

## **Life Skills Education from the Perspectives of Vietnamese Teachers and Educators**

Anh-Chuong Huynh-Lam<sup>1</sup>, Thi-Huong Tran<sup>1</sup>, Van-Hieu Tran<sup>2</sup>, Minh-Tien Ly<sup>3</sup>  
and Van-Trung Tran<sup>4</sup>

<sup>1</sup>*Faculty of Science Education, Ho Chi Minh City University of Education,  
Ho Chi Minh City, Vietnam*

*Email: chuonghla@hcmue.edu.vn*

<sup>2</sup>*Department of Education and Psychology, Hue University of Education,  
Thua Thien Hue Province, Vietnam*

<sup>3</sup>*Faculty of Psychology, Ho Chi Minh City University of Education,  
Ho Chi Minh City, Vietnam*

<sup>4</sup>*Office of Research, Thu Dau Mot University, Binh Duong Province, Vietnam*

**KEYWORDS** Educator. Life Skills Education. Teacher. Elementary Schools. Perception

**ABSTRACT** Life Skills Education among elementary school students is a vital school administration topic as a universal problem. One of the recent issues concerning both the media and parents is Life Skills Education among the elementary schools worldwide. This study aimed to investigate Vietnamese elementary educators' and teachers' perceptions of Life Skills Education. The sample was composed of 702 participants (529 teachers and 173 educators) attending twenty elementary schools in Ho Chi Minh City, Vietnam. A total of 19 items measured Vietnamese elementary educators' and teachers' perceptions of Life Skills Education. Specifically, the form of Life Skills Education in schools was assessed by ten items and teaching methods for life skills by nine items. The results found that the mean score on the form of Life Skills Education that elementary school educators and teachers' perception was 2.67 (SD = 0.85) and on the teaching methods of Life Skills Education that elementary school educators and teachers' perception was 3.18 (SD = 0.98). This study suggested that it was necessary to increase the perception of Life Skills Education by educators and teachers to improve quality teaching and teaching skills.