

Life Skills Integration in Teaching: A Phenomenological Study of FG Public School Teachers' Lived Experiences

Farooq Ahmad ¹, Farah Fida ², Farrukh Kamran ³, and Muhammad Jamil ⁴

¹ PhD Scholar, Department of Education, University of Okara, Okara, Punjab, Pakistan.

✉ bandeshscholar@gmail.com

² Visiting Faculty, Department of Education, Thal University, Bhakkar, Punjab, Pakistan.

✉ farahahsan61@gmail.com

³ Lecturer, Department of Educational Development, University of Baltistan, Skardu, Gilgit-Baltistan, Pakistan.

✉ farrukh.kamran@uobs.edu.pk

⁴ Lecturer, Department of Education, GC Women University, Sialkot, Punjab, Pakistan.

✉ m.jamil@gcwus.edu.pk

This article may be cited as Ahmad, F., Fida, F., Kamran, F., & Jamil, M. (2024). Life Skills Integration in Teaching: A Phenomenological Study of FG Public School Teachers' Lived Experiences. *ProScholar Insights*, 3(1), 54-65.

<https://doi.org/10.62997/psi.2024a-31021>

Abstract: This phenomenological study investigated how FG public school teachers integrate life skills into their teaching practices. Seven purposively selected participants with teaching experience from 3 to 24 years were selected from one FG public school in Punjab, Pakistan. Teachers' perspectives on implementing UNICEF's framework of 12 core life skills in their teaching practices were understood through semi-structured interviews. Data were analyzed using thematic analysis through NVivo 15 software, revealing five major themes: Through a conceptual understanding of life skills, implementation strategies, systemic barriers, resource adequacy, and recommendations for improvement. Teachers were found to recognize the need for integration of life skills but also acknowledged the challenges that come with that, such as the rigid curriculum structures and inadequate time and systems needed for assessment. The study discovered a disconnection between theoretical knowledge of life skills and its real use in an examination-oriented education system. Curriculum design, assessment methods, and professional development opportunities where that comprehensive reform was needed, teachers agreed. The findings provide valuable insights for educational policymakers and administrators in developing more effective approaches to life skills integration in public school education.

Keywords: Life Skills Integration, Teacher Perspectives, Phenomenological Study, Public School Education, Curriculum Reforms

Corresponding Author:

Muhammad Jamil
Lecturer, Department of Education,
GC Women University Sialkot,
Punjab, Pakistan.

✉ m.jamil@gcwus.edu.pk

Introduction

Life skills are a set of psychosocial and interpersonal competencies that form the basis on which individuals develop to deal with the variety of demands and challenges facing modern life. Today's youth should develop life skills among themselves to cater to their academic, personal, and career challenges (Saravanakumar, [2020](#)). There are different life skills, including critical thinking, problem-solving, creativity, and communication, necessary for the development of individuals' holistic development and the demands of the recent time economy.

The United Nations Children's Fund (UNICEF, [2017](#)) Middle East and North Africa (MENA) has identified twelve core life skills in its report that are vital for youth development. These skills are creativity, critical thinking, problem-solving, cooperation, negotiation, decision-making, self-management, resilience, communication, respect for diversity, empathy, and participation. At an international level such skills have been admitted as parts of the balanced education to ensure students' success within and outside the classroom (UNICEF, [2017](#)).

In recent years, educators, policymakers, and researchers around the world have increasingly acknowledged the vital importance of life skills in students and the need for life skills to readily align with educational practices (Care, 2024; Singh & Agarwal, 2024). These are critical thinking, problem-solving, effective communication, empathy, decision-making, and emotional management – without which students could not know enduring personal and professional success. Educators open the door to help students build a strong foundation for understanding complex interactions and building solid human relations by systematically composing life skills into the educational curriculum (Saravanakumar, 2020). Fostering resilience and adaptation, this integrated approach to education brings productivity, which prepares students to be active and contributory citizens, actively adding towards sustaining their communities and benefiting them academically, mentally, and career-wise in the long run.

The reasons why overall development in education is becoming important in Pakistan are particularly obvious in the government schools run by the institutions of the Ministry of Defense, Pakistan Cantt, and Garrison School. Federal Government Public Schools (FGPS) mean a lot as a vital part of the country's educational framework as they cannot be ignored; they represent all the pedagogical standards followed in the country. FGPS is positioned to reach millions of students with a network of schools across the country. There is a need for integration to work, which will require support such as systematic planning, teacher training programs, and continuous professional development (Dahri et al., 2023). Accessible, powerful tools and methods allow teachers access to them, and they can arm students with needed competencies, such as critical thinking, problem-solving, and emotional intelligence.

This qualitative study aims to explore the perceptions and experiences of FG public school teachers of Pakistan in acquiring life skills using their teaching practice. Moreover, the study is conducted to explore the attitudes, challenges, and successes of those using such materials. These insights can be used to inform evidence-based policy decisions, to improve the quality and effectiveness of life skills education in the Pakistani context.

Research Objectives

1. To explore FG Public School teachers' understanding and their conceptualization of the integration of life skills in their teaching practices within the framework of UNICEF's 12 core life skills.
2. To examine implementation strategies, challenges and barriers faced by the FG Public School teachers when integrating life skills in their daily teaching in the different subject areas.
3. To study teachers' perceptions about existing support systems, resources, and adequacy of the curriculum and their recommendations to make life skills integration.

Review of the Literature

Life skills are the skills needed to survive through a normal day-to-day life; problem-solving, critical thinking, empathy, decision-making, and self-management are life skills. Life skills must be included in the curriculum so that students become prepared to negotiate 21st-century challenges. There have been several studies that have studied how teachers construct and include life skills in their teaching ideology (Asal et al., 2024; Jamil et al., 2024; Saravanakumar, 2020).

According to previous studies, life skills can enhance academic performance (Jacobs et al., 2022; Rahman et al., 2021) and psychological well-being (Gan et al., 2022) and be linked to good employability. Life skills in education also would teach the students about how to be resilient, adapt and be productive, which proves them active and effective citizens of society.

In recent studies, it was brought out that there are a variety of challenges teachers face when integrating life skills education within their teaching practice (Saravanakumar, 2020). Proven factors to promoting teacher willingness and ability to include life skills in their teaching are experience as a teacher, availability, and use of support, and access to professional development (Amir, 2023). To overcome these, there is developed comprehensive teacher training, sufficient resources, a flexible curriculum, and a supportive school environment.



Educators need to address these barriers so that life skills education can be integrated into the educational curriculum to help students develop the essential competencies for lifelong success, namely critical thinking, problem-solving, effective communication, emotional intelligence, and resilience. Critical thinking has been focused on by different previous studies (Jamil et al., [2024](#); Jamil et al., [2024](#); Jamil & Muhammad, [2019](#); Jamil et al., [2024](#)).

According to Maqsood et al. ([2024](#)), parents' perceptions were explored regarding the meaning and importance of different life skills. In this qualitative study, 30 parents of secondary-level students were selected, and data was collected through semi-structured interviews. As per the parents' perspective, students were lacking in life skills and emphasized on focusing life skills by schools and parents focusing on collaboration, shared responsibility, and explicit integration of life skills into the education system for twenty-first-century learners.

In the Pakistani context, different studies have been conducted regarding life skills. A study conducted by Ashraf et al. ([2021](#)) found the presence of social responsibility skills in the secondary-level curriculum. Based on the national education policy and curriculum experts, it was found that there was no presence of social responsibility skills in secondary-level curricula. Different studies have been conducted regarding life skills integration in different textbooks (Jamil et al., [2024a](#); Jamil et al., [2024](#); Jamil et al., [2024](#); Jamil et al., [2024](#)).

Teaching life skills adds more advantages than boosting student's academic performance. Ansari ([2024](#)) highlighted that life skill students possess better social behavior, high resilience, and high problem-solving skills. Moreover, these skills are significantly important for his long-term personal and professional success (Jamil, et al., [2024](#)). Empirical evidence suggests that students who studied in life skills education programs are more qualified to deal with the real challenges of their lives (Botvin & Griffin, [2004](#)). Moreover, life skills also result in increasing student engagement and motivation.

To integrate life skills more effectively in teacher training programs within the country, Dejaeghere and Murphy-Graham ([2022](#)) recommend that educational policymakers should give priority to training programs focusing on life skills development. Moreover, partnerships between schools with community organizations could also aid teachers in the development and implementation of life skills curriculum.

Research Methodology

This qualitative phenomenological study addressed how teachers in FG public schools perceived integrating life skills into their teaching practice through their lived experiences. A qualitative methodology was used to achieve an in-depth understanding of what individual teachers experienced and to identify themes and patterns in their narratives (Creswell & Creswell, [2017](#)). The primary data collection method was semi-structured interviews. The study's objectives and UNICEF's 12 core life skills framework informed the development of the interview protocol. 7 FG public school teachers with previous teaching experience in integrating life skills into their practices were purposive sampled. Thematic analysis using NVivo 15 software was used to analyze the interview data (Jackson & Bazeley, [2019](#)). The findings of the study were verified through member checking, wherein the participating teachers confirmed that the transcribed data was accurate. Peer debriefing was also conducted with a colleague to ensure the objectivity of data analysis. The ethical standard was maintained in this study, and the teachers have given informed consent to participate. Confidentiality and anonymity were assured throughout the study.

Findings of the study

This analysis explores the perspectives of seven FG Public School teachers with diverse teaching backgrounds. The findings of the study are described in different aspects:

Understanding and Conceptualization of Life Skills

Diverse Interpretations of Life Skills

The research reveals that teachers conceptualize life skills through multiple lenses, ranging from practical vocational abilities to broader educational competencies. One perspective emphasizes the tangible, career-oriented aspects of life skills. Participant 1 focused on practical skills, explaining:



"Skills like IT, for example, if you are developing IT skills, then these count as life skills. Suppose you are taking vocational training that is considered life skills as well. Those can include designing, tailoring, and many vocational training programs."

This vocational interpretation is an important aspect of life skills education. This clear acknowledgment that technical competencies continue to be more important today in a digital age when being IT literate is as basic as possessing traditional literacy. What these teach is also vocational training, which addresses the immediate employability for students through concrete skills that can be transferred into these career opportunities. There is relevance to this approach in settings where economic concerns are obtained and where technical skills can serve as a clear route to employment. Participant 5 offered a more pedagogical perspective:

"These are the life skills we learn to get educated and then use these in the world to become successful individuals."

The broader conceptualization of life skills understands them as elements that are basic for personal development and success. It indicates that these skills tie together academic knowledge and action that they provide the ways and means to deal with most of the complex social, occupational, and personal challenges we face. It takes the view that the potential for education to be transformative goes beyond the learning of knowledge. One of the participants particularly emphasized critical and reflective thinking in language education:

"We know that when we read some aspects of life, it should be analyzed and understood, reflected and explained." (Participant 5)

Life skills become an analytical approach to educational contexts focused on critical thinking and interpretation. This discovers the method that language and literature studies can be the means to enhance higher-order thinking skills, emotional intelligence and cultural awareness. Integrating analytical skills into literary study makes this an ideal subject in which to form opportunities for the development of both cognitive and emotional competencies.

Subject-Specific Applications

There are great individual approaches that the different subject teachers have adopted to incorporate life skills into their subjects through which their students learn both subject values and future skills. Different opportunities for life skills development are presented for each subject area. Problem-solving and collaborative learning are emphasized in Physics education. According to the Physics teacher (Participant 6), it was described as follows:

"The thing I think I use the most is problem-solving because that is the most helpful in teaching. These skills are very important when solving problems or doing numerical exercises. Another thing it does for us is it makes us able to cooperate... Communication is also key."

Through the integration of life skills within Physics education how analytical and interpersonal competencies can be fostered in technical subjects. Physics problem solving demands systematic thinking, as well as a testing of hypotheses and much use of analytical reasoning, all of which are skills transferable to many real-world situations. It highlights how working together and discussing can be converted from individual-based subjects to collaborative learning. This approach builds the systematic course of solving the issues, the ability of systematic thinking, the skill of team collaboration, the ability of scientific communication, and the practical application of the theoretical standalone body of knowledge.

One of the teachers (Participant 7) narrated this aspect in the following words:

"In my subject, which is English, I believe that the most important life skills are communication, critical thinking and creativity. Students need to clearly express themselves, analyze text critically, and think creatively at problem-solving."

Language education serves as a natural platform for developing essential life skills through enhanced communication abilities across different contexts, development of critical analysis and interpretation skills, creative thinking and expression, cultural awareness and sensitivity, advanced literacy and comprehension capabilities, and public speaking and presentation skills.



Computer Studies takes a developmental approach, adjusting skill focus based on student age. One of the teachers (Participant 4) elaborated on this as under:

"Critical thinking and logical reasoning are particularly important, especially in higher grades. For younger children, self-management and communication are key skills to focus on."

This age-appropriate approach to life skills development in computer studies demonstrates recognition of developmental stages in learning, adaptation of teaching methods to student capabilities, progressive skill building from basic to advanced concepts, integration of technical and soft skills, and focus on age-appropriate self-management and communication.

Implementation of Strategies and Challenges

Innovative Teaching Approaches

Teachers have developed various pedagogical strategies to integrate life skills into their daily teaching practice. They described these as group activities, discussion, cooperative learning, group work, problem-solving, etc. Group activities emerge as a particularly effective method. Participant 5 elaborated on his approach in the following words:

"When we conduct group activities, their discussion skills improve. The practice of cooperation and working together helps them in real life as well. When we have students work in groups, they find solutions collaboratively."

The effectiveness of group activities in life skills development is manifested through enhanced peer learning opportunities, development of leadership skills, improved communication abilities, conflict resolution practice, team management experience, project planning and execution skills, and development of emotional intelligence.

Another educator describes a specific application in Physics (Participant 6) in the following words:

"When I give a problem, and the students don't understand, I ask them to form groups and explain it to each other. This promotes cooperation. In Physics, I explain what inventions have been made related to the topic and encourage them to think."

This approach combines several effective pedagogical strategies like peer teaching and learning, collaborative problem-solving, historical context integration, real-world applications, innovation mindset development, technical communication skills, and critical thinking enhancement.

Major Implementation Challenges

Curriculum and Time Constraints

One of the most significant barriers to life skills integration is the rigid structure of the school system. Participant 6 highlighted systemic issues in the following words:

"Unlike universities, where you have more freedom, at the school level, we face many challenges. We don't have enough time to develop these skills. There's no separate period or time allocated for developing these skills."

In this logical systemic problem, there are different structural issues such as inflexible curriculum structures, monomaniacal focus on content coverage, minimal autonomy to teachers, limited time to develop skills, compulsion to finish the prescribed syllabi, underutilized opportunities for integration, and administrative barriers.

Participant 2 elaborated on time management challenges in the following way:

"Teachers have only 35 minutes, or at most 40 minutes, in a class to teach students. In such a short period, it becomes very difficult to cover the syllabus and add life skills and related content."

Resource Limitations

Resource limitations were also a challenge. Participant 1 noted infrastructure challenges as he described in the following words:



"Discouragement abounded; many students lacked self-belief.' There was reluctance. Physical resources were also barriers. But some students had no resources at home, such as laptops."

This observation reveals a complex interplay between psychological and material constraints in life skills education. The idea of self-belief hints at a profound problem beyond simply physical resource limitations. Students are often reluctant to use technology because they see their limited exposure to it and know they don't have confidence in themselves. The lack of essential resources like laptops at home results in a very real digital divide that has a pronounced impact on how students can acquire contemporary life skills. As a result, this resource gap is not only affecting the development of technical skills but is driving down students' confidence as well as their willingness to use modern educational tools. It forms a cycle of deprivation whereby poverty of a psychological nature further impedes students from developing necessary life skills for a modern world.

Assessment System Issues

A barrier to life skills development stands in the present examination system. Participant 6 critiqued the examination system:

"The basis of the exam system is memorization. These skills are never applied. Students are only taught to memorize and write in exams, and we do not place any focus on skill development."

The assessment system is accused of a deep-seated structural problem in the way of educational evaluation methods. Memorization and written examinations dominate, cheating educational assessments of relevance to how people are required to perform. Conventional approaches to testing often miss the mark by not recognizing and providing solid, practical opportunities to achieve life skill testing, thereby reinforcing rote learning practices that may not always work well in the real world. The problem with learning through rote memorization is that it usually results in a shallow understanding of concepts as opposed to a practical, comprehensive understanding. This presents a significant pedagogical dilemma in which teachers are being pulled in two directions — the need to prepare students for standardized tests and the need to prepare students for the 'real world.'

Resource Adequacy and Support Systems

Textbook and Curriculum Analysis

The current examination system, which forms the basis of much of what is currently done and taught in classrooms, has been seen to pose a major point in the development of this aspect of life. Participant 6 provided a detailed critique:

"In foreign countries, especially schools, what is taught in school is that a lot of stress is not placed on writing but rather on practical activities. In contrast, the syllabi in the high schools are structured in a way that the students have to learn how to read and write before they come."

This observation indicates a qualitative difference in educational premises as well as the strategies used in the transmission of knowledge between various educational systems. Some of the curricular areas in focus involve essentially focusing on acquiring the standard curriculum skills, particularly basics of literacy, which immerse up lots of time, which unfortunately are provided at the expense of others more aware as skill-based. Of course, this division is not an artificial one outlining two temporary foci but shows more profound differences in culture and institutions of education. The presenting style of the current system of education organizational structure bears a risk of wandering to the primary academic skills disregarded life skills, which ironically differ the gap between educational achievements and life success.

Participant 5 offered a balanced view in the following words:

"It can not be said that it has comprehensive support, but it still has some support. For example, in Pakistan Studies, students learn health or Agriculture, which is in line with the life skill."



This perspective shows that life skills can easily be incorporated either within content area thought processes or within the current limitations. When such topics as health, agriculture, etc., are integrated into the normal curriculum, it is evident how the creative strategies aim at closing the gap between what is learned in class and what is practically applied.

Professional Development Needs

Professional development needs were another aspect of resource adequacy. Participant 5 shared his experience in the following words:

"Yes, I have received training, specifically during my special education studies. During university, we were taught how to integrate life skills into teaching."

Professional development in life skills education varies significantly among educators. Those who have received formal training demonstrate a more structured and confident approach to life skills integration. This training appears to be particularly effective when it occurs during initial teacher education, allowing educators to develop their teaching methodology with life skills in mind from the beginning. The specialized nature of some training programs, such as those in special education, provides additional insights into adaptive teaching strategies that can benefit all students.

Student Response and Learning Outcomes

Positive Engagement

The implementation of life skills education has generally received positive feedback from students. Participant 2 observed this in the following way:

"Students always respond positively and actively to activities that are not in the books. I have never experienced a situation where students didn't respond positively to activities related to life skills."

This enthusiastic student response to practical, skills-based activities reveals a natural inclination toward engaged, active learning. Students demonstrate particular interest in activities that diverge from traditional textbook-based instruction, suggesting a strong appetite for practical, applicable knowledge. This positive reception creates opportunities for deeper engagement and more effective learning outcomes, particularly when students can see the direct relevance of these skills to their lives.

Participant 5 noted improved outcomes as he narrated in the following words:

"When we conduct group activities, their discussion skills improve. The practice of cooperation and working together helps them in real life as well."

These improvements in student performance extend beyond academic measures to include practical social and collaborative skills. The development of these capabilities through group activities demonstrates the effectiveness of experiential learning approaches in life skills education. Students not only learn theoretical concepts but also develop practical abilities that they can apply in various life situations.

Assessment Challenges

The current evaluation system is designed with concerns on the following issues concerning the evaluation of LSPs-based life skills development: A pre-specified list of assessment challenges was reported by the various participants. Participant 6 highlighted this key issue in the following words:

"The current or the current assessment system or criteria for evaluating students doesn't have life skills anywhere. As for the practical, they have become more of a formality because you get them marked from the reference books, or mere face value is used to deduct the marks."



This basic assessment concern is just one of the many symptoms of a deeper problem within the system of education. Despite alignment, at least in part, to life skills, current education often fails to provide sufficient formal certification or assessment of the achieved outcome. Often, where practical parts are included, they are mere forms that do not truly represent the build-up of skill but degenerate into mere rites that are not representative of skill. This lack of parity in assessment methodology is felt not only in the assessment of student's abilities but also in the instructional strategies employed and in curriculum enactment.

Comprehensive Recommendations for Improvement

Curriculum Reform

Teachers support basic switches in the approach to learning. Participant 7 suggested:

"I conclude that what is required is a total curriculum restructuring. Theoretical content should be cut down and focus more on getting the practical knowledge."

There is an important call towards dedicating certain time positions for undertaking the tasks. Participant 2 recommended in following words:

"The basic requirement is to provide sufficient class hours to life skills. Even if the period is set to 20 minutes, the entire time should be used to convey lessons for life skills only".

This practical recommendation drops enough hints to address one of the biggest probabilities in life skills education. The idea of committing a separate period, be it a minimal one, is evidence of the fact that skill acquisition indeed involves a practice session. The above arrangement would help guarantee that efforts toward the development of life skills are not a mere appendix to the general learning strategies.

Assessment System Reform

The need for practical evaluation methods is strongly emphasized. Participant 6 narrated this in the following words: *"Practical elements need to be included in exams, and marks should be allocated for them. Without any reward, we don't perform tasks, even if it's for our benefit."*

This insight reflects a deep understanding of human motivation and educational psychology. The inclusion of practical elements in formal assessments would not only validate the importance of life skills but also provide concrete incentives for both teachers and students to prioritize their development. The connection between assessment and motivation highlights the need for systemic changes that align evaluation methods with desired educational outcomes. Participant 7 suggested:

"We should move away from traditional exams and incorporate assessments that measure practical skills and real-world applications."

This recommendation points toward a more holistic and authentic assessment system. The emphasis on real-world applications suggests a need for evaluation methods that better reflect the actual challenges and requirements students will face in their personal and professional lives.

Resource Enhancement

The importance of multimedia and visual learning resources is highlighted. Regarding infrastructure development, participant 5 recommended:

"Providing material in the form of videos can be very useful. Additionally, providing pictorial content is also important so that students can learn by seeing."

This emphasis on diverse learning materials reflects an understanding of different learning styles and the importance of engaging multiple senses in the learning process. The suggestion of visual and multimedia resources acknowledges



the changing nature of information consumption and learning preferences among modern students. Another aspect was teacher training that was emphasized. Participant 1 narrated it as:

"The first thing is that teachers need training in life skills themselves. If a teacher is not skilled, they won't be able to transfer these skills effectively."

Stakeholder Engagement

The need for broad participation in educational reform is emphasized. Participant 2 focused on comprehensive involvement:

"This requires the contribution of all stakeholders. From policymakers to those implementing the policies, teachers, students, and their parents—all need to contribute."

This call for comprehensive stakeholder engagement recognizes that successful educational reform requires coordination and commitment from all parties involved in the educational process. The inclusion of policymakers, educators, students, and parents suggests an understanding that sustainable change requires support and participation at all levels of the educational system.

Conclusions

This phenomenological study investigated FG public school teachers' understanding, implementation and perspective towards life skills integration into their teaching practices. Teachers' different interpretations of life skills were found: some focused on practical skills, and some focused on pedagogical aspects. The study also showed the value of subject-specific applications of life skills, with teachers from various subjects emphasizing skills context specific to their subject field. Against the backdrop of the teachers' efforts to integrate life skills, the study found that there were very serious difficulties in these curricula, time and resource constraints, and issues with the assessment system. The findings also emphasize the requirement for all round recommendations to increase life skills integration (e.g., curriculum reform, assessment system reform, resource enhancement, and stakeholder engagement). Implications for policymakers, educators, and other education stakeholders are present in the conclusions generated from the study. FG public schools will be able to meet these challenges and implement these recommended reforms, addressing the challenges and preparing students with the necessary skills for their success in the 21st century by overseeing the transformation of these schools. Future research recommendations include confirming the effect of education life skills integration on students' outcomes, examining the effectiveness of different implementation strategies, and the role of the stakeholders in the support of education life skills.

Discussion

The results of this phenomenological study contribute a more complex perspective of how life skills can be taught by FG public school teachers in their activities. Study results identify the challenges of integrating life skills and call for a multifaceted approach to support teachers and study. Teachers have different ways of understanding life skills – practical skills, behaving skills, or pedagogical ones. Thus, this leads to such definitions envisioned to increase integration (UNICEF, [2017](#)). This is consistent with the previously posited importance of operationalizing the concept of life skills (Jamil et al., [2024](#)). Teachers from various subject areas highlight the application of life skills in their highlighted applications, which indicates a need for subject subject-specific approach to integrating life skills (Jamil et al., [2024](#)). This is consistent with and corroborates previous research, which posited that some of these applications of life skills should be based on subject-specific technology applications (Khasawneh, [2024](#)). Teachers report the challenges they face in line with previous research, which include curriculum and time constraints, resource restrictions, and operational constraints related to the assessment system (Nasheeda et al., [2019](#)). These challenges parallel the systemic reforms needed to support the nurturing of life skills education. The implications of this study are both policy, education, and stakeholder-based. In considering the challenges and reform implementing the necessary reforms, FG public schools have the potential to address children's preparation for future life skills by using



essential skills to support children's general education and better prepare them for success in the 21st century (Ali et al., 2023; Care, 2024). They also bring out the fact that life skills cannot be incorporated into classroom activities unless teacher training and professional development are given first place. It props up the need for well-thought-out, rigorous teacher training and professional development programs that will enable teachers to think about the concept of life skills and begin to think about how we might implement those into their classroom lessons. This study finally presents a complexity of how life skills were integrated into the teaching actions of the FG public school teachers' perspective of and experiences of these (teachers). The implications of the study are for a multidimensional strategy for teachers and students, and this is systemic improvements, teacher training, and professional growth programs. Assuming FG public schools address the problems and implement the recommended reform, students will be better able to obtain indispensable life skills to add value to the caliber of the chew out they will have and make it a more attractive asset, the trend of the twentieth century.

Recommendations

The following are some recommendations based on the findings of the study:

1. Life skills should be taught in the curriculum rather than taught as a separate subject.
2. There should be training and development for teachers regarding life skills integration.
3. The inclusion of parents, community members, and policymakers should be made in life skills education to make life skills programs more relevant, more effective, and more sustainable.
4. Life skills programs need to be culturally responsive and encourage Pakistani students to contribute and ensure that Pakistani programs are real and effective for life skills.



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