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## Improving Self-Esteem, Assertiveness and Communication Skills of Adolescents through Life Skills Based Education

### ABSTRACT

*Life skills-based education is recognized as a methodology to address a variety of issues of child and youth development. For the Life Skills Based Education (LSBE), an international NGO, Rutgers in collaboration with local NGOs implemented a project in selected 16 schools at Lahore, Karachi, Quetta and Multan. This paper is an assessment of effect of LSBE on self-esteem, assertiveness and communication skills of the adolescents. Both qualitative and quantitative methods were adopted to conduct the study with 1500 secondary school students in the targeted cities. The results showed that the approach is highly feasible and effective in improving the knowledge of the students regarding the LSBE topics. Both qualitative and quantitative data proved significant positive impact of the intervention on improvement of communication skills and self-esteem building amongst the students. The study findings propose the inclusion of life skills in mainstream curricula in Pakistan.*

### Introduction

The present paper is an effort to assess the effect of Life Skills Based Education on Improvement in Self-esteem, Assertive ability and communication skills amongst secondary school students in Pakistan. This paper is an extract of the PhD study carried out by the author.

According to the renowned definition of World Health Organization, Life Skills have been defined as “the innate capabilities for adapting the good or positive behavior which ultimately empowers an individual to face the challenges and demands of everyday routine”. One can earn certain qualities by practicing the life skills such as increased self-esteem, better

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way of socializing, ability to tolerate, take actions to enhance interpersonal capacities and grabbing new and different opportunities, and most importantly having courage to choose what is good for you.

The evaluation of the obtainable LSBE curriculum show that in all of the curriculum development, human rights, gender and sex, self-awareness, standards, decision creation, dealing with the peer demands, adolescence and body change, communication skills etc. are incorporated and it has been educated to the students of secondary schools in Pakistan.

Nowadays, more than half of the planet inhabitants are beneath twenty five years of age and one out of every 4 is below the maturity of 18 (UNFPA 2014). 85% of adolescent populace flanked by fifteen and twenty four years of age are breathing in the underdeveloped part of the world (UN 2006).

Life skills based Education has been taught to thousands of students in different cities under projects of diverse organizations. Rutgers is an international organization with a headquarter office in Netherlands which is considered pioneer of LSBE in Pakistan.

In this paper, one of the most important matters is to review if the LSBE proposal has bring any improvement in to the life of the school going children. This investigative study is an effort to find out if the project of Rutgers has improved the self-esteem, assertiveness, and communication skills of adolescents through life skills based education. By using both quantitative and qualitative methods it will be tried to assess the contribution of LSBE in the lives of the adolescents.

### **The LSBE Implementation Methodology**

The population under study was the students who studied LSBE under Rutgers Programmes. The syllabus of the schools targeted under present study includes chapters on friendships and relationships, human rights, gender and sex, puberty and body changes, and infectious diseases. The organization adopted following sequence of activities to implement their LSBE interventions.

- At start, a session is organized for all the teaching, administrative and support staff in every selected school. The 3-4 hours session includes issues of young people and rising challenges in the society. Then the basics of LSBE approach are explained to members a strategy for improvement
- After conduct of these sessions in all the selected schools in a city, the teachers are selected for training and onward implementation. The 3-4 day trainings are then conducted for teachers/ LSBE educators.

- The methodology includes in school orientation sessions for the parents and community members. Therefore, formal and detailed sessions in all selected schools were also conducted for mothers/ fathers and members of community.
- Then the most crucial stage comes and that is the teaching of LSBE curriculum in selected schools after developing a comprehensive and well planned schedule for different classes.
- At the end, sports and co-curricular activities are made part of the model to be carried out in every school during or after the LSBE teaching.

## **Objectives**

The specific objectives of the study were:

1. To explore the effects of LSBE on improvement in self-esteem of the adolescents in Pakistan
2. To investigate how LSBE is improving the assertiveness amongst adolescents in secondary schools and improving their communication skills
3. To find out real stories of how life skills education experience is being narrated by the students

## **Literature Review**

An attempt is made to present the relevant literature on LSBE interventions and its impact and to develop the very basis of this research study. It is worth mentioning that teenage period is a critical phase in which a person whether boy or girl usually faces intense physical, physiological, emotional and behavioral changes. Situation gets worse because of nonappearance of dependable evidence to distinguish, comprehend and escalate these changes, source nervousness amongst youngsters who might be strapped into sequences of activities deprived of consuming inadvertent to keep the unhealthy and dangerous consequences in mind.

Life skills-based education is now recognized as a methodology to address a variety of issues of child and youth development and thematic responses including as expressed in UNGASS on HIV/AIDS (2001), UNGASS on Children (2002), World Youth Report (2003), World Program for Human Rights Education (2004), UN Decade on Education for Sustainable Development (2005), UN Secretary General's Study on Violence Against Children (2006), 51<sup>st</sup> Commission on the Status of Women (2007), and the World Development Report (2007). Expected learning outcomes include a combination of knowledge, values, attitudes

and skills with a particular emphasis on those skills that related to critical thinking and problem solving, self-management and communication and inter-personal skills.

Investigation demonstrates that skills-based safety training pushes solid lifestyles, Furthermore diminishes danger practices. An meta-analysis from claiming 207 school-based medication avoidance programmes assembled methodologies ought counteractive action under nine categories: information only; full of feeling only; information also affective; decisions, values, Furthermore attitudes; nonspecific abilities exercise; communal inspirations; far reaching skills of life; "other" agendas; and wellbeing instruction of K-12.

Lisanne Brown (2001) studied and reported on the "Impact of Life Skills on Adolescent Behavior Transition Study Results". Findings of this study are very interesting which show that life skills education definitely has impact on at least some aspects of behavior. The study highlighted students become more careful and calculative in taking any actions. Dunn Elizabeth and Arbuckle J. Gordon (2003) studied on "Life Skills in Children of Incarcerated Fathers." The result of this study presented a very strong relationship between having good self-esteem and having positive attitude about academics and learning. The findings clearly mentioned that better understanding of life skills contributes towards self esteem building and vice versa. Valiani Mahboobeh, Samouee Raheleh and Gholamreza Manshaee (2004) studied on "Life Skills Training and Prevention of Addiction." The findings of the study showed that education of life skills affected the knowledge and the probability of tendency to addiction in both parents and adolescents. This is an important finding which emphasizes the provision of life skills knowledge to the children to get them to be protected from drugs and other harmful behaviors.

In addition, good examples can be drawn from a qualitative study conducted in Ethiopia (Rutgers 2014) that developed an inventory of students' personal perceptions and opinions of the LSBE programme's effects using the technique of collection of Stories of Change written by the students themselves. Students notably reported significant changes in self-confidence, awareness and acceptance: 'Now I have confidence! I used to be shy and was afraid to speak out in class, but not anymore' (girl 15 years) and 'I understand why my body changes, and I feel confident and relaxed about it' (girl 15 years). Others reported more positive feelings regarding direction in life: 'Having a dream is like seeing light in the dark. It helps you to have a goal in life' (boy 17 years) and 'Life is full of hardship. I learned from the programme that if I have a plan for the future, it will help me focus, grow, and reach my goal: being a politician' (boy 17 years). In addition, young people's advocacy ambitions and skills were said to be boosted: 'We can't discriminate against people living with HIV. I want to

liberate people from that stigma' (girl 15 years) and 'Teenage pregnancy should be prevented. I want to teach people about the importance of precautions. (Girl 17 years).

## **Methodology**

**Area of the Study:** The study was carried out in Pakistan and the five Programme districts marked by an INGO, Rutgers i.e. Islamabad, Lahore, Karachi, Quetta, and Multan were considered as area of the study.

**Population:** Specifically all the students of class 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> in the 20 target schools (4 schools each in Islamabad, Lahore, Karachi, Quetta and Multan) were considered the population of the study.

**Sample:** For the purpose of the quantitative data collection through pre and posttest questionnaire before and after LSBE teaching, it was decided to select the 20% of the total population as units of the study. The total sample size decided was 1536 students with the gender break up of 55% girls and 45% boys. With this sample size and gender break up, the sample size was rounded off to 1500 with 700 boys and 800 girls.

In addition, out of the 1500 students selected as sample, 20% (300) were included in the process of qualitative data collection in the form of stories of most significant change (MSC) and 10 FGDs with the students identified by the teachers were conducted which covered 131 students.

## **Results and Discussion**

### **The Study Subjects**

The students targeted under the study were 55% girls and 45% boys therefore pre and post tests were administered with around 800 girls and 700 boys. More specifically 700 pretest forms and 704 posttest form were filled by the boys before and after studying LSBE curriculum. Four additional students were allowed as they were absent on the pretest day but studied LSBE with other students. Similarly 809 pretest and 801 posttest forms were filled by girls before and after the intervention.

The age group focused in the project is 10-19 years but the actual age range of the students covered remained 10-17 years. It shows most of the students in Pakistan pass their 10<sup>th</sup> grade before the age of 18 years. The major cohort belonged to the age range of 13-15 years. In both the cases of boys and girls this demographic fact remained the same. In addition to the mean age for boys was 13.66 years in pre-test whereas 14.31 years mean age was recorded for the post-test. Similar observation is noted in the case

of girls. 13.75 mean age is recorded of girls in the pre-test and 14.17 mean age for the post-test. The difference between the ages reported during pretest and posttest based on almost a year's gap between both the exercises done and also because of change of few students during the period.

**Table 1: Age of the Study Subjects with Gender Break Up**

Age (in Years)	Boys		Girls	
	Pre	Post	Pre	Post
10	20	0	9	0
11	28	15	16	21
12	56	42	66	44
13	153	112	207	156
14	293	166	335	215
15	108	285	130	286
16	42	72	46	79
17	0	12	0	0
Total	700	704	809	801
Mean Age	13.66	14.31	13.75	14.17

The data was collected from five districts in Pakistan (Islamabad, Lahore, Quetta, Karachi, Multan) and with reference to the sample size equal representation was given to each city as there was not a large difference in the number of students in overall population of the students under the study. On average 140 students were selected as units of analysis in case of boys from each of the five cities.

### **Effect of LSBE on Self-esteem, Assertiveness and Communication Skills (A quantitative Analysis)**

The results show the following details of pre and post intervention analysis based on the opinions of the respondents.

Life skills based education has been one of the major factor in boosting and contributing to increased confidence among students both the girls and boys. As depicted in the table below the students who were lesser confident before use to feel confident while speaking in their class after taking up classes on LSBE and participation in co-curricular activities. Almost 100% of the students reported a positive response. Evidently, as girls in the Pakistani society are often have low preferred child and this keeps them under-confident in all spheres of life. They have shown a stark improvement in their confidence building. It is worth mentioning that high improvement is not possible but at least the students have started discussing

it and their participation has increased in to different activities. Same evidently reflected in the qualitative data gathered from the students and teachers.

**Table 2: Distribution of Respondents on the basis of responses on “I am confident speaking in Class Room”**

Gender	Responses	Pre		Post	
		Frequency	Percent	Frequency	Percent
Boys	No	317	45%	17	2%
	Yes	383	55%	687	97%
	Total	700	100%	704	100%
Girls	No	453	56%	50	6%
	Yes	356	44%	751	94%
	Total	809	100%	809	100%

Teacher’s participation and involvement with students was improved as a result of the intervention. It was reported by the students where they felt as valuable equally to other students. After going through the Life Skills Based Education students had the self-confidence and self-awareness to feel their importance equally among their peers. It was clearly mentioned by the respondents that knowledge and awareness on gender and human rights make them feel and realize the equality between all the human beings. It was further highlighted that the information on personality development and the relevant activities helped the students to cope up with and deal with their complexes related to their appearance, school performance, ability, gender and socioeconomic background. With specific reference to the quantitative results, the boys reported an increase from 60% to 97% whereas girls reported 46% to 98% increase in the realization of their own self. The change of 42% and 50% respectively for boys and girls clearly significant and does not require any further quantitative testing. When explored further, only due to LSBE which proved to be a source to ignite students regained their confidence. Furthermore, the changed roles of peers into LSBE educators and parents support were also reported as the variables which helped this change in the students. The details are given in the table below.

**Table 3: Distribution of Respondents on the basis of responses on “I feel as valuable as other children in my class”**

Gender	Responses	Pre		Post	
		Frequency	Percent	Frequency	Percent
Boys	No	281	40%	19	3%
	Yes	419	60%	685	97%
	Total	700	100%	704	100%
Girls	No	433	54%	20	2%
	Yes	376	46%	781	98%
	Total	809	100%	801	100%

In the context of the Pakistani society, children are used to listen to their parents regardless of having their own say at adolescent age. Many of them lack communication skills to express their point of view or needs to their parents. Especially, in their choice of education field where they want to excel and build career afterwards. By learning effective communication skills many of the students reported that they now can argue on their future professions with family’s decisions. They share their point of view and their preference in decisions related to them. In the mentioned table below, an interesting response has been reported in case of the girls in comparison to boys after the post-test was conducted with them. The girls responded they are less compelled to approve the family’s decision than boys. Similarly it also shows that boys had more burden, in comparison to girls, to follow their family decisions. The pre –test conducted with boys report 41% whereas now the dependence on family decision has decreased to 26%. The girls on the other hand reported 39% during pre-test whereas now only 22% are compelled to say yes to their family decisions. The assertiveness is a skill which if not developed some time can lead to a situation where even basic rights get compromised. So the findings presented in the below table show a positive trend of change in the students as a result of LSBE intervention.

**Table 4: Distribution of Respondents on the basis of responses on “I always feel compelled to say yes to my family's decisions”**

Gender	Responses	Pre		Post	
		Frequency	Percent	Frequency	Percent
Boys	No	411	59%	522	74%
	Yes	289	41%	182	26%
	Total	700	100%	704	100%
Girls	No	490	61%	624	78%
	Yes	319	39%	177	22%
	Total	809	100%	801	100%



Peer pressure among adolescents is widely reported and experienced. Many of the adolescents are under pressure to be accepted in the popular group so that they can be identified with them. In many ways adolescents are involved in risky behaviors resulting from peer pressure. Usually their involvement in to drug addiction, deviant and any of the antisocial activities has been reported as result of peer pressure. In the table below boys specially had reported the pressure of the requests raised by their friends as 33 % of them responded affirmatively. However, the post-test shows improvement as now nearly all of them don't follow the requests of their friends if those are risky or can be harmful to them. After going through lessons on the peer group pressure and effectively learning to say yes or no, respondents have overcome that barrier. Actually the examples mentioned around smoking and other harmful activities has been clearly presenting adverse and harmful effects. Girls responses collected in pre-test stated 22% were compelled to say yes to their friends whereas in post-test reported only 15%. Specifically the below mentioned table shows that the boys reported a stark difference from 33% to 15% compelled to say yes to their friends. The difference between responses of boys and girls very clearly show the peer pressure is much stronger in boys because of cultural independence and autonomy they enjoy and family can be a reason behind lesser influence of peers in young girls in Pakistan.

**Table 5: Distribution of Respondents on the basis of responses on “I always feel compelled to say yes to whatever my friends ask of me”**

Gender	Responses	Pre		Post	
		Frequency	Percent	Frequency	Percent
Boys	No	469	67%	587	83%
	Yes	231	33%	117	17%
	Total	700	100%	704	100%
Girls	No	630	78%	677	85%
	Yes	179	22%	124	15%
	Total	809	100%	801	100%

Adolescents, in many cases, do not openly express or share their problems. They lack trust and communication skills to explain their issues and problems to others in their circle. After learning the basic life skills to communicate and share their issues to the ones they can trust on others such as teacher or parent. The introvert feeling towards personal issues can make adolescents depressed. The situation can further contribute to burden on them and resultantly will have bad effects on health, education and behavior of these children. The findings of the present study show that the issue of sharing and getting confidence, is more observed among girls who

earlier have not given the confidence to share their problems now learnt to share them, as 13% increase in reported. However there is still need to improve this barrier among adolescents to open up about the problems they are facing. One fourth of the boys and girls still feel barrier to open up and talk about their issues. It is required to explore issue in upcoming researches that in spite of increased confidence and development of positive self-image still students do not feel comfortable sharing their personal feelings and concerns. When asked it was reported that the judgmental attitude of others and fear of adverse response make it difficult to open up but many stories shared by the students show this barrier is removed so may be the continued such interventions would change the situation at a broader level.

**Table 6: Distribution of Respondents on the basis of responses on “I never share my problems with others”**

Gender	Responses	Pre		Post	
		Frequency	Percent	Frequency	Percent
Boys	No	482	69%	516	73%
	Yes	218	31%	188	27%
	<b>Total</b>	<b>700</b>	<b>100%</b>	<b>704</b>	<b>100%</b>
Girls	No	500	62%	600	75%
	Yes	309	38%	201	25%
	<b>Total</b>	<b>809</b>	<b>100%</b>	<b>801</b>	<b>100%</b>

Anger management is a life skill which is very important for the adolescents to learn and practice while going through puberty when their emotions are heightened. LSBE also addresses this issue and the mentioned table below shows that through this intervention the anger issues among adolescent can be resolved. Actually LSBE focuses a lot about this intended change. Students are encouraged to use arguments instead of force. Secondly the high presentation of adverse effects of violence and aggression on individuals in the curriculum also supported achieve this change in the mentioned number of students.

This is evident in the case of boys, 33% of them reported a higher degree of anger expressed through hitting or aggression. However the post-test shows that there is significant drop in such behavior. As adolescent learn the skills to manage their emotions and understand the situation in different circumstances the tendency of being violent is reduced. On the other hand girls who often don't express their emotions strongly it was evident that their responses would otherwise in comparison to boys. Only 26% of the participants reported expression of anger through aggression

whereas post-test reveals this tendency has reduced to only 19%. It is also worth mentioning that the data might not be fully accurate in their real life situations but the trend of reduction in aggressive behavior as also found in qualitative data analysis.

**Table 7: Distribution of Respondents on the basis of responses on “I sometimes express my anger through hitting/aggression”**

Gender	Responses	Pre		Post	
		Frequency	Percent	Frequency	Percent
Boys	No	467	67%	604	86%
	Yes	233	33%	100	14%
	Total	700	100%	704	100%
Girls	No	600	74%	650	81%
	Yes	209	26%	151	19%
	Total	809	100%	801	100%

Young boys are often driven to smoking under peer pressure and to get acceptance among the popular youth groups. This is observed among boys comparatively less in girls, where smoking in many occasions taken as the symbol of proving masculinity among the peer. Actually it has been reported in different studies that boys tend to look more masculine and grown up to adjust with elders in different activities. They do things including smoking to show that are grown up now and can do things like adults. The curriculum includes smoking as a habit which is very harmful for health and also makes young boys and girls vulnerable towards drugs.

As mentioned in the table below the boys reported such behaviors towards fame among the youth groups as 23% gave affirmative response, after going through LSBE they responded totally opposite as only 3% agreed to the statement. This is one of the major findings of Life skills education where young people are provided with information regarding consequences of right and wrong decisions and how it will affect their lives. Such responses lead to better decisions and improvement in positive behavior as depicted in the table below. In the case of girl respondents the responses were predictable as they are hardly engaged in such risky behaviors and reported similar responses in both pre and post-test, i-e 2%.

**Table 8: Distribution of Respondents on the basis of responses on “I think cigarette smoking will make me more popular”**

Gender	Responses	Pre		Post	
		Frequency	Percent	Frequency	Percent
Boys	No	539	77%	683	97%
	Yes	161	23%	21	3%
	<b>Total</b>	<b>700</b>	<b>100%</b>	<b>704</b>	<b>100%</b>
Girls	No	793	98%	791	98%
	Yes	16	2%	10	2%
	<b>Total</b>	<b>809</b>	<b>100%</b>	<b>801</b>	<b>100%</b>

The highest reported impact of LSBE as per stories of most significant change remained improvement in knowledge of the students. Most of the students mentioned that the majority of the contents covered in LSBE curriculum were never discussed with them neither these are part of any of their school books. It was mentioned that information regarding self-awareness, puberty and body changes, HIV/AIDS, Hepatitis B & C and STIs was never reached them from parents and teachers.

The stories and data from FGDs show that the behavior of students also improved to a greater level, they start feeling more confident, open to share their problems with parents and teachers. Here it is important to mention a challenge coming out of the stories and discussions with the students. LSBE has improved their vision and they are willing to report the experience of abuse and harassment to teachers but some cases reported by students in stories show the lack of capacity amongst teachers or their limitations to deal with them.

### **LSBE and Improvement in Self-Awareness and Self-Esteem (The qualitative Analysis)**

Self-awareness and high self-esteem is of high importance for developing individuals with a sense of being empowered to decide about their own lives and access their rights as humans. This area of human development is therefore one of the core contents and focus of LSBE interventions. The students mentioned in very large number of stories and discussions as well and reported by the teachers that self-awareness improved a lot. The students mentioned that now they do not keep their feelings inside them rather they always try to share with their friends and teachers to better understand their own feelings. It was also reported that sharing does not just help students to understand their feelings and attitude towards things and people, in fact they also receive guidance and support from others. The study subjects reported that their feelings of fear and guilt associated to their

confusions and some lack of information regarding puberty negatively hampered their school performance, adversely affected their behavior. But the LSBE information package helped them understand and enabled them to share with others.

Another important aspect reported with reference to self-awareness remained 'asking for feedback from others'. Teachers and parents reported this very thing that now students started asking for feedback of their communication and performance in school. They mentioned that LSBE helped them to know their weaknesses and challenges and after knowing these they can improve in future. An interesting fact shared by the teachers was that it also impacted positively on the academic performance of the students. Following are few relevant parts extracted from some of the selected MSC stories written by the students.

"I am student of 8<sup>th</sup> and I learnt from LSBE that it is important to know myself before making any judgment about others. We should always engage others by sharing our feelings so we come to know different opinions and options. Now my academic results are improved because I know how to exert subjects I need to give more effort- A 13 years' girl from Lahore."

"We have opinions about everyone but when, during LSBE lesson, I was asked to enlist my five major strengths and weaknesses it took me too long to decide but even at the end I was not convinced about the mentioned ones. After that I made a habit of exploring my own talents and asking others about their feedback. Now I feel that I am a self-aware person and can take good decisions about my self- A 14 years old girl from Karachi"

Another relevant yet very important finding was the improvement in confidence of the students as a result of high self-esteem. Findings of the FGDs as well as the data gathered through the stories of change showed that the confidence of the students improved in different ways. Teachers and schools heads mentioned that now the students can openly share their issues. Also the participation of students in curricular and co-curricular activities has increased significantly because they have learnt to highlight their issues through role plays, drawing and poster making etc. The teachers mentioned that the students have started sharing their knowledge with teachers regarding the situation on sexual and reproductive health as well as the issue of sexual abuse in Pakistan. Following are some of the relevant responses.

“Before this I was afraid that I cannot talk in front of large public but my participation in drama has changed my whole life. Now I can perform in front of any one and that’s why I am so happy. Such activities are very important to build our confidence. This confidence has empowered me to face different situations alone.-A student from Multan.”

Another student mentioned that;

“The appreciation I received due to my painting is a wonderful experience, I am so happy and feel confident about myself. I never participated in any of such activities before but after learning LSBE and announcement of co-curricular activities days, I decided to be part of it. I want to say that such activities are highly enjoyable and we learn more quickly by active participation”.

And,

“LSBE has made me realize that all the humans are equal and everyone has some strengths and weaknesses. We should not feel bad about ourselves on the basis of our socio-economic status or background- A 16 year student from Quetta”

It was also reported by the students that their communication skills got improved and they can share openly and comfortably with their teachers and parents. The effect of LSBE on communication ability/ capacity was found in different dimensions. First of all the students mentioned that their routine communication with peers, teachers and parents is improved as many mentioned that now they understand the importance of listening and nonjudgmental attitude. It was reported by some of the students that, previously they were not used to listening others instead always tried to say what they wanted but when they listen to others, incidences of long debates and heated discussions are reduced sufficiently.

It was mentioned in some of the stories and further enforced in FGDs that it is important to know about when and where to ask parents for something. Asking and presenting why they need it what benefit they can get out of it increases the chances of positive response from parents and teachers. Students also mentioned that by understanding the importance of body language and paralinguistic they feel now their communication skills are improved. The respondents reported that LSBE experience has also impacted very positively on the communication style of their teachers and also their teaching skills improved.

The most reported area in communication skills was with reference to communicating about body and sexuality and related confusions. Students mentioned that before LSBE they never talked on any such topic with a teacher. Rather they were used to sharing with peers only and finding desired information on internet. The LSBE curriculum has made them realize that puberty is a normal process and they should get all the required information from reliable sources. Students mentioned that the LSBE lesson on puberty and HIV/AIDS has provided them with an opportunity to open up discussion on these topics with the teachers. They mentioned that now they try to talk about these confusions with their teachers and parent of same sex. But a major difference found here was that many girls reported, they can share their confusion and concerns around their body and sexuality with their mothers but very few boys reported it. This show a large communication gap which still exists between sons and fathers. Following are some relevant parts from the MSc stories written by the students.

“I always felt shy asking about my confusions related to my body and puberty changes to anyone. But now I realize that is important so I usually discuss different confusions and myths with our LSBE teacher. This also helped me discuss these things with other fellows to clear their misconceptions.-A girl of 14 years age from Multan”

“LSBE has made me aware of the importance of listening than just talking. It is a key to success in routine interactions- A boy of 16 years from Lahore”

“We learnt about body changes through the curriculum but it was difficult to talk about sexuality and puberty in class or at home. I along with other students was asked to make a drama to highlight the issues of puberty and sexual abuse. This gave us room to explain the confusions of school students and the most interesting thing is by participating in the role many of my own misconceptions got cleared. The support and appreciation received gave us a confidence that such things should not be kept hidden” A student from Multan.

## **Conclusion**

The study findings based on the observation, quantitative and qualitative data collected from the students of secondary schools presented a picture which shows a clear impact of LSBE on the learners. Based on the collective findings, it can be concluded that the students showed immense interest in studying LSBE contents and participation in the related activities. The approach undoubtedly improved the knowledge of the students and teachers about self-awareness and self-esteem, and issues of protection. The LSBE intervention proved very effective to bring attitudinal change among boys and girls towards prevailing harmful social beliefs and practices. There was a progressive attitude shown among the girls and boys who were receptive towards new ideas and concepts. It also shows that the girls and boys are more tolerant and non-violent among their peers. They prefer to go into discussions and debates in a healthy manner rather than resorting through aggression. They also shared that LSBE intervention has not only brought changes in the lives of students but the environment of the school has overall improved in the form of discipline maintained in class rooms and cleanliness among students and the school.



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### Information for Contributors

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Chapter or other part of a book

Twaddell, W.F. (1957). 'Do we want to use the German umlaut? A boring story.' In: Joos(ed.), *Readings in linguistics I. The development of descriptive linguistics in America, 1925-1956, 85-87*. Chicago: University of Chicago Press.

Book, in other language than English, German, French or Spanish

Tsoukalas, K. (1974). *Independence and reproduction. The societal role of educational mechanisms in Greece (1830-1922)*. Athina: Themelio. [In Greek].

#### **Journal article**

Picard, R. G. (2002). 'Research note. Assessing audience performance of public service broadcasters'. *European Journal of Communication* 17(2): 227-235.

Article in an electronic-only journal. Access data is included parenthetically at the end of the citation.

Hlatky, M.A., D. Boothroyd, E. boothroyd, E. Viittinghoff, P. Sharp & M. A. Whooley (2002). 'Quality-of life and depressive symptoms in postmenopausal women after receiving hormone therapy, Results from the Heart and Estrogen/Progestin Replacement Study (HERS) trial.' *Journal of the American Medical Association* 287(5). Available at <http://jama.ama-assn.org/issues/v287n5/full/joc10108.html#aafno> [7 January 2002].

#### **Popular magazine article**

Martin, S. (2002). 'Sports-interview shocker.' *New York*, May 6, 1984.

#### **Newspapers**

Bush, G.W. (2004). 'A scholar recants on his "Shakespeare" discovery.' *New York Times*, June 20, 2007.

#### **Theses and dissertations** (no italics)

Doyle, B. (2002). 'Howling like dogs. Metaphorical language in Psalm 59. 'Paper presented at the annual international meeting for the Society of Biblical Literature, June 19-22, in Berlin, Germany.

Publication by institute, globally known by its acronym, author is publisher, in-text citation (OECD 1997).

OECD. (1997). *Communication Outlook (1997)*, Paris: OECD

Publication by institute, only short or main name is used. Author is publisher. In-text citation (ABN AMRO 1998; European Commission (1999).

European Commission (1999). *Europe. An Information Society for all. Communication on Commission Initiative for the Special European Council of Lisbon, 23 and 24 March 2000*. Brussels: Commission of the European Union. Available at [http://europa.eu.int/comm/dg13/europe/pdf/com081299\\_en.pdf](http://europa.eu.int/comm/dg13/europe/pdf/com081299_en.pdf)