown in Table 5.1 in chapter 5.

4.12 TRUSTWORTHINESS

Educational research must aim at improving the teaching and learning environment. To achieve the goal, researchers must use credible, valid, and reliable instruments. Validity in qualitative research is based on determining whether findings are accurate from the standpoint of the researcher, the participant, or the readers of the account

(Creswell, 2104). Since the researcher is the key instrument in qualitative research, measures must be taken to come up with credible and trustworthy results. Human beings are unique, which means that no researcher can investigate and interview participants exactly like another. There is a need for researchers to use multiple methods in collecting data in qualitative approaches to produce credible and trustworthy results. Since validity is aligned with description and explanation, a complete description of the research process is needed to enhance the production of compatible results.

Validity strategies must be incorporated to address issues of trustworthiness, authenticity, and credibility. Strategies used to assure validity in this study were triangulation, member checking and the use of thick description to convey findings. Maree (2013) acknowledges that it is a traditional strategy for improving validity and reliability. Triangulation can also be taken as a mutual way of validating results to uncover biases when there is only one researcher investigating a phenomenon.

In triangulation, multiple sources of data (documents) were examined to measure the authenticity of data from interviews and to increase confidence in research findings. Member checking involves taking back specific descriptions or themes to participants and determining whether these participants feel that they are accurate. When presenting descriptive data, the actual words of the participants are used. Creswell (2014) states that reflectivity is a core characteristic of qualitative research and as such, in the current study, the researcher continuously self-reflected on all the processes of data gathering to eliminate any form of bias. The current study involved semi-structured and focus group interviews that were conducted. Data collected were analysed in comparison to information written from official documents from the ministry of education concerning the implementation of the LS curriculum.

As reliability and validity are inseparable, the researcher treated reliability with the same respect used on validity. Reliability in qualitative research is addressed using different dimensions. Some scholars view reliability as a degree of accuracy and comprehensiveness of coverage. Lincoln and Guba in Cohen et al. (2018:270) prefer to replace reliability with consistency, transferability, credibility, and dependability. Reliable research has a high degree of transparency. To ensure that, the researcher documented the procedures of the case study and kept documentary evidence.

Furthermore, reliability was enhanced through the effective implementation of case study principles in handling interviews.

4.13 ETHICAL CONSIDERATIONS

Ethical principles that guide educational research have been elaborated by many scholars and their significance cannot be overemphasized (Cohen, et. al. 2018; Flemings, 2018). Researchers were warned that problems may arise due to thoughtlessness, oversight, or taking matters for granted. Cohen, et.al. (2018) go further substantiating that ethical norms vary in different parts of the world, what may be right in the Western world may be totally wrong in Africa. For those reasons due diligence must be considered when dealing, especially with human participants.

In doing research studies, researchers must not only focus on the quality of the knowledge they are producing but should also consider the potential wrongness of their actions (Miles, Huberman & Saldana, 2014; Cohen, et.al. 2018). They further argue that responsible qualitative researchers ponder on numerous moral and ethical considerations. Arifin (2018) agrees with other scholars that the subject of human protection in qualitative research has a degree of resonance due to the in-depth nature of the study process. Human participants must be given due respect during the process of data gathering and well after during writing the thesis.

In educational research, as Cohen et al. (2018:111) claim, ethics concerns that “which is good and bad, right and wrong.” Responsible qualitative researchers respect and protect all participants from all forms of harm. Matters of ethics are an ongoing process that commences from the proposal stage right up to reporting and compilation of the thesis. It thus can be noted that ethical issues in research command great attention today (Creswell, 2014). Cohen et al. (2018) argue that recent literature outline many issues which must be considered when talking about ethics. Some of the major issues which mainly affect educational research are:

- Informed consent (Do participants have full knowledge of what is involved?);
- Confidentiality and anonymity;
- Beneficence and duty of care;
- Responsibilities (for what and to whom);
- Gaining access;

- Rights, permissions, and protections;
- Ownership and control of data;
- Access to data (and its archiving);
- The roles and power of research sponsors and commissioners;
- Sensitive research; and
- Researching with children (Minors should be protected from all forms of harm).

In order to comply with the mentioned concerns, the researcher had to seek university approval through the institution's review board as the starting point. Permission to carry out research in schools was granted by the Director of Education. Using both approvals, the school principals were then approached.

Informed and non-coerced consent must be valued as Sim and Waterfield (2018) emphasise that consent is central in research when using human participants. The basic principles to be considered include competence, voluntarism, full information, and comprehension. Clear explanation on the purpose of research and identification were practised. In the case of minors, the two stages of seeking consent from minors as advocated by Cohen et al. (2018) include consulting and seeking permission from their adults or guardians and approaching the minors themselves. The researcher took all precautionary measures to respect the dignity of the minors and avoid coercion of any form.

Permission to carry out interviews with teachers and learners was authorised by school principals and time slots were determined by LS teachers. Minors received consent letters that were signed by the guardians before the interview date was scheduled. The researcher took time to explain to the minors the purpose of research and highlighted their safety in the research process. Throughout the period of research, responsible behaviour and respect for human dignity and laws of the land were observed.

During the process of collecting data, the researcher had to maintain the use of English language to avoid impartiality. The treatment of all participants was mutual. Confidentiality and anonymity were maintained. All questionnaires were numerically numbered, and no school names were revealed. Collected data were used strictly for the purpose of research. Stakeholders and interested participants will receive copies of the marked report. Acknowledgement of all participants, funders and advisers was expressed.

4. 14 CHAPTER SUMMARY

This chapter presented the research methodology that was used in this study. Transformative paradigm has been singled out as the most suitable worldview to use. The study was conducted in a qualitative manner. The role of the researcher in case study methodology has been addressed. The population of the study was presented, as well as the sampling procedures. The chapter described the primary methods of data collection, which were interviews and document analysis. Semi-structured and focus group interviews were elaborated. The chapter then went on to describe the interactive data analysis model that was used in the qualitative research. The issues of trustworthiness, as well as ethical considerations, were discussed. The following chapter provides data analysis and findings of the study.

CHAPTER FIVE

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

5.1 INTRODUCTION

The preceding chapter gave a detailed outline of the qualitative data collection research. The role of the researcher in qualitative research was explained and in this case the researcher was actively involved in carrying out interviews and processing the data to make meaning out of it. The procedures used in the study from data collection, condensation, display and drawing conclusions were explained. A qualitative presentation and analysis of data follows in this chapter.

This chapter presents the research findings from the semi-structured interviews carried out with principals, LS teachers and focus group sessions with grade 11 learners from the six selected schools. Data were collected from the participants at their workplaces. The research participants were divided into three categories and the qualitative data were presented in that respective order before conclusions were drawn. The data collected were juxtaposed to literature reviewed. The interactive model by Miles, Huberman, and Saldana (2014) was used in the presentation and analysis of the research. The aim and the objectives of the research study were used in conjunction with the research questions in establishing themes from the collected data. The research questions were used as the grounding force. All the data collected were categorised under the established themes. Data collected from each category were presented and analysed using the established themes.

5.2 THEMES

Four main themes were extracted from the interviews. The processes shown in figure 4.3 were systematically followed using guidelines explained in chapter four. The transcribed data were studied, and the audios were repeatedly listened to whilst comparing the data from different participants. Issues that were common were then grouped together and themes were generated in relation to research questions and objectives. These were:

- implementation procedures and strategies;
- behaviour change;
- school support system; and
- intervention strategies.

Themes established will first be tabulated showing the main themes and sub-themes that emerged from participant narratives of the interviews. Table 5.1 presents the findings or the opinions of the participants before analysis is done.

Table 5.1 Themes and sub-themes developed from the interviews.

Theme 1	Theme 2	Theme 3	Theme 4
Implementation *Teaching methods * Time allocation * Resources	Behaviour change *Personal attitude * The society * Learners' views * Teachers' views	School support system * Management *Community *Neutral organisations	Intervention strategies * Whole school approach * Family support * Subject status

5.3 AN OVERVIEW OF THE INTERVIEWS

The research study aimed at evaluating the effectiveness of the implementation of the LS curriculum in selected Windhoek state high schools. Principals as managers of the schools were included since they are leaders of curriculum implementation at grassroots levels. Semi-structured interviews were organised, and all the procedures outlined in the ethical consideration section were followed. Principals and teachers were interviewed from their offices. The researcher made appointments with these principals and teachers. However, it should be noted that getting hold of the principals was a mammoth task as scheduled programmes were changed several times. Minimum disruption of the school activities was observed as per instruction from the local education directorate. The LS teachers in the selected schools invited the researcher to have focus group interviews with their learners during the timetabled LS period.

A total of six schools were sampled. Table 5.2 shows the demographic data of the principals involved. Names of selected schools will remain anonymous and alphabetical letters were used to identify the school, teacher, and principals.

Table 5.2 Demographic information of school principals

School	Gender	Qualifications	Experience	Location	Number of LS Teachers
A	Female	B. Ed	11	Low density	1
B	Female	B. Ed	9	Low density	1
C	Female	B. Ed	7	High density	1
D	Male	M.A	10	High density	1
E	Female	B. Ed	13	Low density	1
F	Female	B. Ed	8	High density	1

5.4 THEMATIC ANALYSIS

Qualitative Data Analysis (QDA) has a wide range of approaches, processes, and procedures (Marre, 2013). It is the responsibility of the researcher to select one mode that can convincingly answer the research questions. The researcher needs to extract some explanations, interpretations and understandings that can provide solutions to the research problem. As Patton (2015) argues, qualitative researchers do not need to think outside the box, but they need to understand the box from both the inside and the outside. Qualitative researchers need to understand everything about the box including the diagrammatical features inside. For those reasons, the current study derived the main themes tabulated and then classified into sub-themes. Themes and sub-themes are presented and analysed in the next sub-section.

5.5. INTERVIEWS WITH PRINCIPALS

In this section, the researcher presents the data generated from interviews with the principals. Information from Table 5.1 illustrates the major themes drawn from the research after the diagrammatic framework presented in Figure 4.3. The sub-theme would be included in this section as well.

5.5.1 Implementation Procedures and Strategies

Six principals from six Windhoek high schools were interviewed with the intention of gathering data and not changing them (Patton, 2015). The schools involved had

different enrolment statuses. Those from the high-density neighbourhoods had more learners and the teacher-learner ratio was found to be high. All the schools interviewed have no hostels and learners were coming from home. The accommodation issue is being emphasised because it was found in the analysis that the home factor affected the results.

The principals showed that the LS curriculum is an active and necessary part of the school curriculum. In all the schools involved, the LS teachers actively participate in the social life of the learners. Data gathered showed that principals follow the directive from the ministry that all learners must have at least one lesson per week or per cycle. Principal D in his own words said:

“Life Skills is part of everyday teaching and lessons are allocated to every grade on the timetable.”

The school principals are responsible for supervising all activities happening in their schools which means the LS curriculum implementation is part of the supervision. All LS lessons are officially scheduled on the timetable. On their part, the principals support the implementation of the LS curriculum by designing school timetables that are inclusive of the LS curriculum.

Data collected from the six principals showed that they were all aware of the status of the LS subject that it is being offered as a non-promotional subject. They pointed out that learners are all aware of this fact and as a result, learners when under pressure would avoid the subject to focus on other academic subjects. The school principals from schools A and D lamented on the issue of accommodation as the hindering obstacles to their efforts. Principal D remarked:

“My work is not only in the office, I work around the school yard and even in the bathrooms picking up lesson dodgers. One of the lessons avoided is LS”.

Besides checking on the learners, the principals' discussions revealed that they were aware that successful implementation is a multi-faceted task. The inclusion of different departments was a necessary dimension to take because LS is about practical implementation of what would have been learnt by the individual. The interviews

revealed that principals have a lot of theory that they attach to the practical part of delivery. Responses for the implementation of the LS curriculum from the principals revealed that the implementation must be supported by the school management. Principal E said:

“Successful implementation is not from the teachers only, there should be constant collaboration with other stakeholders.”

Data collected from the interviews with the principals focused much on the implementation of the subject in the classroom. As implementers, they showed that they were more concerned about the product at the end of the learning phase than a lot of documentation that teachers are involved in. Four out of the six interviewed expressed their desire to see the LS teachers doing a lot of practical activities more than keeping learners in the classroom. According to them, LS needs to be treated different from other academic subjects. Only two out of the six schools had special classrooms set aside for this subject. The other four schools use their base rooms for this subject which the principals said it does not give the LS teacher time and enough space to carry the activities freely. Even though they were not classroom practitioners, they showed that they knew that learners had to be taught these skills differently. The female principals expressed the concern that resources were limited in schools. In all the six schools visited, the responsible authority could only deploy one teacher per school even though it is written in their policies that two teachers are needed. Principal E pointed out that schools would be grateful if the LS department could be supplied with a professional psychologist.

Implementation procedures at school level have proper documentation, but the interviews held showed that practically there is limited manpower. Table 5.2 shows that all schools have one teacher each, covering grades 8 to 12. These state high schools have at least five classes per grade. On average, the classes have 45 learners per class. The six principals all said that each class has one lesson per cycle or week which clearly shows that the LS teacher interacts with every learner every week.

The data collected from the principals also revealed that lack of designated rooms for the subject is drawing back the implementation procedure. These adolescents still need to have concrete objects to use in learning. The principals explained that the

content of the LS curriculum is very fluid, and themes covered some of them need to be showed and practically experienced. Principal F from a high-density area cited the topic of teenage pregnancy as an example. She stated that:

“Most girls fall prey to men who cannot use the condoms correctly. They have the knowledge that condoms can prevent pregnancy, but the issue is how to use it correctly.”

Besides lack of classrooms, schools are not provided with other learning materials because LS has its own requirements. An excerpt of the syllabus shown in Chapter 3, Table 3.1 of the study shows some of the topics to be covered. Principals revealed that it may not be only the lack of financial muscles, but also storage facilities of the few equipment sourced. LS subjects require the same treatment that science subjects receive. Principal E said:

“If schools can establish science laboratories that are well-equipped to assist learners pass the subject, the same must be done to the subject with a noble cause.”

Principals interviewed showed that they are responsible for implementing the curriculum to make a difference in the learners, but flexibility is limited. Of the six principals, four of them expressed the need to involve the community through inviting or taking learners out. Principal B expressed the idea that the bureaucratic system in the ministry interferes with the implementation process. The LS teacher finds it as a surmountable task to organise tours that must go through several offices before being granted permission to travel with learners. Principal D had a different story because his school is co-owned by the state and local church authorities who are responsible for funding some of the activities. Principal F expressed the feeling that connecting learners with the real world can make LS more effective and beneficial to the learners.

The main issues which came out of the semi-structured interviews with the principals under the implementation procedures and strategies were issues of resources, infrastructure, time management and allocation as well as teacher-learner ratio.

5.5.2 Behaviour Change

Formal education has a lot to develop in learners and society has the perception that once someone attends school, the individual would become a productive citizen. Since LS is a subject that helps learners find purpose in their lives, one of its main goals is to concentrate on the complete and ideal growth of every learner. Hence, it is founded on the idea of a holistic education that emphasises the personal, social, professional, and academic spheres of life. The activities that are part of the LS curriculum are designed to help learners develop holistically rather than merely intellectually (Ministry of Education, 2015).

The second theme generated was behaviour change. Before the study, it was assumed that learners in Namibia should be able to overcome most of the challenges faced by adolescents easily because of the LS programme. The effort and time devoted to the subject were expected to make a difference in the learners. The six principals interviewed had mixed feelings over the idea. They all agreed on the point that the subject is beneficial even though not all the learners show appreciation. The principals from the schools in the high-density neighbourhood shared the feelings that learners are coming from dysfunctional homes and the subject helps them to learn approved behaviour. Principal D, who was the only male observed:

“Learners are helped on how to deal with mental health matters and other social orientation issues.”

The data gathered from the interviews revealed that the principals understand that LS is crucial to learners. Behaviour change is a process that may take long to manifest. Principal A acknowledged the challenges that schools have with learners but was quick to praise the curriculum. Her opinion was that maybe without the subject, it would have been a worse of situation. According to her, experience has shown her that learners in higher grades have shown the benefits of knowledge obtained from LS. She believed that it is not about behaviour change only which matters, but also acquisition of knowledge. Personal attitude is what she thought was more important than any other behaviour. According to her, LSE contributes greatly to developing the future personalities of learners.

The semi-structured interview revealed that behaviour changes in learners take long because of other factors such as societal influences. Three of the principals explained that as much as schools would want to mould good behaviour, society is not putting enough effort to obtain the desired results. Principal D from a school in the high-density neighbourhood said:

“The community where we draw our learners from is infested with social ills that schools are fighting against. Marriages are no longer respected; divorce and fighting are the order of the day especially month end. Learners are coming from dysfunctional homes.”

The principals showed that as management they had the desire to see the success of the programme and their learners. The data revealed by the interviews showed that the perception of teachers and learners towards the subject in school communities contribute to behaviour change. Principals A, D and E put it that those teachers who have been in the teaching field for long periods understand the contribution of LS and appreciate that learners need more of social content than academic qualifications. The principals revealed that mature teachers can easily link the subject to other areas with a desire to see learners change their behaviour. Along with this, principal interviews revealed that learners who are not academically gifted benefit from working with mature teachers who are patient and life oriented.

Data obtained under the theme behaviour change from principals valued the subject and showed some challenges which may hinder implementation. The challenges are discussed in the analysis section. The main idea noted is that learners do not exist in a vacuum and that the home cannot be left out in personality building.

5.5.3 School Support System

The third theme derived was the school support system. The principals were quick to point out that schools do not exist in a vacuum, but they are an extension of the community. The subject is about equipping learners with skills that should not lie dormant in individuals. The community has many resources which should be harnessed for the benefit of the learners. Principal F elaborated as follows:

“Teachers should not wait to be approached by communities, there are a lot of individuals who are more than ready to make a legacy. Some

individuals would want to see learners leading better lives, but they do not know where to start from.”

The community has great potential of improving school financial positions. Principal D highlighted on the capital theory which he said must start with linking the school with learners that graduated from the school. These former learners have the potential of making great changes. The management can make use of them as a financial source or as an inspiration to the learners. The principal said:

“Former learners who have made it in life can help us with finance or any other materials depending on where and what they are doing. Some can just come as resource people and can inspire the current learners.”

The principals as participants explained their lived experiences as they aired out their feelings about the world being a global village. Former learners can be used as a good starting point. Using former learners has a great influence because just talking without tangible evidence may not be believed by some of these adolescents.

The interview with the principals revealed that the support needed by schools start from the local management. Most of the principals highlighted that implementation of the school curriculum must be reinforced by the immediate representatives of the ministry which are the school principals. If teachers lack close monitoring in these subjects which are non-promotional, the aim of their inclusion cannot be met. The school principals showed that they understood the role they need to play in the successful implementation of the curriculum. Principal E who has been in the position for 13 years revealed that youthful teachers need close supervision as they may also become a source of indiscipline in schools.

Schools exist in communities which at times voluntarily support the activities of schools. The six principals interviewed concurred with the statement and in their explanations, they revealed that they make use of their communities. Various groups and organisations were cited as support systems to schools. The principals revealed that LS teachers are assigned the responsibility of identifying individuals and organisations that could bring to learners the needed knowledge and skills. Organisations singled out include Star for Life, My Future my Choice, and Dreams. The good part about these

organisations is that they do some activities practically which was applauded by the principals. Teenage pregnancy is one of the challenges faced by Namibia as a country. The interviews revealed that Dreams is an organisation for girls in Namibia. Through this organisation, girls are taught how to use contraceptives correctly. Organisations are better equipped to illustrate to learners the skill of using contraceptives.

Uniformed forces were also found included as part of the community involved in the teaching of LS. All the principals revealed that they work with other departments of government to help explain other topics. The schools in Windhoek use the services of the city police mainly. Officers from different departments visit schools to help learners. Officers from the substances and drug section are the most visible. Learners are given the opportunity to ask questions and get explanations on drugs and their effects. Two principals explained that there are times when these officers bring with them ex-convicts and victims of drug abuse to speak with learners. The use of experts from other departments was explained as the use of the Human Capital theory. Data collected revealed that when resource persons are called to schools, they serve several purposes to the learners. Learners get the opportunity to see how different professions work as well as learning the skills that are important in life. Above all, they get the knowledge that is vital for them in making correct choices in life.

Some professionals who occasionally receive invitations from schools include nurses and members of the correctional services. Schools have the right to consult local medical facilities for health-related matters. In most of its suburbs, the City of Windhoek has clinics that are run by the regional councils. According to the principals, the LS teachers plan the visits of the resource people according to the topic being covered. Correctional staff describe the difficulties experienced by offenders using their personal experiences. Principal D agreed that integrating ex-offenders into the classroom helps learners better understand reality. In order to help LS, it was revealed that some social groups made up of ex-convicts target learners and collaborate with law enforcement agents. The use of the community support approach was applauded by the principals and principal D stated that: "Community support can help to improve the future generations." Data collected revealed that successful results can be obtained through an approach that involves a strong interaction with different departments depending on the nature of the topic and skill to be imparted.

5.5.4 Intervention Strategies

Data collected from the interviews with principals revealed many intervention strategies that could be used to curb learner problems. The major important contribution from the principals was their plea from the responsible authorities to improve the status of the subject. Currently, the subject is being offered to all learners from primary to secondary schools as a non-promotional subject. The perception was also shared by all the participants of the study. Principal D noted:

“All learners are expected to do the subject, but as a non-promotional one. The subject can make better impact if it is made compulsory and a promotional one.”

The status of the subject was seen as a drawback to the implementation and eventually the expected achievements are never met. Some teachers do not encourage learners to take the LS subject seriously because their focus is on subjects that have examinations which will affect the school rankings. The system of ranking schools after national examinations was raised as a contributing factor for teachers to neglect LS. The perception of principals towards the subject was positive, but it is not supported by other members because their goals are not the same. From the data collected, the principals showed that they fight to develop the learners in all areas, yet their teachers are much concerned with promotional subjects that attract publicity.

The data collected from the six principals showed that the desire to implement the subject fully is there in schools, but lack of sincerity from the responsible authorities was singled out as the major problem. All the participants of the study called for the intervention of the ministry. School enrolment has increased, and many people are using public schools meaning that staff must be increased to match the growing numbers of learners. In all the schools interviewed, there was only one LS teacher for the school. All the schools had grade 8 to 12 learners who were attended to by one teacher. The first intervention strategy from the principals was the addition of qualified teachers in the schools. Principal E remarked:

“Four or more LS teachers at a school will enable learners to be conscious about their lifestyles.”

The interview sessions revealed that availing qualified LS teachers in schools will show the commitment of the ministry. The principals expressed that qualified teachers have the potential to deliver and achieve the desired outcomes. Leaving LS teachers

overloaded does not promote the reasons why the curriculum was expanded in that way. LS as a crucial subject should be able to leave no one behind. As of now, most learners are being deprived of the services of the LS teacher. The principals interviewed brought the point that it was very difficult to expect tangible results from the over-burdened teacher. A one-man department has no continuity as expressed by the principals who lamented that human beings are not machines. Problems may arise with that teacher and no one from the school can quickly fit in. No teacher can guarantee that he or she will be present every day for the whole year. According to the principals, the importance of the subject is being eroded by this point. Learners can quickly notice that the subject has no significance.

The interview sessions with the principals revealed that subject resource allocation in schools does not favour LS as a subject. The principals allocated more resources, especially textbooks, to other academic subjects. The study concluded that since some departments are big, members work together to build their departmental libraries whereas the single LS teacher does not have any companion to encourage innovations.

In addition, providing resources where infrastructure is limited could be a waste of time and energy. The first point of call should be investing in infrastructure so that whatever acquired should be well taken care of.

5.6 INTERPRETATION AND ANALYSIS OF INTERVIEWS WITH PRINCIPALS

Theme 1 was used to answer both the main and first research questions. The study wanted to evaluate the implementation of the LS curriculum in Windhoek high schools. Literature illustrated that the LS curriculum was introduced in schools across the country after several studies revealed that learners were encountering challenges (Hako & Mbango, 2018; Mbongo, Mowes & Chata, 2016). As elaborated in the literature review section, the documents about the curriculum are detailed and competences well elaborated. The main aim of the study was to evaluate the effectiveness of the implementation stage to find if the learners are getting what was planned.

Data collected from the semi-structured interviews were compressed and some items were noted from the principals. Patton (2015) asserts that the challenge of qualitative analysis lies in making sense of massive amounts of data. However, since scholars

agreed that there is no one formula for the transformation of data into findings, researchers need to be logical to reach the conclusion. After going through the data collected from the interviews, the researcher noted several facts that could be tied to the reviewed literature, theoretical and conceptual frameworks selected for the study.

The six principals interviewed were confident that LS was being taught in their schools and all their teachers had the correct qualifications. The principals showed that they were aware of their positions as far as the implementation of curriculum is concerned. It was noted that four out of the six interviewed principals knew that LS is a different subject as Abobo and Orodho (2014) indicate. The principals pointed out that in LS, learners must show some form of behaviour changes. Learners should also display positive attitudes and responsible behaviour as result of acquiring life skills. Therefore, resources must be availed for learners to acquire the skills. The data gathered revealed that all the learners come from home daily. The researcher interpreted that the Bandura Triadic Reciprocal Determinism was being connected to how the LS curriculum influenced learners. Environmental factors both from home and where the school is located influenced the implementation results. The three schools from the low-income neighbourhood had the highest teacher-learner ratio. The schools had inadequate resources. The principals cooperated well, showing interest, which was interpreted as a plea to the public to help their schools. Investigations that are pro-humanity with an inclination to the adolescents are much needed in schools especially in the post-Covid period where learning was badly interrupted, and many learners were orphaned by the deadly disease.

The implementation of the LS curriculum from the perspective of principals takes centre stage. Data collected from the principals revealed that policies and documents of LS are available in schools. The six principals interviewed showed that they were well-versed with knowledge of what they are expected of in the LS curriculum. The principals showed that successful implementation of the school curriculum hinges on following the laid down structures of the system. From the interaction, it was picked out that most of the principals were democratic and exemplary leaders.

The six schools visited are all implementing the LS curriculum. The school management indicated that they try to provide an enabling environment that can make learning more productive. Qualified teachers for the subjects are present in all schools.

In terms of inputs, the schools are not well-equipped; this subsequently affect the products of the curriculum. Because schools have inadequate teachers, the implementation of all the planned curriculum is affected. The school principals had the documents and policies in place, but the overloaded teachers could not properly deliver. The interviews indicated that the will to help the learners was there from both the principals and the teachers, but lack of adequate resources limited them.

5.7 INTERVIEWS WITH LIFE SKILLS TEACHERS

In this section, the researcher presents the data generated from semi-structured interviews with the LS teachers from the six schools selected. Teachers in all schools are responsible for the implementation of the curriculum. In this case, the curriculum understudy is different from other academic subjects in that the results should be visible from even a layman's point of view.

Six teachers were involved in the interviews. All the schools selected for the study had only one LS teacher and all teachers were female. Throughout the study, the teachers remained anonymous and alphabetical letters were used as stated before. The teachers all had acceptable qualifications from recognised colleges in the country. They all teach learners from grade 8 to 12. They were all junior teachers whose teaching experience ranged from five months to nine years. The teachers were responsible for teaching LS and attending to all disciplinary issues of learners and other matters that involved the upkeep of learners.

5.7.1 Implementation Procedures and Strategies

Under this theme, the researcher wanted to solicit answers to these two research questions: "How effective is the implementation of LS curriculum in Windhoek high schools and How is LS curriculum implemented in Windhoek high schools?"

The most important fact from the interviews that was singled out was that the teachers were all well-informed about the syllabus and the expected competences for learners. From the interviews, it could be noted that teaching was done as per policy. Asked about the teaching methods used, the teachers did not express innovativeness in their responses. The researcher had to probe more for clarification. Teacher D gave out the following answer:

"Facilitation, mainly learner-centred, presentation or experiential learning."

However, after probing for more explanations the teacher explained that lesson delivering was more of practical activities by learners. It was revealed that learners are attracted to the lesson when they know that there were some activities that would give them the opportunity to talk or get out of the classroom. Teacher E explained that LS is a subject that is difficult to teach because the teacher must keep learners motivated. Learners must be engaged all the time and class management has to be firm. Data collected revealed that LS teachers delivered their lessons with professionalism because some topics are very sensitive and may negatively impact learners. Teachers revealed that as much as they would want to follow the syllabus, prevailing circumstances at times force them to change and teach about other matters. The LS teacher from school D revealed that at one time a learner committed suicide and her plans were changed to suit that prevailing situation. However, the participants all brought out the fact that discussions in many cases are not finished because of limited time.

The semi-structured interviews revealed that in all the six schools visited, teachers try to have a hands-on approach. Learners are given tasks which they call projects in LS. The teachers were of the opinion that if learners have projects, they could process and relate learned issues with what they see in their communities. The projects were supposed to be displayed in classrooms, but most schools have no LS classrooms. LS teachers interviewed were positive that project work was the most effective method as learners are forced to conduct research. As learners present and explain their projects, many skills are learnt. Teacher A was of the view that group projects keep the learners occupied, focusing on productive issues thereby reducing the time learners are idle at home.

The implementation of LS in Windhoek as revealed by the results of the interview has various dimensions. The six teachers interacted with showed that the way they interpreted the syllabus influenced the implementation. Teacher D, who had served the school for five years, showed that she was more flexible, and her approaches were more involving as evidenced from the focus group interview of her learners. Debates and discussion were preferred methods, but interaction with other members outside the school was pointed out to be more productive. Teacher D revealed that on social issues that are rampant in society learners benefit more if clubs are invited to display their role plays. Some learners can be helped in that they identify career opportunities.

The interviews revealed that the only excursions learners can learn life skills from are career fairs which are organised by local universities and colleges. The LS teachers from the three upmarket schools revealed that their schools organise successful tours for their learners. Some local colleges before the COVID era would bring buses to ferry learners for career fairs as a way of enlightening them. The teachers showed that in the area of career guidance the subject is doing a great job. However, teacher A was of a different opinion as she argued that universities and colleges provide more of academic courses which may not benefit the less gifted learners. She believed LS should train learners to become job creators and not job seekers. This LS teacher believe in giving learners hands-on skills as well. The interview revealed that the gesture must be extended to Technical and Vocational Education and Training (TVET). These colleges provide education and training which provide knowledge and skills for self-employment if learners are supported.

LS teachers interviewed were all in agreement that implementation of the subject is very important for the development of a better society. However, the efforts are being hampered by other external factors such as limited time being allocated to the subject. Most of the activities in LS take much time to organise. The assessment approach derails the progress of learners. Teachers E and F agreed that learners are not motivated to bring the best projects, because after presentation, there is no space to display their talents.

5.7.2 Behaviour Change

The theme of behaviour change was derived to answer the research question: “Why do school learners continue to display delinquent behaviour even after being exposed to LS at schools?” Literature has exposed that schools are experiencing problems and several initiatives have been put in place, including the learner pregnancy policy in Namibia. Right from its inception, the LS subject was introduced to instil values in learners. LS was expected to reinforce the manifest functions of education which include socialisation, transmission of culture, social control, social placement, change and innovation. These functions, if they were to be inculcated in the LS delivery, learner behaviour was supposed to improve.

From the interviews carried out with teachers, four of them revealed that behaviour is a constant variable. Their opinions were that the results of LSE cannot be generalised

by reports from the media. According to them, the inclusion of LS in schools has positively impacted society. Behaviour change is a gradual process. Their responses include the following:

Teacher A: "Teaching LS is impacting learners' behaviour in a positive way as learners' eyes are opened through massive discussions of critical topics regarding behaviours which help them to have good manners.

Teacher B: "Positively, they are taught real life events and how to handle certain situations in life."

The teachers revealed that a great percentage of learners take the subject seriously which gives them the energy to move on. Teachers showed that they had evidence of positive results from their effort in delivering LS. Teacher C applauded the inclusion of the subject as a good development for the disadvantaged girl child. Her reasoning links well with literature that pointed out that some parents are too busy with accumulation of wealth, leaving their children without anyone to provide life lessons. She elaborated that some of the behaviour problems that manifest in schools are because of absent parents.

The interviews revealed that LS teachers do some form of informal observations to check on the impact of their teachings. Teacher C explicitly pointed out that she has seen changes in the behaviour of learners especially on the issues concerning sex education. Teacher A and B were confident about the positive changes they had noted in learners. The data collected showed that teachers knew that not all learners in their groups would take them seriously, but they could not give up as there were chances that they were winning the majority of learners. LS teacher C pointed that learner behaviour is an issue that society is complaining about, but as the people in the classrooms she was confident that a good number of learners have been helped.

Behaviour problems that schools are experiencing do not necessarily mean that LS has failed. The few that would have failed to mend their ways attract the attention of the media and that is what people talk much about. LS teachers revealed that only people who are in the system would understand bad situations that have been averted by LS teachings. Many learners are being helped to get information that academic subjects cannot reveal, but because in LS learners are given the opportunity to air out their thoughts, they learn useful real-life aspects. The same perception was also raised

in the focus group interviews by learners who applauded the topics that they discuss, especially sexual education and career guidance.

The interviews revealed that behaviour change cannot be enforced by schools only, but the home has a role to play. Data gathered from teachers revealed that teachers were lamenting the lack of support from the society. Teacher A remarked:

“Even if learners are empowered in Life Skills, behaviour problems are on the rise because of the parents’ failure to correct and train their kids at home.”

According to these teachers, schools are not the source of behaviour problems but the home background and the ill-infested society. They believe that learners are coming from houses “where there are no parents, or they are being abused at home.” The society where schools are getting their learners is a mixture of many cultures and freedom in town is destroying if not confusing learners in Windhoek. Teacher D explained that values which must be transferred to the learners must hinge on a particular culture which is not the case with Windhoek. In one class a teacher may find that there maybe three or four learners of different nationalities, adding on to different tribes in Namibia. These teachers argued that while diversity is being encouraged, it has its own pros and cons. They claimed that the impact of LS on behaviour is being affected by this diversity because learners waste a lot of time studying and adjusting to each other before real progress is noted.

However, the data collected from the teachers can sufficiently answer the research question on delinquent behaviours in schools. LS teachers believe that the objectives of including LS in the school curriculum are being met. There are many variables that complete the equation of moulding good personality in the learners.

5.7.3 School Support System

Under the theme school support system, data collected from the LS teachers were used to answer the research question “How are teachers supported when implementing LS?” Literature established that the LS subject is different from other subjects offered in the schools. It is about teaching culture. Teaching culture becomes too broad and a difficult task to be accomplished by LS teachers alone. The interviews with LS revealed that the teaching of this subject in schools is done with the support of

the school management and other teachers. Heads of Departments (HODs) were singled out as their immediate supervisors who are always in close contact with the teachers. Teacher D explained that her HOD takes part in supporting the subject tours especially career tours. In all the interviews, the teachers cited the support of the school administration especially that the subject is properly timetabled.

All the schools involved showed that they have year plans where learners are given schedules according to their grades. The senior grades are offered the opportunity to attend career fairs. The LS teachers highlighted that schools always organise motivational speakers to address learners. When the researcher visited the schools in the second semester, the members of the police force were going around urban high schools. Their main agenda was tackling drug abuse and child trafficking.

LS teachers raised the issue of workshops that they receive even though they are rarely done. LS teachers revealed that some workshops are organised by health officials who need teachers to cascade the information to learners. The topics which they said were mainly discussed include mental health, drug abuse, depression, and cyber bullying. It is through these workshops that teachers are made aware of the material benefits that can be supplied. Teacher D pointed out that attending workshops help them link with others which she said was a good way of opening many channels for learners. These workshops can help them link with various organisations which can be used to help learners financially.

The LS teachers from the high-density neighbourhood acknowledged the support they receive from different organisations. Some groups such as Dreams and My Future My Choice are registered entities that assist adolescents in various areas of life. The issue of sanitary pads was raised. Learners are not only motivated to attend classes, but they receive hands-on skills. LS teachers commented that support such as this help to improve learner behaviour because as donations come, they use the criteria of good behaviour when selecting who should benefit.

The data collected from these LS teachers showed that those who interact with the learners could see the gradual progress in the learners. However, persistence and continuity from all parties involved in the learning process are needed to achieve the desired results. The support received both internally and externally was applauded by the teachers as a way of keeping learners on track.

5.7.4 Intervention Strategies

Under this theme, data collected from the interviews revealed the strategies and measures that could be adopted to improve the implementation of LS. As was established in the literature review, many scholars believe in giving learners this curriculum. The study wanted to establish ways that could help improve the subject. Throughout the period of data gathering, the participants interacted with showed a positive attitude in the subject.

From the six LS teachers interviewed, the first strategy that came out was changing the status of the subject. LS teachers showed that they meet resistance in their work so the first step was that the subject should be “placed among the promotional subjects.” Learners do not invest take their time to value the subject as it does not contribute any points to their certificates. According to the teachers, learners do not put much effort on tasks that do not appear on their reports. The fact that LS is a non-promotional subject creates a lot of indiscipline in the classes. Teacher F explained that there is need to research on how other countries are doing it and then benchmark with those that are making some progress. Her argument was:

“It is very difficult to motivate learners in the subject since they do not sit for any exam. As a nation we need to change the status of the subject, maybe we need to compare with our neighbours and learn from them.”

In the six schools selected, there was only one teacher per school to attend to all grades from grade 8 to 12. All the LS teachers were female meaning that the boy child was not represented. The LS teachers believed that more teachers should be employed to reduce the teacher-learner ratio. The workload for teacher is huge and unbearable. This affects the effectiveness of LS teachers. The responsible authorities have to rethink on the matter of adding more teachers if implementation of the curriculum is to be improved. LS teacher C proposed having three or four LS teachers per school. This would be better taking into consideration that most state schools have high enrolment figures. LS teachers revealed that some issues affecting boys are never dealt with in deeper details because schools have only female LS teachers. When recruiting teachers, the issue of gender balance must be considered.

The LS teachers believe that when teaching LS, they encounter matters that need other expertise which they cannot successfully handle. Along with this they suggested that

schools must have at least one psychologist. The interview sessions brought out the issue of a different generation that is being raised in this century. This generation lack the aggressive nature needed to successfully sail through adolescence on their own. The teachers suggested that these learners need to be observed by psychologists regularly to avoid some dangers school authorities encounter. LS teacher from school A noted this:

“Today’s generation needs to be pushed harder in all aspects. We should never take it for granted that they will use their common sense. We need to be supported by trained psychologists to win our war.”

LS teachers claimed that they use many teaching methods as ways of drawing the attention of the learners, but their efforts need to be supported by better infrastructure, especially classrooms designated for only their subject. The projects and posters learners make as a form of assessment can make more meaning if displayed for longer periods in their classrooms. The learning environment of LS should not be same with other academic subjects. Even the counselling sessions can yield better results if they are conducted in comfortable rooms.

The LS teachers showed that improving the amount of time reserved for LS can be an intervention strategy that can be used. One lesson per cycle or per week is not enough. The teacher may be disturbed on the timetabled day and that means learners can go for a fortnight without the LS subject. It was pointed out that allocating less time to the subject is an indication of how insignificant the subject is. Learners are quick to make conclusions that best suit them. In addition to this, LS must be supported by many different reading materials, not only by formal textbooks. The world has become so smart and digitalised that reading books has become an issue with the new generation. The LS teachers believe that if there are rooms for LS, learners can learn from technological devices which they are so much attached to. The idea behind the successful implementation of LS is to draw learners’ attention; they must learn through play.

The LS teachers recommended trying out departmental expansion so that teachers can share ideas and make use of teamwork. Although other departments incorporate the LS material, the influence is constrained because most promotional subjects collaborate with the objective to finish the syllabus for assessment. Teachers also

recommended that the LS assessment be updated in conjunction with this idea. Without a written report, learners are not motivated to put more effort when being assessed. It is necessary to develop a strategy that will compel students to take part in order to advance and improve their lifestyles. Some kind of summative evaluation, according to LS teachers, may help change how LS is perceived.

5.8 INTERPRETATION AND ANALYSIS OF INTERVIEWS WITH LIFE SKILLS TEACHERS

The interviews with LS teachers brought several ideas to the researcher. The implementation of LS to learners in schools is taken seriously and the teachers involved showed that they adequate theory that they intend to use. Close co-operation with the school principals was detected. The LS teachers interacted with showed that their relationship with their learners was warm.

LS teachers pointed out that implementing the curriculum was not a challenge. Syllabus interpretation and delivering the objectives were their main activities. According to them, the school policies were clear, and teachers were keen to implement the curriculum. The schools are trying to provide the necessary inputs needed for the implementation of the programme. The curriculum is implemented to learners to meet the objectives. The teachers showed their willingness to build responsible citizens and help learners find meaning in life. The way the subject is being perceived illustrated that schools desire to fulfil the importance of education. Murphy-Graham and Cohen (2022) divide LSE into three discourse communities to help learners succeed in life. The same approach was found was used in the schools where teachers focus on life skills for prevention and protection on issues concerning the health of learners. Career guidance, interview skills and CV writing are some of the issues that prepare learners for the world of work.

The strategies used by teachers in the lesson delivery revealed that teachers were not only concerned with content but character building. The use of debates and group tasks help learners acquire skills for life unintentionally. Cooperative learning teaches learners social skills (BLSTP, 2018). According to BLSTP, the benefits of LSE go beyond behavioural targets. The methods used instil values such as time management,

self-esteem and confidence, and the desire to soldier on to accomplish any mission set.

The LS teachers showed that their mission can only be achieved through teamwork. They did not take themselves as the source of knowledge, but as vehicles through which learners can ride to reach their destinations. All the teachers interviewed showed an inclination on the use of human capital theory. They appreciated much the value of resource persons and the impacts they have on learners. They use resource persons as models that can help learners get the motivation to do well in life. LS teachers illustrated that observational learning has an impact in teaching LS.

The LS teachers noted that the learning process is affected by three variables (Bandura, 1986). LS teacher B stated that learning begins with the change of the mindset. As much as the teachers want the learners to change, nothing happens if the individuals concerned do not put effort. In their teachings from lower grades, the teachers expounded that they emphasise personality topics which focus on life skills for prevention and protection. The approach is in line with Maithreyi (2018) who emphasise that LSE is the gold standard in the prevention of everyday problems.

The interviews with LS teachers brought out the idea that all stakeholders in education value the subject and effort is put to keep learners on track. Subject integration and teamwork were items noted in schools. School management and other departments, especially humanities and science departments, were singled out as helping LS teaching. Teachers working together create an environment of oneness. The values taught in LS are further reinforced by other departments which was applauded by all participants of the study.

However, it was noted that more could be done to improve the outcome of implementing LS in schools. The schools included in the study had only one LS teacher. Since the LS teachers are overloaded, this negatively affects creativity and the will to do their best. UNICEF (2016) notes that there is under investment in education which can result in several conditions which do not favour positive results. The same sentiments came from the teachers who felt that they were alone in the struggle of making meaning in the learners' lives. Lack of societal support is another problem that, in the opinion of the teachers, impedes growth. The study's participants bemoaned the poor lifestyle choices made by city dwellers. Albert Bandura's Social

Learning Theory emphasises the value of observing, modelling, and copying other people's behaviours, attitudes, and emotional responses. LS teachers highlighted that these characteristics are not present in society. This sentiment concurs with BTLS (2018) which assert that the learning environment is infested with unhealthy choices.

In conclusion, the researcher noted that the inputs that are made available by the schools to make the implementation of LS successful include human capital, time, management skills and a few material resources with the aim of producing outcomes that can make a good society. These efforts are met with resistance from an ignorant society that is made up of a mixture of inhabitants from different tribes and nationalities.

5.9 FOCUS GROUP INTERVIEWS WITH LEARNERS

Six focus group interviews were held with grade 11 learners from the selected high schools. Both boys and girls participated in the study. The focus group sessions were carried out in the school premises in groups of eight per session. The focus group discussions were guided by the research questions. The data collected were recorded and then transcribed. The focus group interviews were conducted after the semi-structured interviews with LS in order to triangulate the data.

5.9.1 Implementation and Lesson Delivery

The focus group interviews revealed that learners are being taught several topics as per the national curriculum. In all groups the learners could itemise the topics that they had covered since the beginning of high school. The learners were able to explain some of the policies such as the learner pregnancy policy. The learners' level of explanations showed that they had a deep understanding of what was being taught.

On the methods of implementation used by the teachers, the learners showed that they were comfortable with the approaches used by the teachers. In focus group A, the learners were able to explain clearly the different tactics used by their teacher. The most popular was the debating method which they said was a way of learning from others. The debating sessions had different impacts on learners. Some learners pointed out that these sessions motivate them to research on the said topics. These learners revealed that there are many benefits associated with debates in LS. Learners are encouraged to look for knowledge and by so doing they use their time productively. The skills they gain in LS can then be transferred to other subjects.

The focus group interviews revealed that most of the learning process happens unconsciously during the LS lessons. The learners mentioned the following teaching methods used by their teachers: project work, group work, debating, role play and lecture method. When learners are given projects to work on, they are expected to explain to their colleagues what they would have come up with. According to focus group A, the teaching methods depends on the topic being covered. Learners revealed that LS is not about knowledge only, but many skills are learnt in this subject. Most learners agreed on the acquisition of self-confidence and the ability to speak in public. When presenting to the class, learners have to be prepared to answer questions and defend their positions. It was clear that LS lessons were being carried out in the schools from the focus group interviews conducted. Focus group F had participants which showed a higher level of understanding the essence of the subject. Participant B from the group had this to say:

“When we present our projects to the class, we learn how to speak in front of people. This will help when called for interviews Miss ummm. We do not speak our language when we go for interviews.”

In addition to full class instruction, the focus group interviews showed that LS teachers had developed relationships with their learners. Focus group B's findings indicated that their teacher is patient with students who are dealing with personal issues. The data collected showed that the LS teacher gives a person with concerns time and offers "psychological aid." The majority of learners in focus group A unanimously concurred that the LS teacher was warm and attentive. The information gathered showed that teachers assisted learners in integrating LS with other disciplines. Participants in focus group D indicated that their LS teacher asked his male science colleagues to explain various things to them, particularly those pertaining to sexuality.

The focus group sessions with learners indicated that what learners needed more was the space to talk about life issues and not reading from books. Of the six groups, only two raised the issue of lack of textbooks. The group participants raised the issue of interaction with different people whom they feel were a better inspiration. A member from group C articulated that LS should be more of practical and tangible examples for the learners to copy from. Attendance of LS improves when they know that some people other than their teachers are coming to present.

From the focus group sessions, data gathered revealed that what is important to learners is a facilitator who is knowledgeable to guide the directions. According to the learners, the facilitator is needed to schedule the learning process and identify the resources, including human resources. All the groups showed that they need guidance on where to get the knowledge. Data gathered showed that learners have quest for knowledge. Most of the participants showed that they needed models to copy from. The focus group interviews revealed that most learners do not benefit much from the lecture methods in the classroom. What is much needed by them is getting in touch with reality. Tours were then suggested as a good learning method had it not been for the challenges of time and money.

The six sessions attended revealed that the curriculum implementation of LS in schools is going on with many learners appreciating it. It was clear that aspects of the curriculum such as knowledge, values, skills, and attitude are being covered. Implementation of the curriculum may be perceived differently by the teachers, but with learners, many are able to make informed decisions from the lessons.

5.9.2 Behaviour Change

Under the theme behaviour change, the researcher wanted to establish whether LS was making any progress amongst the learners in schools. From a layman's perspective, education should bring positive results in the society at large. The introduction of LS was supposed to make a conspicuous improvement in the society. The learners we have across the globe behave differently. The focus group interviews tried to establish reasons why the situation is like this.

The learners were quick to agree with the researcher that behaviour problems are on the rise. As much as they get the knowledge, individual effort is needed. Participants from group B raised the point that behaviour change begins with a change of the mindset. Learners agreed that it is their responsibility to implement what LS teachers give them. As for these grade 11 learners who are going to join the world soon no one can push them any further. Participant D from focus group B was clear on the issue of individual effort. She had this to say:

“Our teacher gives us knowledge yes on the problems we may face as children, but some of us we just follow our friends. In town you just want to be like others.” (Laughter from the group)

Those who have chosen to take LS seriously have noticed some advancements. In focus group A, participant F who claimed to have joined the school in grade 9 expressed happiness that LS was improving the school. She noted that the safety of girls had increased as a result of increased sexual education. She claimed that there were fewer teen pregnancies at their school.

“I am new to this school, but I do appreciate the interaction we get from our LS teacher. If I compare the rate of pregnancy with my previous school in the village, I can see the difference. Here it’s down down down ummmm.....”

Some focus groups participants thanked their LS teachers for providing them with information that could boost their self-esteem. The interviews made it clear that personal level evaluations of behaviour change are necessary. All the participants acknowledged that learners could not behave uniformly, but for now, LS has been beneficial. Participant A, a boy from focus group A was full of gratitude to his teacher, he had this to say:

“Our teacher gives us time to present our problems and we are taught to speak out. When we go for interviews, we can do better because we know how to talk.”

On the other hand, several participants cited the learners as the ones at fault. According to the participants, the majority of learners that engage in criminal behaviour do not take their education seriously. Behaviour issues are a result of numerous experiments. Similarly, learners held themselves accountable for the inappropriate behaviour that took place in classrooms. A member of focus group D stated that boys often do not think about the repercussions associated with teenage pregnancies. The interviews found that some learners accepted responsibility for their actions, and several of the participants argued that if they were subjected to both parental and institutional restraints, behaviour change could be a different story. Boys showed that they cannot exercise self-restraint as evidenced by their confession in most group discussions. From group C, all boys agreed that it is difficult to behave when parents are reluctant.

“At school, the LS teacher gives us information, which is good, but when I get home, sometimes there are no parents I do what I feel like doing.”

Data gathered from the focus group interviews on behaviour change revealed that learners need continuous monitoring from both home and school. Schools should give a lot of attention which the family is failing to provide mainly because of work commitments. All the groups were of the opinion that one LS teacher is not enough to listen to their challenges. Learners in these schools are going through a lot which schools are taking for granted. The organisations visiting schools have limited time to include everyone. In focus group A, one participant opened up about donations which are not fairly distributed because the LS teacher does not have all the records of the disadvantaged learners. These small issues contribute to behaviour problems as some learners opt to do the unthinkable to be noticed. The girl participant from group E clearly showed that one teacher could not manage. She had this to say:

“Yes, donations come but the teacher skips you since she does not know that you are also coming from a poor background. We also need shoes and pads.”

The participants raised the points that behaviour change is a complicated issue because some behaviours are a communication to the adults that things are not well. Focus group B raised the points that learners come from different backgrounds. Some of the backgrounds are troubled and learners commit offences to be noticed. The group raised the issue that not all learners can open up easily. A criminal offence which learners mentioned was drinking alcohol as a result of depression or troubled background. Along with this, the group raised the point that alcohol is easily accessible in their environment, so resisting it calls for discipline.

Group participants expressed conflicting opinions about the administration of the school. There was no agreement on how principals approach learners. On the one hand, some learners admired the management's willingness to support the LS teachers, while others thought the LS teacher was on his or her own in the process of shaping learners. The idea that more could be done to help in this area was brought up by the learners. Group E brought up the issue that COVID-19 left many orphans who require significant help, especially throughout the grieving process. Some of the learners that exhibit behavioural issues are those who receive little help from their teachers. The groups, however, demonstrated that LS instruction was having a favourable effect on the students. Learners from all groups concurred with each other on the point that they should participate in the process of developing good personality.

5.9.3 School Support System

The focus group interviews with grade learners were included in the research to help establish the effectiveness of curriculum implementation from a neutral source. Teachers and principals may fail to give a correct picture on the ground, and group discussions may correct this. Grade 11 learners' opinions were sourced to answer the research questions of the study and used as a way of triangulating data from teachers and principals.

Participants in the focus groups brought up the ideas that LS teachers and schools work with other departments from different fields. Starting from the school, the principal supports the subject. Learners were aware that the subject was properly allocated time on the timetable which is the responsibility of management. The school organises transport to carry learners for career fairs and other subject teachers must accompany the LS teacher as well. The school management is responsible for the security of the learners all the time they go out. Participants from focus group D all agreed to the way the principal chastised learners who bunk LS lessons. The group discussions were happy about the organisations that the schools bring to talk about different issues. The learners from focus group D had a group of volunteers in the school that were helping both boys and girls make sanitary pads for learners. The participants pointed out that these skills were not only useful for the present, but some were even going to develop their skills and establish businesses. Participant A from the group had this say:

“Yes, our principal does not want lesson dodgers. Many enjoy Life Skills because we are learning business skills. Sanitary pads is big business miss. (Laughter from the group).

The participants highlighted that it was through LS that the less privileged learners are identified. These organisations are then used to establish links with people who can assist them. Participants from the high-density neighbourhood schools gave data that showed that their schools had more opportunities of receiving aid from the organisations. However, the issue of boys lacking support was common in all schools.

5.9.4 Intervention Strategies

In the focus group interviews, learners were also given the opportunity to explore the improvements they may desire to see in the learning of LS. All the groups showed a

positive attitude and that they were benefiting something. However, they had several issues which they thought could improve the LS curriculum.

Like their principals and teachers, all the groups felt that the status of the subject must be elevated. Learners in all the groups brought up the point that LS should be a compulsory subject so that it is given more time on the timetable. As it is, learners are not compelled to put effort on a subject that does not add any point to the final report. Focus group A brought the point that sometimes the LS teacher does not even put the final grading on mid-term reports. They argued that if the subject becomes compulsory, the amount of time reserved for it will be increased. Learners brought out the problem of time. In focus group B learners pointed out that in most cases debates are never concluded. They argued that this could be the reason why behaviours do not change. Learners concluded that limited time is causing some learners to lose interest. Participant C from focus group A concluded that:

As much as we respect the subject, time given to it is too little. The discussions are sometimes left hanging, and we are left without a clear position. We want our teacher to really guide us.

Learners are discouraged by the handling of their projects. The six groups showed disappointment in the way their projects are assessed. The amount of time put, and the quality of assessment does not match. Because of time constraint, the teacher cannot listen to all presentations. In this case, the learners view presentations as a waste of time to research. Individual assessment is difficult to implement; therefore, the significance of LS is eroded.

Lack of LS teachers was an issue that was raised by all groups. Learners pointed out that one teacher cannot manage to serve all the learners taking into consideration that state high schools have the greatest number of learners. To make matters worse, boys complained that they are not being represented in many issues. There is no gender balance when it comes to recruitment of LS teachers. Boys are left out in many issues. The organisations that support the school are also inclined to the girl child.

The focus group interviews brought out the point that LS covers many personal social issues that cannot be said out in public. Four of the LS teachers interviewed operate from the main staffroom which makes it difficult for them to maintain privacy. The learners suggested that schools should have classrooms reserved for LS. Some

learners cannot have the courage to approach the LS teacher from the staffroom. Provision of classrooms set aside specifically for LS teacher was a suggestion which came from learners. These rooms can now be used by learners to display their projects and for counselling sessions. Group discussions also came up with the suggestion that these rooms can be equipped with technological devices that teachers can use in their teaching. Learners brought up the point that LS can be used to expose numerous opportunities in the world. Focus group F raised the point that the greater part of LS is used for social challenges, yet learners need to be prepared for the world of work. Since there are many topics to be covered in LS, learners believed that using the internet was more effective than resorting to books. They raised the point that content is now available on the internet, what they wanted was a facilitator to guide them.

5.10 ANALYSIS OF FOCUS GROUP INTERVIEWS

The curriculum of LS was well received in schools. The learners who were involved in the interviews participated actively showing that they were dealing with what they knew. Participants from focus group A gave details of policies that they learnt from the subject. One participant clearly narrated the contents of the learner pregnancy policy showing that learning was being done. Learners cited the topics learnt, the methods used in teaching and tours that were organised by their schools. The research aimed at evaluating the implementation of LS in schools and CIPP was selected as the conceptual framework for the study. In the study, the researcher investigated how the context and inputs affected the implementation of LS.

The success of the programme was not only evaluated using the CIPP model. Results of the implementation were also measured using the Social Learning Theory. From the interviews held with the learners, several factors which affected the successful implementation of LS were picked up. These include:

- Limited resources;
- Limited numbers of qualified LS teachers;
- Assessment procedure;
- Gender imbalance amongst the teachers;
- Limited infrastructure;
- Lack of sincerity from the responsible authority;
- Dysfunctional families; immorality in the society; and cultural diversity.

While it was noted that schools are adhering to the policy of the ministry, there are so many stumbling blocks that make learners fail to produce the desired products. As Bandura claims in his theory, most learning happens through observation. The environment that is supposed to produce the models is infested with immorality. Teachers do the theoretical part at school, but the moment learners are home, society starts to unteach the values instilled. Most learners have access to toxic substances from their environment and, because of their ages, they cannot resist the pressure. Supporting families are necessary for the positive development of children. It is not the case with many learners who showed that the donations by organisations that visit schools were making a difference in their lives. The interviews revealed that there were some learners who relied on sanitary pads from the school donations. This development erodes the self-esteem of the learners making it difficult to resist peer pressure. Some bad behaviour from learners is not because of the poor implementation of LS, but the society and families are forcing the children into that.

Another factor that was noted as a challenge to successful implementation as listed earlier on is cultural diversity. Towns are areas where culture is fast disappearing, especially Windhoek. Discussions raised the point that in their classes, the LS teachers must deal with several cultures from different nationalities. While it is good that learners learn from one another, it becomes a problem when there are differences in beliefs and doctrines. The environment becomes so confusing to the learners.

The participants revealed that all six of the sampled schools had inadequate LS teachers. The curriculum's outcomes had already been impacted in terms of the input of human resources. Boys were underrepresented among the learners. The time assigned for LS delivery was constrained. Depending on the system they use, each school taught the topic for once per cycle or week. The lesson lasted between 35 and 40 minutes. The participants' biggest issue was delivery time. From this angle, the implementation is compromised since the inputs are insufficient to support the outcome.

Focus group interviews brought out the ideas that LS was a subject that has the potential of making a difference in the lives of learners. The participants perceived the subject with high esteem. The knowledge from the learners showed that what the

subject was meant for was being achieved. While it is very difficult to measure the degree of achievement, the point is that not all learners despise the LS teachers.

5. 11 CHAPTER SUMMARY

The chapter focused on the data interpretation and analysis of the interviews carried out with LS teachers and principals of the six selected schools. The discussions from the focus group interviews were also included. The discussions were guided by the research questions and the conceptual framework of the study. Four major themes emerged from the study which were implementation procedures and strategies, behaviour change, school support system and intervention strategies. The data were interpreted and analysed in relation to the theoretical framework and reviewed literature in Chapter 3.

The participants from the focus group discussions brought out the point that LS is taking place in schools and that teachers have a positive attitude. The interviews with teachers showed that more should be done to improve the quality of education given to the learners. The school principals were in collaboration with their teachers. All participants advocated for an education that is progressive and useful for the development of society. The next chapter presents on the summary of the findings, recommendations, and conclusion of the study.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

The preceding chapter presented the data that were collected from the interviews with the sampled participants. The research questions informed the analysis of the data and the explanation of the results. The qualitative data were interpreted using thematic analysis. This chapter provides an overview of the research investigation. Concluding remarks and recommendations of areas of further study are also included in the chapter.

6.2 SUMMARY OF THE RESEARCH PROCESS

The research study focused on evaluating the implementation of the LS curriculum in Windhoek state high schools. The main aim of the study was to assess and evaluate the effectiveness of the implementation of the LS curriculum in Windhoek high schools. The researcher wanted to establish the possible reasons why schools have behavioural problems and why society experiences social problems when schools are implementing the LS curriculum.

The study used a qualitative research approach to investigate the problem under study. The theory postulates that “man is neither driven by inner forces nor buffeted helplessly by environmental influences” (Bandura, 1971:2). Literature was reviewed along these lines. The Triadic Reciprocal Determinism also emphasised on the interaction of personal factors and environment on shaping behaviour. The CIPP evaluation model was borrowed as scaffolds in evaluation. The CIPP model was used to explore the activities on the ground and to establish how learners as products of the implemented curriculum are shaped. Semi-structured and focus group interviews were used as the main method of data collection. Participants had the opportunity of airing out their views which were presented in Chapter 5. The data were thematically analysed in the same chapter.

6.3 SUMMARY OF THE MAIN RESEARCH FINDINGS

The qualitative data were categorised into four main themes as shown in Table 5.1. These themes had their sub-themes which came from the interview discussions.

The LS curriculum implementation was observed as being done in all the six schools visited. The principals interviewed showed a high level of theoretical content as well as policy knowledge. The allocation of LS on the school timetable was as per national policy. LS teachers and principals all had the same stance on how learning and teaching of LS should be done. The principals clearly explained the time allocations of the subject as per the regulations. The support they give to the subject teachers was an indication that LS is being considered as a significant subject. Their year plans include mainly career fairs and interactions with the uniformed forces. These activities contributed to the improved implementation of the LS curriculum with a goal to make meaning in life.

The schools that were part of the study were an accurate reflection of the LS curriculum implementation in practice in Windhoek. There was only one LS teacher per school. There was a consensus agreement from the learners in the focus groups that one LS teacher for the whole school does not show the significance of the subject. This results in many learners not taking the subject seriously. In line with this, the boys voiced their displeasure at the dearth of male teachers in the field. The learners complained that gender disparity concerns were not handled fairly as a result.

Both the focus and semi-structured interviewees agreed on the issue of upgrading the status of the subject. Currently, the subject is being offered to all learners on a non-promotional basis. The LS teachers saw this as a problem because most learners tend to put effort in examinable subjects where they can easily see the benefits. The principals argued that because of the status of the subject naturally people tend to relax and even the procurement of resources will naturally favour the promotional subjects. The less time allocated for the subject contributes to the compromised attitude that schools have towards the subject. The learners brought out the issue of their tasks that are never completed; where conclusions are not cemented, learners will not be guided with informed decisions.

It was also discovered that the evaluation criteria have an impact on how LS is implemented regarding the subject's status. The six focus group interviews all concluded that oral presentations and group projects make up the majority of assessments. They understood that not all group members would participate, even if they accepted that some social skills were beneficial. The grade on the final report was

only a symbol that, in the eyes of many, had no significance. Assessment was also impacted by lack of infrastructure. Because LS lacks designated rooms, learners' work could not be displayed. Due to lack of enthusiasm, according to LS teachers, project work is completed casually.

Positive outcomes from the successful implementation of the programme are anticipated. Learners' attitudes and behaviours in classrooms have shown some improvement. The LS teachers had the opinion that LS should be commended for shaping and educating the learners. What the learners displayed was a fantastic accomplishment. The LS teachers arrived at this conclusion after hearing numerous learners confessing to them how the lessons had impacted them. The point was further emphasised by a participant from focus group interviews who elaborated that she had witnessed a change in girls as she compared this to her previous rural school in terms of learner pregnancy.

The environment has an impact on how learners change their behaviour. It was discovered that Windhoek is home to diverse range of cultures, and that this diversity is having an adverse effect on the high school learners' behavioural performance. Language hurdles also hinder the LS teachers' success. Some concepts are better understood if explained in the mother tongue which is practically impossible in Windhoek high schools.

The data gathered indicated that the school principals are well versed with the policy of education on the status of LS curriculum. The LS teachers receive the necessary support even though the subject is not examinable. The learners in the focus group acknowledged that schools receive support from different organisations and other government departments. Learners in the high-density neighbourhood revealed that they are receiving skills that they can use after school to start their businesses. LS has proved that learning is not just about the cognitive component of the learners, they are acquiring those skills that are aligned with the world of work.

Offering LS in schools helps learners recognise and manage their resources while practising teamwork, leadership, and effective communications. The participants of the study reported that there are many benefits associated with the proper management of the subject. Several strategies were suggested that can improve the implementation phase. Both semi-structured and focus group interviews suggested that elevating the

status of the subject was highly recommended. The subject needs more time to assist learners achieve the objectives of the curriculum. Learners need more time in the subject because today's world has become so fast-paced, complex, and highly digital that, without LS, learners may not keep up with the pace. These issues corroborate well with Abobo and Orodho (2014) who raised the fact that teaching LS is different from other subjects as LS is about culture which must be lived meaning that more time is needed. The recruitment of teachers was also a bone of contention, where gender matters were not considered. Male teachers must come on board to address the issue of gender equity. The school principals lamented the issue of high teacher-learner ratio which compromises the effective implementation of the LS curriculum.

6.4 CONCLUDING REMARKS

The research study aimed at assessing and evaluating the implementation of the LS curriculum in Windhoek high schools. This section presents the conclusions of the investigations drawn from documents studied as well as semi-structured and focus group interviews. The conclusions used the research questions and objectives as the guiding framework. The evaluation process was done following the CIPP model of evaluation discussed in Chapter 2.

6.4.1 Implementation

The main research question was: "How effective is the implementation of Life Skills curriculum in Windhoek high schools?" The study found out that principals and teachers are implementing LS curriculum with much emphasis on following the syllabus documents from the ministry. The LS teachers indicated that they had knowledge on the delivery methods. They were clear on explaining their expected objectives and goals. The learners acknowledged that LS teachers attend their lessons.

The study concluded that LS curriculum implementation is striving to achieve the objectives of education in the country. The MoEAC (2018) acknowledges that Namibia is one of the countries that has embraced LSE "as a way of making meaning out of life." The interviews found out that schools focus mainly on equipping learners with knowledge that is needed in making informed decisions. The LS teachers endeavour to expose learners to various areas in an attempt to prepare them for adult life.

The study concluded that LS teachers are subscribers of the Tyler's objective model of curriculum development. The mentioned model has predetermined objectives that need to be achieved by the end of the instructional phase. The challenge of using this model in LS is that what is taught in LS is different from other academic subjects. LS must teach learners culture which needs to be lived yet the Tyler's technical model expects the teacher to numerate her observable achievements. The intended outcomes from LS are too complicated and advanced to be covered by the linear method that many LS teachers employ. Because the objective of LS is to develop humanity, the expected results necessitate a flexible approach to teaching and learning.

The study found that the implementation of LS is mainly affected by the perception of implementers. The authorities are not sincere on their part. The limited time allocated to LS lessons makes it very difficult for teachers to assign learners to practical tasks and finish. One teacher for the whole school does not support production of good citizens. According to the CIPP model borrowed for the study, the final product is affected by the previous stages. The inputs that are available do not promote the successful implementation of LS. The content that must be covered in LS is insurmountable, but the inputs are so scarce. The intention of the LS curriculum is to develop skills, knowledge, values, and attitudes in learners which they will use to live a positive life in adulthood. The expected results are being compromised by the challenges faced during the input and process stages according to the CIPP conceptual framework used.

6.4.2 Teacher Support

The study aimed at establishing how LS teachers are assisted in the implementation of the curriculum. The research question was: "How are teachers supported when implementing Life Skills curriculum?" (1.3.1) Teachers are at the grassroots of curriculum issues most of the times. Whether they were involved in designing and developing the curriculum or not was beyond the scope of this study. In the current study, LS teachers were used to evaluate how LS curriculum is being implemented in schools.

The study concluded that LS teachers were involved in implementing the national LS curriculum. The teachers themselves showed that they had the theoretical knowledge.

The local school management showed some effort to support progress in the subject and LS curriculum. At their level, schools have demonstrated that they are doing much to implement the curriculum. Both the school management and LS teachers work together to use their communities and other organisations at their disposal to help learners.

Their desire to do the work has many hurdles. Schools lack support from the responsible authorities. The scarcity of resources is destroying the vision of LS teachers and their learners. Inputs needed for the implementation are scarce. All participants pointed out that the teaching staff in the subject is a challenge. Only female LS teachers are available in schools which is being interpreted by male learners as violation of their rights. The teacher-learner ratio in LS is too high. The final product of the LS curriculum is impacted by lack of human resource support from the responsible authorities.

The minimum support that teachers are receiving results in teachers failing to deliver other skills that learners must get before they leave high school. The study noted that most of the lessons are mainly discussions which the learners may end up perceiving the subject as a social club. The professional integrity of LS teachers is at risk if nothing is done. LS involves teaching learners, skills that are needed in life, but the study noted that most of the activities are done theoretically. One LS teacher per school cannot afford to accommodate the needs of many adolescents.

6.4.3 Learner Behaviour

The research study about LS further wanted to find out why school learners continue to have behaviour problems if LS curriculum was introduced to address that. Behaviour change is a process, and it is affected by many factors. The study concluded that learners have the opportunity of getting the knowledge about the consequences of doing bad things. Focus group participants revealed that adolescents are gaining much from LS.

About learner behaviour, the study brought the following to the fore:

- Learners like to experiment with a lot of things.
- The environment in which learners live is infested with a lot of negative behaviour.
- Many learners are coming from dysfunctional families.

- Their home environment has a lot of alcohol that is cheap and other substances that can be used to make them high.
- Some learners live alone with their parents either in the diaspora or in the villages.
- Teachers are not given the green light to firmly discipline learners.
- Learners' rights are over emphasised.

The study concluded that there is no continuity from school to home. The process of behaviour change needs strong monitoring from both ends. Society is not providing the models that should be observed by the learners.

6.4.4 Intervention Measures

This research study provides an overview of intervention strategies that can be used to improve the implementation of LS in high schools. The qualitative data from semi-structured and focus group interviews had one thing in common. Principals, teachers, and learners all agreed that LS should be elevated to the rank of a promotional subject. The opinion that came to the fore was that the curriculum should be structured so that all learners would pass the subject before graduating from high school. School principals and teachers argued that society could benefit more from learners with transferable skills that could be used to transform humanity than from investments in academic disciplines. Their argument was that schools should be used to train learners who can become law abiding citizens rather than waiting for them to become adults who can be corrected once they commit crimes. Based on that, they all concluded that LS should be “numbered among the promotional subjects.”

The school management believed that there is a gap between teachers' training colleges and what is happening in schools. The emphasis is more on Science, Technology, Engineering and Mathematics (STEM) when it comes to the training of teachers. Principals of all the schools involved highlighted the issue of limited trained teachers. The implementation of the curriculum needs to be supported using trained workforce. High schools in Windhoek have limited numbers of LS teachers which means that if more teachers are trained, many learners may benefit. The LS subject should be treated more like a practical subject since skills are not always taught directly, but often learned indirectly through experience and practice.

The scenario which is in schools of one teacher per school does not allow the learners to experience the practice that is required for the mastery of the subject.

The study found out that LS should be connected to other practical subjects because focussing only on theory does not help the learners to see reality. The pressure that learners have in trying to adjust to the ever-changing world is huge and theory alone does not help them much. Schools should move away from traditional subjects and approaches in teaching and learning. Learners now need those subjects where they can use the skills practically. If schools could be able to provide effective Information and Communication Technologies (ICTs) that surround their daily lives, the implementation of LS curriculum could be enhanced. The traditional methods of instruction used in the sampled schools are out of step with what learners are exposed to outside of the classroom.

Another intervention strategy the study recommends is the improvement of infrastructure in schools. The learning environment must be supported by proper classrooms designated for LS. Learners lamented the lack of privacy for counselling sessions with the LS teacher. The projects and posters designed by learners do not add value and meaning since they are thrown away soon after presentation. This kind of approach to assessment demean the importance of the subject hence the expected results are never achieved.

The contributions from the interviews revealed that schools on the grassroots are ready to implement the curriculum to help all the learners that pass through the designed curriculum. There is a need to have a concerted effort from all stakeholders involved for the society to benefit from the LS curriculum.

6.5 A MODEL DESIGN IN PRACTICE

The study focused on evaluation of the implementation of Life Skills curriculum in Windhoek high schools. The main research question was “How effective is the implementation of Life Skills curriculum in Windhoek high schools?” The implementation stage is crucial in realising set goals. If it is not handled properly, the expected results may not be achieved. To help readers understand the solution of the study, a model was designed.

Models are important in matters concerning curriculum planning. They help to visualise problems into manageable units, and they do offer their users means of comprehending complex problems. Mandukwini in Josua (2016) simplified models as patterns that serve as guidelines to action. Evaluation of Life Skills curriculum resulted in the development of an interactive approach model to Life Skills implementation. Figure 6.1 is an illustration of the resultant model of the current study and brings clarity on interventions methods that can be used to improve the implementation of Life Skills.

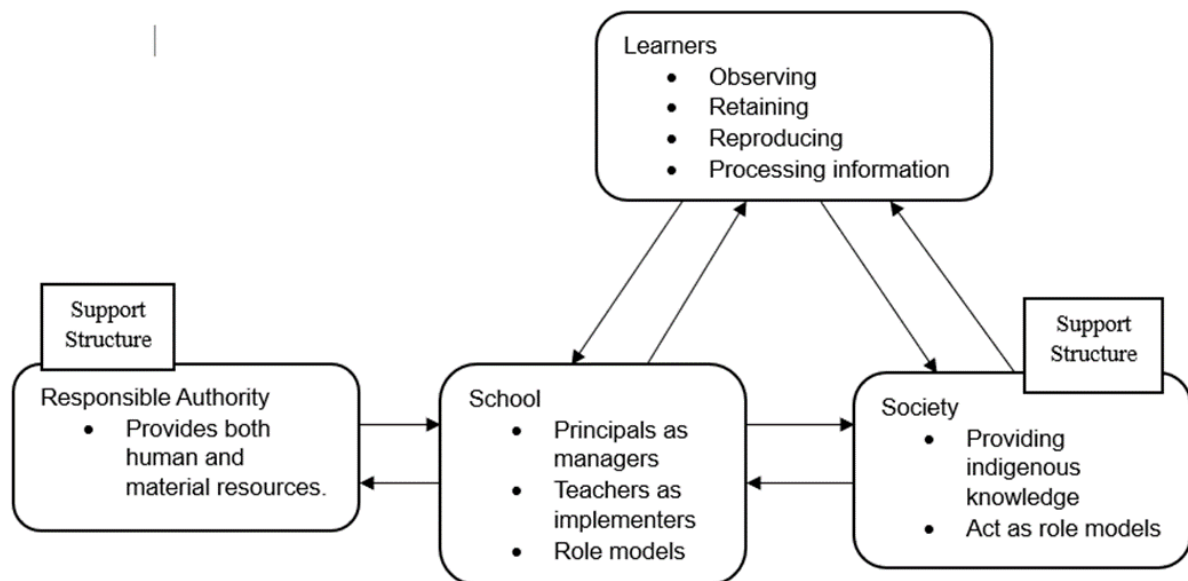


Figure 6.1 Interactive Approach Model designed for Life Skills implementation by Ndinaani Mwashita

The model was designed to diagrammatically explain how Life Skills curriculum can be improved. The responsible authority acts as support structures providing schools with both human and material resources. On the other hand, the society where learners will join in adulthood acts as knowledge hubs. Learners are at the centre of the model using the principles of Social Learning Theory to make a meaningful life. The interaction amongst these participants is expected to produce positive results from the Life Skills curriculum.

6.6 RECOMMENDATIONS

The current section presents the recommendations drawn from the findings and concluding remarks of the study. Throughout the study, emphasis has been the provision of an education system that should enable learners to keep peace in society, providing solutions to the rapidly changing world. Based on the literature review, data collected and findings, the following recommendations were noted:

- From the findings it is highly recommended that the status of the subject be revised. Implementation may become more successful if the subject is ranked amongst the promotional ones. Currently, all schools offer LS as a non-promotional subject. The learners are aware of that. The study concluded that it was the main contributing factor derailing the progress in implementation.
- Most LS teachers implement the curriculum using the objective model of curriculum implementation where teachers have pre-planned objectives to be achieved. They teach LS as another academic subject which does not benefit the learners much. The study has recommended an approach that is reflective and participatory. A participatory approach may help learners take responsibility and acquire lifelong experiences necessary for building skills. By so doing, teachers become facilitators and enablers who can help learners develop a sense of ownership and participate more in building skills.
- The approach being used in schools in LS curriculum is the top-down approach where teachers receive the curriculum to be implemented from the responsible authorities. The study has recommended that teachers should be involved in creating the curricular content for LS. A bottom-up strategy would be more successful where teachers on the ground could contribute their own ideas. These teachers need to be empowered to develop their own teaching resources, crafting of their own learning objectives and development of didactic strategies that are suitable for their environments.
- Literature has revealed that skills have fast become currency these days, the study recommends that LS teachers should be computer literate to pass on those skills to the learners. There is need to revamp LS education in ways that better prepare the learners to be productive members of the economy and society.
- There is need for responsible stakeholders to promote local literature and other resources that have local content. Learners may benefit more, and learning becomes much easier if they read materials that are talking about

their environment. Scholars and academics need to be encouraged to reconsider their perception towards LS.

- The study further recommends that a strong relationship between schools and training institutions be encouraged so that more LS teachers are trained. Gender parity should be observed as only females were found to be in the field, leaving the boy child vulnerable without a father figure at school.

6.7 CONTRIBUTION TO THE BODY OF KNOWLEDGE

Many scholars have noted the key role education plays in building economic resilience, social cohesion, and human security. The current research work further unpacked the point and highlighted how boys felt insecure and left out in LS teaching programmes. The study brought to the fore that LS teaching is giving more attention to the girl child. It was observed that both boys and girls need the same attention for them to sail through the adolescence stage.

In terms of curriculum design and development, the study brought to the fore that the content is not rigid. The teaching of LS should be contextualised, and teachers should be empowered to craft their own learning objectives depending on their environment. Teachers for the LS curriculum should only be given a framework to guide them since the content is so fluid in nature.

6.8 LIMITATIONS AND AREAS FOR FURTHER STUDY

The research was a qualitative case study focusing on the implementation of the LS curriculum in Windhoek state high schools. The study consisted of a few randomly selected high schools. The participants were purposefully selected to answer the research questions. Principals, LS teachers and grade 11 learners were interviewed in their working stations. The results of the study may not be generalised to schools in other countries or to other schools that are in different environments, especially the rural areas. Windhoek is known for accommodating a diversity of cultures and different nationalities that may differently affect the implementation of LS with other areas. The study mainly focused on state high schools and the situation may be different with private schools. Further studies may be done focusing on rural schools and private schools.

The study focused on the LS subject only and participants were expressing their opinions according to their understanding and knowledge. However, it was a significant step in that it can improve local literature in LS. Further studies can be undertaken to improve the LS curriculum by focussing on the involvement and accountability of responsible authorities.

From the findings, the major challenge in the implementation of LS was the issue of human resources. All participants singled out the issue of limited manpower and boys felt left out because there were no male LS teachers. Further studies can be undertaken to investigate on the gap between training colleges and schools in LS departments.

6.9 SUMMARY

The research study focused on the implementation of the LS curriculum in Windhoek high state schools. Underpinning the study was the presumption that LS curriculum had been introduced with the aim of helping learners make meaning out of life. The researcher perceived that the LS curriculum and syllabus for Namibia were so professionally designed that learners from the system were expected to be productive citizens who can use critical thinking.

Bandura's Social Learning Theory and the CIPP conceptual framework were used to find answers for the research study. Data were collected mainly through interviews. Using the CIPP conceptual framework, an evaluation was done, and four major themes established.

Findings revealed that Windhoek high state schools are using minimum resources to implement the LS curriculum. School principals support the LS curriculum implementation and the LS teachers had information at hand concerning what they are expected to do. Most of the learners were positive that LS as a subject has a noble cause. The products of the curriculum were being affected by limited resources given to the subject. Learners brought to the pointed out that if supported, LS can make a great difference in their lives. The study revealed that LS in schools is being used as a binding force that unites learners with reality.

“A philosophy of education based on a philosophy of experience.” John Dewey

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APPENDIX A

UNISA ETHICAL CLEARANCE LETTER



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2021/10/13

Ref: **2021/10/13/53557042/13/AM**

Dear Mrs NE Mwashita

Name: Mrs NE Mwashita

Student No.: 53557042

Decision: Ethics Approval from
2021/10/13 to 2026/10/13

Researcher(s): Name: Mrs NE Mwashita
E-mail address: 53557042@mylife.unisa.ac.za
Telephone: +264 817 531 121

Supervisor(s): Name: Prof T. Mogashoa
E-mail address: mogasti@unisa.ac.za
Telephone: 076 372 5084

Title of research:

Evaluation of Life Skills Curriculum Implementation in Selected High Schools in Windhoek, Namibia

Qualification: PhD Curriculum Studies

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2021/10/13 to 2026/10/13.

*The **medium risk** application was reviewed by the Ethics Review Committee on 2021/10/13 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

1. The researcher will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached.
2. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.



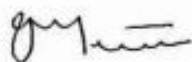
University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

3. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
4. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
5. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
6. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
7. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
8. No field work activities may continue after the expiry date **2026/10/13**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

*The reference number **2021/10/13/53557042/13/AM** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*

Kind regards,



Prof AT Motlhabane
CHAIRPERSON: CEDU RERC
motlhat@unisa.ac.za



Prof PM Sebate
EXECUTIVE DEAN
Sebatpm@unisa.ac.za

 Approved - decision template – updated 16 Feb 2017

University of South Africa
Pretter Street, Mucklenek Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

APPENDIX B

LETTER TO THE EDUCATION DIRECTORATE

Christ's Love Christian School

P. Box 8149

Bachbretch

19 April 2022

Khomas Regional Directorate of Education, Arts and Culture

Private Bag 13236

Windhoek

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN KHOMAS REGION.

I, Ndinaani Mwashita am doing research with Mogashoa T, a professor in the Department of Curriculum Studies towards a Doctoral degree at the University of South Africa. We have funding from DSAF (UNISA) for the promotion of research work among academics. We are requesting for permission to carry out a study entitled: **Evaluation of the Implementation of Life Skills Curriculum in Selected Windhoek High Schools.**

The aim of the study is to assess and evaluate the effectiveness of the implementation of Life Skills curriculum in Windhoek high schools. Your institution has been selected because schools operate under the jurisdiction of your ministry. The study entails interviewing principals, teachers, and grade 11 learners from six selected schools. The randomly selected schools are:

1. Concordia High School
2. Hochland High School
3. Hage Geingob High School
4. Jacob Marengu High School
5. Accacia High School
6. Khomas High School

It is anticipated that the study will help learners to navigate through the challenges they face as adolescents. There are no foreseeable potential risks. Once completed, the results will be availed to you in any form that is most convenient and appropriate to you.

Yours sincerely

Ndinaani Mwashita (Student Researcher)

**APPENDIX C
LETTER FROM THE EDUCATION DIRECTORATE, GRANTING PERMISSION TO
DO THE RESEARCH**



REPUBLIC OF NAMIBIA



**KHOMAS REGIONAL COUNCIL
DIRECTORATE OF EDUCATION, ARTS, AND CULTURE**

Tel: [09 264 61] 293 4356
Fax: [09 264 61] 231 367/248 251

Private Bag 13236
WINDHOEK

21 April 2022

P/Bag 8149
Bachbretch
Windhoek
Namibia

For Attention: Ms. Ndinaani Mwashita

**REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT SECONDARY SCHOOLS IN
WINDHOEK, KHOMAS REGION**

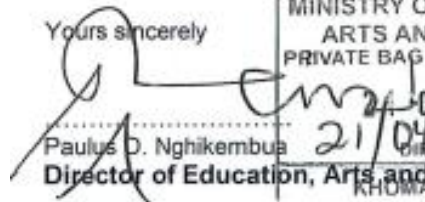
Your letter dated 19 April 2022, on the above topic is hereby acknowledged.

Permission is hereby granted to you to do research "*Evaluation of Life Skills Curriculum Implementation in selected High School: Concordia High School, Hochland High School, Hage Geingob High School, Jacob Marengu High School, Accacia High School and Khomas High School in Windhoek, Khomas Region* under the following conditions:

- ❖ The Principal of the selected school to be visited must be contacted in advance and an agreement should be reached between you and the Principal.
- ❖ The school programme should not be interrupted.
- ❖ The teachers and learners who will take part in this exercise will do so voluntarily.
- ❖ The Directorate of Education, Arts and Culture should be provided with a copy of your thesis/ findings.

We wish you success in your research.

Yours sincerely


Paulus D. Nghikembua
Director of Education, Arts and Culture
KHOMAS REGION

MINISTRY OF EDUCATION
ARTS AND CULTURE
PRIVATE BAG 13236 WINDHOEK
04-2022
21/04/2022
DIRECTOR

APPENDIX D

PARTICIPATION REQUEST AND CONSENT LETTER TO SCHOOL

Christ's Love Christian School

P. O. Box 8149

Bachbretch

10/10/22

The Principal

Head of School

Windhoek

Dear Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT _____ HIGH SCHOOL

I, Ndinaani Mwashita, am doing research with Mogashoa T, an Associate Professor, in the Department of Curriculum and Instructional Studies towards a Doctoral degree at the University of South Africa. We have funding from DSAF (UNISA) for the promotion of research work among academics. We are asking for approval to carry out research in a study entitled: **Evaluation of the Implementation of Life Skills Curriculum in Selected Windhoek High Schools.**

The major aim of the study is to evaluate the implementation of the Life Skills curriculum in Windhoek high schools. The study involves carrying out face to face interviews with the principal, Life Skills teachers, and grade 11 learners. Your school has been nominated because it falls within the delimitation of the research study. The anticipated benefits of this study include improved cooperation amongst the teachers and a positive attitude towards the subject from the learners. There are no potential risks in participating in the study. When completed, the results of the study will be availed to you in any form that is most convenient and appropriate to you.

Yours sincerely

Ndinaani Mwashita

(Student Researcher)

DECLARATION OF CONSENT

Please sign this letter to indicate your agreement to take part in the study if you are up for it. By signing, you will acknowledge that you have read and understand this consent letter and that you agree to participate in the study. You may, however, return the letter unsigned if you do not want to take part in the study.

The copy of the consent form will be given to you. Your identity will not be revealed, and your contributions and opinions will be used only for this study in utmost confidentiality.

Principal's name (print):

Principal's signature:

Date:

Researcher's name (print):

Ndinaani Mwashita

Researcher's signature

Date:

APPENDIX E

REQUEST AND CONSENT LETTER TO PRINCIPALS AND LIFE SKILLS TEACHERS

Dear _____

This letter is an invitation to consider participating in a study I, Ndinaani Mwashita, am conducting a study as part of my research as a doctoral student entitled **Evaluation of the Implementation of Life Skills Curriculum in Selected Windhoek High Schools** at the University of South Africa. Permission for the study has been given by the Ethics Committee of the College of Education, UNISA and the Ministry of Education here in Namibia.

You were specifically chosen as a potential participant due to your significant experience and knowledge in relation to my research topic. If you would agree to participate in this study, I would like to furnish you more about it and what your involvement would entail. The policies of the ministry of education clearly state and emphasise the significance of Life Skills in schooling. I would want to hear your thoughts and ideas on this subject throughout this interview. This information can be used to improve teachers' perception of Life Skills and empower the learners as they progress in the adolescence stage.

Your participation in this study is voluntary. The participation will involve an interview of approximately 25 to 30 minutes in length to take place in a mutually agreed upon location at a time convenient to you. You may choose not to answer any of the interview questions if you so wish. Additionally, you may decide to withdraw from this study at any point without any negative repercussions. With your kind permission the interview will be audio recorded to facilitate collection of correct data and later transcribed for analysis. Shortly after the transcription has been completed, I will send you a copy of the transcript to give you an opportunity to authenticate the correctness of our conversation and to add or to clarify any points. All information you provide is considered completely private. Your name will not appear in any publication resulting from this study and any identifying information will be omitted from the report.

However, with your permission, anonymous quotations may be used. Data collected during this study will be kept on a password protected computer for 12 months in my locked office. There are no known or projected risks to you as a participant in this study.

If you have any questions regarding this study, or would like further information to assist you in reaching a decision about participation, please contact me at +264 818 675 228 or by email at 53557042@mylife.unisa.ac.za

I openly appreciate your support with this assignment and am looking forward to the conversation with you. I will ask you to sign the consent form that is inserted if you accept my invitation to take part.

Yours sincerely

Ndinaani Mwashita (Student Researcher)

DECLARATION OF CONSENT

I have read the details provided in the letter of information regarding the study, **Evaluation of the Implementation of Life Skills Curriculum in Selected Windhoek High Schools**. I had the chance to ask any questions I had about this study, get good responses, and provide any further information I felt like. I am aware that I have the choice to permit audio recording of the interview in order to have an accurate recording of my remarks. I am also aware that, with the agreement that the quotations would be kept anonymous, portions of the interview may be used in publications resulting from this study. I was made aware that I might revoke my consent at any time and without consequence by notifying the researcher. With full knowledge of all foregoing, I agree of my own free will, to participate in this study.

Participant's Name (Please print):

Participant Signature:

Date:

Researcher Name:

Researcher Signature:

Date:

Ndinaani Mwashita

APPENDIX F

REQUEST FOR PARENTAL CONSENT FOR THE PARTICIPATION OF MINORS IN THE EDUCATIONAL RESEARCH PROJECT

Dear Parent

I am conducting this study as part of my PhD research at the University of South Africa, and your son/daughter _____ is invited to take part in the study entitled **The Evaluation of the Implementation of Life Skills Curriculum in Selected Windhoek High Schools**. The study's objective is to assess and evaluate the efficacy of the curriculum's implementation in Windhoek high schools. The study's potential benefits include a change in learners' attitudes toward the topic and a boost in their assertiveness. Since your child is in grade 11, I need parental consent to involve him or her in this study because they have gone through a lot of the Life Skills programme. I anticipate having 50 additional learners take part in the study.

If you allow your child to participate, I shall request him/her to take part in a focus group discussion. For the purpose of collecting correct data, the interview will be recorded for future reference. Any information that is acquired in connection with this study and can be identified with your child will remain private and will only be disclosed with your approval. His or her responses will not be linked to his or her name or your name or the school's name in any written or verbal report based on this study. Such a report will be used for research purposes only. There are no predictable risks to your child by participating in the study. Your child will receive no direct benefit from participating in the study; however, the possible benefits to education are an improved attitude to education and development of assertive behaviour in the learners. Neither your child nor you will receive any type of payment for participating in this study.

Your child's participation in this study is voluntary. Your child may refuse to participate or may withdraw from involvement at any time. Withdrawal or refusal to participate will not affect him/her in any way. Similarly, you can agree to allow your child to be in the study now and change your mind later without any consequence. The study will take place during regular classroom activities and the study will not inconvenience your daily routine. Communication will be done with the prior approval of the school and

your child’s teacher. However, if you do not want your child to participate, an alternative activity will be available.

In addition to your approval, your child must agree to participate in the study, and your child will also be asked to sign the assent form which accompanies this letter. If your child does not wish to take part in the study, he or she will not be included and there will be no repercussions. The information collected from the study and your child’s participation in the study will be kept securely on a password locked computer in my locked office for five years after the study. Thereafter, records will be erased.

If you have questions about this study, please ask me or my study supervisor Associate Prof Mogashoa Department of Curriculum and Instructional Studies, College of Education, University of South Africa. My contact number is +264 818 675 228 and my email is 53557042@mylife.unisa.ac.za. The email of my supervisor is mogasti@unisa.ac.za. Approval for the study has already been given by the Ministry of Education and the Ethics Committee of the College of Education, UNISA.

You are making a decision about allowing your child to partake in this study. Your signature below shows that you have read the information provided above and have decided to allow him or her to participate in the study. You may keep a copy of this letter.

Name of child: _____

Sincerely

Parent/guardian’s name (print): _____ Parent/guardian’s signature: _____ Date: _____

Researcher’s name (print): Ndinaani Mwashita Researcher’s signature _____ Date: _____

APPENDIX G

REQUEST AND CONSENT LETTER TO LEARNERS

Dear _____

I am conducting a study on the implementation of Life Skills in high schools as part of my coursework at the University of South Africa. My request to conduct this study in your school has been approved by your principal. I would like to invite you to take part in a very special aspect of my research. I am conducting this research to identify strategies that your teachers and counsellors might employ to better give you the applicable life skills you will need. This will help you and many other learners of your age in different schools.

I have written the letter to explain what I would want you to do. You might not be familiar with some of the terminology in this letter. Any of these words that you do not understand or are unfamiliar with may be explained by me or another adult. You can read a copy of this letter at home and discuss my invitation with your parents or guardians before deciding whether or not you want to take part in the study.

I would like you to attend a focus group discussion, where you will discuss and answer the questions about the subject Life Skills. You are expected to give your truthful views about the issues that I will highlight. The discussion will last for about 30 to 45 minutes. With your consent, the exercise will be recorded for the purpose of referencing. I will write a report on the study, but I will not use your name in the report or say anything that will let other people know who you are. You do not have to be part of this study if you do not want to take part.

If you choose to be in the study, you may stop taking part at any time. You may tell me if you do not wish to answer any of my questions. No one will blame or critique you. When the study is finished, I shall return to your school to give a short talk about some of the helpful and interesting things I found out in my study. I shall invite you to come and listen to my talk.

If you decide to be part of my study, you will be asked to sign the form on the next page. If you have any other questions about this study, you can talk to me or you can have your parent, or another adult call me at +264 818 675 228.

You are encouraged not to sign the form until you have all your questions answered and understand what I would like you to do.

Researcher: Ndinaani Mwashita

Phone number: +264 818 675 228

Do not sign written the assent form if you have any questions. Ask your questions first and ensure that someone answers those questions.

WRITTEN ASSENT

I have read the letter asking me to participate in a study being conducted at my school. I am aware of the requirements for the study and have understood the material provided. I am open to taking part in the study.

Learner's name (print):	Learner's signature	Date
_____	_____	_____

Witness's name (print):	Witness's signature	Date:
_____	_____	_____

(The witness is over 18 years old and present when signed.)

Parent/guardian's name (print):	Parent/guardian's signature:	Date:
_____	_____	_____

Researcher's name (print):	Researcher's signature:	Date:
Ndinaani Mwashita	_____	_____

APPENDIX H

INTERVIEW GUIDE FOR PRINCIPALS

May you answer the questions with your honest opinion.

1. When was Life Skills introduced in your school?
2. What is the enrolment of the school?
3. How many Life Skills Teachers are in your school?
4. What is the teacher-learner ratio in this subject?
5. May I be enlightened on your highest professional qualification and years of heading experience.
6. What are the professional qualifications of the Life Skills teachers?
7. How does the ministry policy support the subject?
8. How do you support the implementation of Life Skills in the school?
9. In your opinion, how is the inclusion of this subject benefiting the learners?
10. How do you promote the integration of Life Skills and other subjects in the school?
11. What challenges do you encounter in the implementation of Life Skills curriculum?
12. What interventions can be adopted to support the implementation of the Life Skills curriculum?
13. Nationally, learner behaviour problem is a topical issue, what is your take on this matter considering the effort Life Skills curriculum put on helping learners?
14. How does your community accept the topics that Life Skills tackle in the curriculum?
15. How can the responsible authority help you in the implementation of the Life Skills curriculum?
16. Do you have any comments about the implementation of Life Skills?

Thank you so much for your time and effort.

APPENDIX I

INTERVIEW GUIDE FOR LIFE SKILLS TEACHERS

May you answer the questions with your honest opinion.

1. Gender: _____
2. Highest academic qualification: _____ Professional Qualifications: _____
3. Work experience: _____
4. Levels taught at school: _____
5. Number of lessons per week per class: _____ Length of the lesson: _____
6. Teacher-learner ratio: _____
7. Do you have a special classroom for your lessons? _____
8. May you give the focus areas per level?
9. How do you assess the progress of your learners in Life Skills?
10. How is the subject integrated with other subjects within the school curriculum?
11. How is the teaching of Life Skills impacting the behaviour of learners?
12. Which teaching methods do you use mainly?
13. What challenges do you encounter in the teaching of the subject in the school?
14. How does the school management support the implementation of the subject?
15. In your opinion, is the subject yielding the expected results? Discuss.
16. How do you engage the community in the teaching of Life Skills?
17. Adolescence stage is documented as a difficult phase in child development, how is Life Skills assisting the learners to understand this stage?
18. Learner behaviour problems are said to be on the rise, in your opinion why do learners continue to do so if they are being empowered in Life Skills?
19. What measures can be adopted to enhance the effectiveness of the implementation of the subject?
20. How do learners perceive this subject?
21. Do you have any other contributions that can promote the implementation of the subject?

Thank you so much for your time and effort.

APPENDIX J

FOCUS GROUP INTERVIEW CONSENT FORM

INTRODUCTION

You are all invited to this discussion session with me Ndinaani Mwashita, as a doctoral candidate at the University of South Africa (UNISA). Please consider contributing to this conversation about the **Evaluation of the Implementation of Life Skills Curriculum in Selected Windhoek High Schools** in order to help me with my research. I will be taking quick notes throughout the conversation. The event will be audiotaped and afterwards transcribed with your permission. You need be honest, open, and free to share your ideas. All of the data provided and gathered during this conversation will be handled with extreme care and confidentiality. It is optional to participate. Please read the attached consent document and sign it if you are willing to take part in the discussion.

Thank you in advance for your co-operation and voluntary participation.

FOCUS GROUP/INTERVIEW ASSENT AND CONFIDENTIALITY AGREEMENT

I _____ grant consent/assent that the information I share during the group discussions (focus group interviews) may be used by the researcher, Ndinaani Mwashita, for research purposes. I am aware that the group discussions will be digitally recorded and grant consent/assent for these recordings, provided that my privacy will be protected. I undertake not to divulge any information that is shared in the group discussions to any person outside the group in order to maintain confidentiality.

Participant’s Name (Please print): Participant Signature: Date

Researcher’s Name: Researcher’s Signature: Date:
Ndinaani Mwashita _____

APPENDIX K

FOCUS GROUP INTERVIEW GUIDE QUESTIONS

INTRODUCTION:

You are all welcome to this discussion meeting. I am Ndinaani Mwashita, a doctoral student with the University of South Africa (UNISA). May you kindly assist in my research work by participating fully and freely during this discussion on the **Evaluation of the Implementation of Life Skills Curriculum in Selected Windhoek High Schools**. I will be writing brief notes during the discussion. With your approval, the event will be recorded and later transcribed. I am kindly asking you to express your opinions freely, openly and honestly. All the information given and obtained from this discussion will be treated with great care and **paramount confidentiality**. Participation is voluntary. If you are, therefore, agreeable to participate in the discussion, kindly read and sign the attached consent letter provided.

Thank you in advance for your co-operation and voluntary participation.

Discussion questions

- 1 Which topics do you study in Life Skills?
2. How relevant are these topics in your learning career?
3. What are the benefits of this subject?
4. How do you perceive the subject?
5. Which methods of teaching do your teachers use? How effective are they?
6. Do you think the methods are conveying the correct message to the learner? Support your view.
7. How do the teachers assess the progress of the learners?
8. Which activities do Life Skills teachers engage in mostly? How beneficial are these activities?
9. How relevant is the subject in your learning career?
10. How does the school support learners in the Life Skills subject?
11. What barriers do you encounter when learning about Life Skills?
12. In your opinion what measures can be adopted to improve the teaching of the subject?
13. Do you have any other comments pertaining the Life Skills subject?

Thank you so much for participating in the discussion as well as sharing your views and ideas on this topic.

APPENDIX L

LANGUAGE EDITING CERTIFICATE



EDITOR'S CERTIFICATE

6 September 2023

Attention: PROFESSOR MOGASHOA

UNIVERSITY OF SOUTH AFRICA

CERTIFICATION OF EDITING OF PHD THESIS BY NDINAANI MWASHITA (STUDENT NUMBER: 53557042)

This is to certify that I copy-edited and proof-read the PhD thesis titled **Evaluation of the Implementation of Life Skills Curriculum in Selected Windhoek High Schools**.

I declare that during the editing process achieved the following:

- It eliminated errors of typing, grammar, punctuation, spelling and idiom.
- It eliminated ambiguity, illogicality, tautology, circumlocution and redundancy.
- It produced accuracy and coherence.
- It improved the mode of expression and writing style.
- It improved consistency in the use of technical terms throughout the thesis.

All this was done **without altering the content and arguments provided by the student**.

I also declare that I am an experienced Professional English Editor. I have edited many master's and doctoral theses from universities in Namibia, Zimbabwe and South Africa.

Please contact me should you need some clarification with regard to this exercise.

Signature

Professor Jairos Kangira

PhD (UCT); MPhil (UZ); MTEM (Melbourne); BA Hons (UZ); Postgrad Cert. TEM (Melbourne); CE(UZ);
Dip.JPW(TWTTCC-UK)

Professional English Editor