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AN EVALUATION OF THE LIFE SKILL EDUCATION PROGRAM IMPLEMENTATION FOR ITS ENHANCEMENT IN THE SCHOOLS IN PEMA GATSHEL DISTRICT, EASTERN BHUTAN

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Abstract

The purposes of this study were to evaluate the Life Skill Education (LSE) program implementation for its enhancement from the teachers' and students' viewpoints; and to provide a set of actionable recommendations for the enhancement of the program in the schools in Pema Gatshel district, Eastern Bhutan. The Daniel Stufflebeam's CIPP Evaluation Model was employed to evaluate the program's components, involving context, input, process and product. The study employed both quantitative and qualitative methods. Quantitative data was collected using a survey questionnaire from 65 teachers teaching LSE in all the schools in the district, while the qualitative data was collected using structured interview questions from 10 students selected randomly from the middle and higher secondary schools. Descriptive statistical analysis was employed with quantitative data and content analysis was applied to analyse the interview data. The findings indicated overall teachers' level of perception for the effectiveness of LSE program was high with a mean score of 4.1. In addition, the Product component of the evaluation model was rated at the highest level with the mean score of 4.35 which was highest of all four components, whereas the lowest rated component was the Context with the mean score of 3.87 at high level. Input and Process components were perceived at high level as well with the mean score of 4.00 and 4.18 respectively. On the effectiveness of the program from the students perspectives from the content analysis, the students were optimistic with the program and shared the positive impact the LSE program had on their lives. Based on the findings, the study could suggest some actionable recommendations to the teachers, school, district authority and Ministry levels. Life skill teachers are recommended to use reliable data and reports in teaching to authenticate the information and the school administration should strictly follow Ministry's directives and guidelines in allocating periods for LSE. This study has drawn insights and presented a novelty of the overall LSE program implementation evaluation in Bhutan, which is the first ever study, although LSE has been adopted in the education system in Bhutan for quite a long time.

Keywords: Program Evaluation, Life Skill Education, CIPP model

Introduction

Education plays an important role towards the overall development of human beings. School education helps in the formation of a sound personality in the child. The formal education is

expected to make a significant influence with young people's life to make informed decisions and how to relate with others. In addition, Life Skill (LS) is defined as "abilities for adaptive behaviour that enable individuals to deal effectively with the

demands and challenges of everyday life (World Health Organization 2001)” is equally essential. Therefore, it is an undeniable fact that the Life Skill Education (LSE) program implementation in schools is an indispensable measure, amongst many others, in helping students grow into a responsible and a productive citizen of a country.

In general, LSE can play a preventive role to curb violence in children and enhance cognitive, social, interpersonal and emotional skills thus helping our children grow into a responsible adult. The benefits of LSE is reaped by the adolescents beyond school years in terms of a lasting impact benefitting oneself and others as a result of greater self and social awareness (Tan, 2018).

On the contrary, Boyd, Herring, & Briers (1992) established that lack of effective LSE in schools leads students to high-risk activities; youth become a burden to society instead of contributors. Tan (2018) also claimed that the absence of LSE has a long lasting negative impact in the minds of adolescents thus affecting to lead a happy and fulfilling life. Lack of LSE also deters to achieve good academic performance and foster student teacher relationship (Adhiambo, 2013). It was also claimed that the absence of LSE has a long lasting negative impact in the minds of adolescents thus affecting to lead a happy and fulfilling life. LSE in schools also help students achieve good academic performance, foster student teacher relationship, reduce indiscipline problems, develop teacher pupil relationship and improve attitudes and social skills. Therefore, many countries across the world today have introduced the LSE in the school and college curriculum as it plays vital role to guide student’s life. Royal Government of Bhutan (RGOB) too had realized the need for introducing LSE and thus institutionalized in the school system in the year 2005. Ever since its inception in 2005, so much importance was emphasized with resources development and implementation processes for the effective delivery of the program. Although the subject has been long instituted in the education system, yet there have been no studies undertaken so far in Bhutan to find out the effectiveness of the program implementation. Literature also has it that, most researches on effects of LSE program has been conducted in high income countries, hence, it deemed most appropriate to conduct in Bhutan which is considered a developing country. It is also thought that a timely assessment and evaluation would also help enrich the program features thus help the outcome recipients immensely.

Therefore, the aims of the study were to evaluate the effectiveness of LSE program with CIPP model from the teachers’ perspective and student’s viewpoint in the schools in Pema Gatshel district; and to provide a set of actionable recommendations for the enhancement of the program based on credible findings.

Figure 1 illustrates the conceptual framework of this study. Based on the Stufflebeam’s CIPP evaluation model, the Context, Input, Process and Product components of the model are independent variables, and the effectiveness of LSE program is the dependent variable of the study.

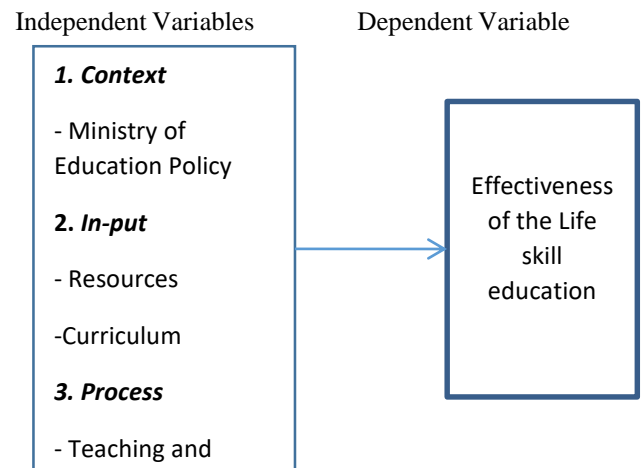


Figure 1: Conceptual Framework

Materials and Methods

In this study, the CIPP model was adopted. It operationally defines evaluation as a process of delineating, obtaining, reporting and applying descriptive and judgemental information about some object’s merit, worth, significance, and probity in order to guide decision making, support accountability, disseminate effective practices and increases understanding of the involved phenomena (Stufflebeam & Shinkfield, 2007).

To evaluate the LSE program implementation in the schools under Pema Gatshel district in Eastern Bhutan, both qualitative and quantitative approaches were adopted.

The study was conducted with two different populations; teachers for quantitative and students for qualitative approaches. The total population for quantitative method consisted of 65 teachers who were teaching LSE subjects in their schools and due to COVID-19 pandemic, quota sampling of 10 students were randomly selected for the qualitative study.

The research instruments used were the survey questionnaire for quantitative data and an interview guideline to gather qualitative data from the respondents to evaluate overall program of LSE implementation. The questionnaire in this study was comprised of two parts.

Part-I consisted of the personal information of the respondents.

Part- II comprised of self-administered survey questionnaire based on the four components of Daniel Stufflebeam CIPP model.

There were 31 items in total with five degree of perception ranked based on 5-point Likert scale. The interview guideline with short and open ended structured questions was used to collect data from the students for the qualitative method.

The questionnaire was verified for its content validity by means of Item-Object Congruence (IOC) by three educational management experts, and the results of each item were between 0.66-1.00. In addition, reliability of the questionnaire was tested by 30 respondents who were not included in the study population prior to the use by the respondents. Cronbach's Coefficient (1970) was used to calculate the result. Table 2 presented the result of Cronbach's Alpha Value of the questionnaire based on the CIPP model.

Table 2: Cronbach's Alpha Value of the Questionnaire

Variables	Cronbach's Alpha Value
CIPP Model	
Context	0.71
Input	0.85
Process	0.86
Product	0.81
Total	0.81

Results and Discussion

The study analyzed the data through statistical analysis using computer program. The findings of this study can be divided into three sections as follows.

Teachers' perspectives on the effectiveness of the LSE program implementation

Students' viewpoint on the level of effectiveness of the LSE program implementation

Recommendations developed based on the study findings.

1) Teachers' perspectives on the effectiveness of the LSE program implementation

The overall findings on the level of effectiveness of the LSE program from teachers' perspectives with Stufflebeam's four components of CIPP evaluation model using descriptive statistics such as mean, standard deviation and level are illustrated in Table 3.

Table 3: Overall Level of Effectiveness of LSE program on four components of CIPP model

No.	Components	\bar{x}	SD	Level
1.	Context	3.87	0.88	High
2.	Input	4.00	0.75	High
3.	Process	4.18	0.71	High
4.	Product	4.35	0.65	Highest
Overall		4.1	0.74	High

Note: 1.00-1.80 Lowest, 1.81-2.60 Low, 2.61-3.40 Moderate, 3.41-4.20 High, 4.21-5.00 Highest (Best and Kahn, 1998)

As per the findings, the overall teachers' level of perception on the effectiveness of LSE program implementation's mean score was 4.1 at high level which clearly indicated that the current practices of LSE implementations is doing very well.

The first component of CIPP evaluation model was Context. As per the result from the survey questionnaire the context component was rated high with a mean score of 3.87 but was rated the lowest of all. It had six items.

Table 4: Items under Context component

No	Context Component	Mean	SD	Level
1.	The policy, aims and objectives of teaching LSE are relevant and attainable.	4.15	0.74	High
2.	The institutionalizing of LSE by the ministry in the school is timely.	4.10	0.72	High
3.	The LSE program has reached to all intended target groups in the school.	3.93	0.85	High
4.	Two periods allotted in a month for LSE is adequate to implement LSE program effectively.	3.40	1.27	Moderate

5.	The implementation design of LSE program could address the needs and priorities of the boys and girls in the school.	4.18	0.78	High
6.	In-service training for teachers to teach LSE are well designed.	3.50	0.92	High
Overall		3.87	0.88	High

Note:1.00-1.80 Lowest, 1.81-2.60 Low, 2.61-3.40 Moderate, 3.41-4.20 High, 4.21-5.00 Highest (Best and Kahn, 1998)

The item Q5 “The implementation design of LSE program could address the needs and priorities of the boys and girls in the school” had the highest mean score of 4.18 which indicated that the current implementation practices was most suitably designed to achieve the goals of the program. The item Q1 “The policy, aims and objectives of teaching LSE are relevant and attainable” had the mean score of 4.15 at high level to which teachers’ were positive with the idea of institutionalizing LSE in the school. The item Q2 “The institutionalizing of LSE by the ministry in the school is timely” and Q3 “The LSE program has reached to all intended target groups in the school” were also rated high which indicated that teachers felt LSE program was instituted on right time and had benefited all the students at different levels. Findings also revealed that the teachers were positive with the implementation design which caters the needs of the students and the inservice training provided to the teachers were also perceived sufficient with the rating of high.

Meanwhile, the item Q4 “Two periods allotted in a month for LSE is adequate to implement LSE program effectively” was rated moderate with a mean score of 3.40 which indicated that the time allotted for LSE by the Ministry of Education was felt inadequate by some teachers.

The Input component was rated high with the mean score of 4.00. Ten items were measured under this component as presented below.

Table 5: Items under Input component

No	Input	Mean	SD	Level
7.	My school has required teaching learning materials for the successful implementation of the program.	3.83	0.89	High

No	Input	Mean	SD	Level
8.	I am competent to teach the subject.	4.04	0.70	High
9.	I receive positive supports (e.g. administrative and resources) from the principal and other to conduct LSE activities in an effective way.	4.07	0.77	High
10.	The content of the curriculum is adequate.	4.15	0.63	High
11.	The textbooks, syllabi, stationery items and other required learning materials are made available in the classroom	3.70	0.91	High
12.	The topics /issues covered in the modules are appropriate and sufficient.	3.90	0.86	High
13.	The teaching learning modules are contextual (appropriate and related) and effective.	4.12	0.73	High
14.	The content of LSE is within the framework of relevant national, state and worldwide policies (Drug abuse, conflict and violence, early pregnancy, HIV and AIDS and health education).	4.33	0.65	High
15.	The resources like funds, expertise, and time were adequate and used in economical manner to achieve the objective of the program.	3.55	0.81	High
16.	I motivate the learner to have student-student and student- teacher interactions.	4.40	0.63	Highest
Overall		4.00	0.75	High

Note:1.00-1.80 Lowest, 1.81-2.60 Low, 2.61-3.40 Moderate, 3.41-4.20 High, 4.21-5.00 Highest (Best and Kahn, 1998)

The findings showed that the items under Input components were generally high with each item having mean score of more than 3.55 at high level. The item Q16 “I motivate the learner to have student-student and student- teacher interactions”



was rated highest which showed that LSE teachers motivate their children to make the lesson more interesting and meaningful. The schools were also found to have well equipped with teaching learning material to enhance learning with the mean score of 3.83 which was high, of item 1.

Item Q8 “I am competent to teach the subject.” was rated at high level with mean score of 4.04, which showed close relation to what Harmond (2009) stated, as teachers who possess good content and pedagogical knowledge can help the students’ learn well and attain mastery of the LSE subject. Similarly, item Q9 “I receive positive supports (e.g. administrative and resources) from the principal and other to conduct LSE activities in an effective way” was perceived high by the techers with 4.04 mean score which was also closely linked with the positive outcome of the program which was rated highest.

The item Q10 “The content of the curriculum is adequate,” was rated high with 4.15 mean score indicating that the content included in the current manual is sufficient enough to impart the essential LS to the students required in their lives. The items Q11 “The textbooks, syllabi, stationery items and other required learning materials are made available in the classroom,” and Q12 “The topics /issues covered in the modules are appropriate and sufficient” were also high were also rated at high with the mean score of 3.70 and 3.90 respectively. This showed that beside adequacy, the contents were also found appropriate and in addition school have learning materials readily available for the effective delivery of the content.

The mean scores of 4.12 of Q13 “The teaching learning modules are contextual (appropriate and related) and effective” and 4.33 of Q14 “The content of LSE is within the framework of relevant national, state and worldwide policies (Drug abuse, conflict and violence, early pregnancy, HIV and AIDS and health education),” showed that the teaching modules included in the text were appropriate and contextual so that students can easily understand and relate to their practical life. The findings also illustrated that the content is relevant with the inclusion of current emerging issues like drug abuse, conflict and violence, early pregnancy, HIV and AIDS and health education, suicides, dropout and so on.

Meanwhile, the item Q15 “The resources like funds, expertise, and time were adequate and used in economical manner to achieve the objective of the

program” was rated at the mean score of 3.55 which was also high but rated lowest of all. This illustrated that on addition to using of readily available resources in the school, external resources like expertise, and funds could be out sourced from environment, locally available materials and even borrow or share departmental or interschool levels in order to achieve the objectives of the program.

The Process component was rated at high level with the mean score of 4.18 indicating the teaching learning process adopted by the teachers was effective, as showed in Table 6.

Table 6: Items under Process component

No	Process	Mean	SD	Level
17	I prepare lesson plan which incorporates all the essential components.	4.30	0.75	Highest
18	I use appropriate lesson introductory closure procedures of the lesson.	4.52	0.73	Highest
19	I organize activities for everyone to actively participate in the lesson	4.38	.65	Highest
20	I use case studies to teach related topics.	4.00	0.71	High
21	I use wide range of strategies for assessing students' work (self, peer, group, teacher, etc.)	4.32	0.67	Highest
22	I prepare appropriate learning materials to teach LSE subject..	3.98	0.64	High
23	I use data and reports to make the teaching authentic	3.81	0.80	High
24	I use immediate surroundings as evident based teaching.	4.16	0.75	High
Overall		4.18	0.71	High

Note:1.00-1.80 Lowest, 1.81-2.60 Low, 2.61-3.40 Moderate, 3.41-4.20 High, 4.21-5.00 Highest (Best and Kahn, 1998)

The study found that the mean score of four out of eight items such as Q17 “I prepare lesson plan which incorporates all the essential components” (4.30); Q18 “I use appropriate lesson introductory closure procedures of the lesson,” Q19 “I organize activities for everyone to actively participate in the lesson” and Q21 “I use wide range of strategies for assessing

students' work (self, peer, group, teacher, etc.)” were rated highest which indicated that the teachers were adopting the teaching methodology appropriately for effective implementation of the program.

Findings showed that four other items were also rated at high level ranging from 3.81- 4.16 mean score with the lowest score for Q23 “I use data and reports to make the teaching authentic” which showed LSE teachers’ used least when it comes to use of raw data and report to authentic their teaching. This was perhaps due to inavailability of the resources in the schools.

The fourth component of CIPP model was the Product which was measured with seven items which is as presented in Table 7.

Table 7: Items under Product component

No	Product	Mean	SD	Level
25	LSE promote awareness and enhance change of behaviour.	4.49	0.59	Highest
26	LSE help build effective communication skills.	4.46	0.61	Highest
27	LSE program build awareness on reproductive health of adolescents	4.50	0.66	Highest
28	LSE helps students how to be firm in making good decisions	4.33	0.65	Highest
29	LSE is an important in the school curriculum.	4.58	0.58	Highest
30	LSE curriculum is adequate and relevant to reduce the issues in school community	4.36	0.70	Highest
31	In your opinion, do you think students are satisfied and engaged with the LSE program?	4.78	0.81	Highest
Overall		4.5	0.65	Highest

Note: 1.00-1.80 Lowest, 1.81-2.60 Low, 2.61-3.40 Moderate, 3.41-4.20 High, 4.21-5.00 Highest (Best and Kahn, 1998)

Amongst the four components, the Product component of evaluation was rated at the highest level with the mean score of 4.5, which showed that the program overall had a positive impact on the learners. All seven items were rated highest out of which Q31 “In your opinion, do you think students

are satisfied and engaged with the LSE program?” was rated highest of all at 4.78 mean score which indicated that LSE teachers’ perception on the student engagement and satisfaction from the program was high, hence, concluded that the students have gained maximum benefit out of LSE program, which is essential component of their lives.

Finding illustrated that the item Q28 “LSE helps students how to be firm in making good decisions” was rated lowest at 4.33 mean score at highest level which was a small indication that students were although trained with LS yet they may not be firm enough when it comes to decision making which requires lot of matured thinking.

2) Students’ viewpoint on the level of effectiveness of the LSE program implementation

The findings from the semi-structured interview administered to 10 students in evaluating the LSE program implementation with CIPP model from the student’s viewpoint was overall satisfactory according to their responses. The conclusion drawn from the interview was very positive. All the interviewees responded similar views on most of the questions but in little different ways. The findings drawn from the content analysis on the Product component where all interviewees have positive views on the benefits they receive from the LSE program was closely linked to the result of descriptive analysis which was rated at highest level. On the whole their perceptions were very positive and suggestive ones which will benefit at large.

On Context component of the CIPP model interviewees were asked whether the period allocated by the Ministry was enough for LSE and to provide recommendations if it was not adequate. All the 10 interviewees reported that the time allocated by the Ministry of Education was adequate for implementing LSE in the schools under Pema Gatshel district. However, on the contrary to students’ responses, teacher respondents’ have rated at moderate level which indicated that the allocation of two periods in a month was not as adequate as perceived by the interviewees.

From the analysis the researcher had concluded that schools do not seem to have uniform allocation of periods although there was a clear directive from the Ministry to have only two periods in a month. This was discovered with one interviewee who had mentioned that school has 4 periods (180 minutes) of LSE in a month which was why she felt adequate.

But remaining 9 interviewees did not state the actual number of periods or time allotted for the LSE.

With regard to the importance of teaching LSE in the schools all respondents have reported similar positive opinions. They expressed that the LSE helps in overall character building so that they grow into a productive and responsible persons. They were also in the opinion that LSE provides them with the knowledge and values which are important to lead a happy life. One of them also had mentioned that our youths are prepared for their better life from the very young age with such a befitting lessons in the school which is true. In general, interviewees have given their honest opinion saying that the teaching of LSE was important indicating that the very purpose of institutionalizing the subject was realized by the receivers, the students.

Input was the second evaluation component. The study had three questions focussing on resources and curriculum to evaluate the input of the LSE program. On asking for the adequacy of the content and their recommendations, all 10 interviewees expressed that the content in the syllabus is adequate for acquiring LSE knowledge. The other question was “How do using of teaching learning materials (TLM) help to learn LSE concepts better? Why do you think that?” Regarding this, all the 10 interviewees responded that understanding and remembering of the concept was much better when taught along with the materials. One of them expressed that use of TLM fosters interactions and discussions which ultimately helps them learn better. It was also shared that using of TLM provides them opportunity to learn beyond the boundaries of syllabus and helps to boost self confidence and improve communication skills. Interviewees also articulated that their teachers’ uses teaching learning materials which helps them learn better, which was rightly pointed out by KIE (1999) that a wide variety of materials are necessary for effective teaching of any subject to which the interviewees had shared similar opinion as their teachers’ uses similar materials which makes learning more effective and easier to grasp.

The findings established that the use of TLM makes learning more fun and joyful so that learners are intrinsically motivated and eventually learn better which Aila (2005) stated, as TLM are important because they enhance learning, generate more interest and create a situation where the students could fully engage in classroom activities. In trying to find the opinions on the suitability of textbooks that is being used, majority of the interviewees felt

it was suitable. They have expressed that the language used in the text is not so hard so they can read and learn, refer and relearn as and when needed. However, on the contrary, three interviewees commented that there does not exists a separate text for LS program and expressed that the content they teach depend on individual teachers teaching LSE. It was therefore concluded that, while there was no prescribed text available for the students, there certainly was a teacher guide which teachers refer to teach the LSE in the school.

Furthermore, one interviewee reported that the text can be upgraded to look great and yet another interviewee felt that more examples could be added for better understanding. The study drew conclusion that although the present text used by the teachers’ was found appropriate and suitable, yet it can be improved with certain content up-gradation as suggested by the interviewees.

Student interview questions on the process component was focused on teaching strategies used by the teachers and impact of using them on the effectiveness in teaching. Nine interviewees out of 10 had responded “yes” to the question “do you think the teaching strategies teachers’ uses are good and adequate for teaching life skills education in the schools? Interviewees in general articulated that their teachers’ teach LSE contents using various strategies. They responded that their teachers use related stories, slides, through videos, charts, case studies, problem solving, inductive and deductive methods, lecturing and through use of pictures as what KIE (2008) had stated of using different methods like discussions, debates, roles plays, story-telling, songs and dances, brainstorming, case studies, miming, poetry and recitals, games and questions and answer method can be used in clarifying concepts, attitudes and values, gathering opinions from others, building consensus, gathering ideas and learning new skills like listening critically. The study hence concluded that there was a strong practice of adopting different strategies in teaching LSE which is indispensable to enhance learning.

On the query for the teacher’s preparedness on the lesson for the effectiveness an interviewee shared her opinion saying that delivery of well-prepared lesson adds cream on the topic which makes them learn better. Similar opinion was expressed by three other interviewees saying that its worth listening and inspirational if the teachers are physically and mentally prepared well to deliver a lesson. Some interviewees also shared differing opinions stating that no matter how effective the delivery of LSE lesson may be there seem to be of little or no impact

on the behavioural changes for some students. The findings from the study hence concluded that a LSE program needs to be strengthened and conducted vigorously in the school which can also be supplemented by other similar supplementary programs which could help assist fulfill the aims and objectives of the program.

CIPP's Product component received positive responses from all the 10 interviewees. Overall, everyone shared similar benefits that they reap from attending LSE program in the school. The findings obtained from this semi-structured interview had established what KIE (2008) stated, LSE as skills and knowledge a person experiences that are necessary for effective living which was related to what interviewees felt with the LS they learn will have positive impact throughout their life. In general, from their responses, it can be concluded that all 10 core life skill identified by the UNICEF is more or less imparted to students through this program. Furthermore, the interviewees have expressed their opinions that the implementation of LSE has a far-reaching impact on the lives of the students and hence, we cannot agree any less to work on the enhancement of the program that this study intended to.

3. Recommendations developed based on the study findings

Based on the study findings and content analysis, the following recommendations were made to different stakeholders involved in the implementation of LSE program.

Teachers

1. Teachers are recommended to improvise teaching/learning materials and go to the extent of outsourcing from the environment, locally available materials and even borrow or share departmental or inter school levels in order to equip learners with adequate knowledge on LS.
2. As expressed by the students on the importance of using varied teaching strategies, LSE teachers are recommended to come up with innovative strategies which they view to be effective in the teaching and learning of Life Skills in schools.
4. Teachers could change their classroom activities to be more participatory to enrich teaching learning processes.
5. LS teachers are recommended to use reliable data and reports in teaching to authenticate the information.
6. LSE programs needs to be strengthened and conducted vigorously in the school which can also be supplemented by other similar supplementary

programs which could help assist achieve the aims and objectives of the program.

ii) School administration

1. The school administration should strictly follow Ministry's directives and guidelines in allocating periods for LSE.
2. The administration should ensure the TLM are made available and assist LS teachers' to mobilise.
3. The administration must provide full support in terms of administrative and financial resources for the successful implementation of the program.

iii) District level authority

1. This study recommended district level authority to work closely with the schools for the mobilization and development of material and human resources to boost LSE program in the schools.
2. District level authority should prepare plans to put monitoring mechanism systems in place to ensure that the program is efficiently implemented in the schools.

iv) Ministry of Education

1. As revealed from this study with teachers' moderate perception on the sufficiency of the periods, Ministry of Education should re-enforce the need to provide 1 period in a week than existing 2 periods in a month for effective implementation of LSE program in the school.
2. Some interviewees mentioned that there is no separate text for the students to refer hence recommends developing one for the benefit of the students.
3. The study could recommend Ministry to revisit the text teachers were using and upgrade the content as suggested by the interviewees.
4. Ministry of Education in collaboration with the district level authority should intensify in-service teachers training on life skills education.

Conclusions

This study was aimed at evaluating the effectiveness of LSE program implementation from the teachers' and student's viewpoints; and at providing recommendations for the enhancement of the program in the schools in Pema Gatshel district in Eastern Bhutan.

The study was conducted with two groups of populations; teachers teaching LSE for quantitative method and students for qualitative approach using semi structured interview.

The findings of the study concluded that the overall teachers' level of perception on the

effectiveness of LSE program was high with a mean score of 4.1 which clearly indicated that the current practices of LSE implementations is doing quite well. The Product component of the evaluation model was rated highest with the mean score of 4.35 which indicated that the LSE program overall had been helpful to the beneficiaries with positive impact on the lives. The three other components of the CIPP model were rated high with the mean score ranging from 3.87-4.18 which was also an indication of an efficient implementation of the program.

The students' perception derived from semi structured interview also reaffirmed that the implementation of LSE program was effective with interviewees expressing their satisfaction with the overall benefit from the program. The study revealed that the current LSE program in general was effective determining at the constructive opinions expressed on the importance and the benefits they reap from the program.

Based on the findings, a number of recommendations were developed for different stakeholders in various organizations, who are directly or indirectly involved in the implementation process. These organizations could be recommended to work in collaboration as a team to bring improvement with the LSE program in the schools. The recommendations will also help them recognize its current status and the current practices of the implementation process in the schools. The recommendations overall would obviously enhance the implementation of LSE program in the schools in Bhutan.

Although this study was an insightful opportunity to evaluate the overall program implementation process of the LSE for the first time in Bhutan, it was in the pioneering stage with a limited scale of population. Therefore, future in-depth studies can be conducted on a larger scale to substantiate the findings of this study, including the studies in different districts or across the country for more thorough investigation aiming toward overall enhancement of the program in Bhutan.

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