

**A LIFE SKILLS PROGRAMME FOR LEARNERS IN THE
SENIOR PHASE: A SOCIAL WORK PERSPECTIVE**

by

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DEDICATION

This study is dedicated to ALL the Grade 7 learners of the Masingita Primary School.

ABSTRACT

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Life skills education and training programmes, which offer skills to help people cope with everyday life, have in recent years become a highly popular method of intervention and prevention in social work. It is a proactive method and supports the developmental approach of social welfare.

The research entailed the development, implementation and evaluation of the Personal and Interpersonal Life Skills Programme. The intervention research model was employed as foundation for the design and development of the programme and the ecological perspective as the theoretical framework. The study highlighted the school as an appropriate context within which to improve the life skills of learners. The main goal of the study was to develop and implement a personal and interpersonal life skills programme for Grade 7 learners in the senior phase of a school, and to evaluate whether participation in the life skills programme would lead to personal growth (self-empowerment) and social competence and thus contribute to the optimal social functioning of children in the classroom, school, family and community (capacity building). A descriptive design with a quasi-experiment, the one-group pre-test-post-test experiment, was used in this study. A non-parametric statistical test was utilized because the data was measured on an ordinal scale (Wilcoxon signed-rank test).

The Life Skills Programme was implemented over twelve sessions, lasting about one-and-a-half hours, held twice weekly over a period of six weeks. Using experiential learning within the groupwork method, the programme was subsequently implemented with Grade 7 learners at a traditional black primary school in Pretoria and their ages varied from approximately 12 to 16 years. Forty learners constituted the sample in the study and a non-probability sampling procedure was used. In the school context it is expected that the social worker will include all learners in the classroom (classroom intervention). The sample was divided in six smaller groups with 5 to 7 learners in each group.

The study found that the Personal and Interpersonal Life Skills Programme had a statistically highly significant effect (all items = p value ≤ 0.01) on the personal and interpersonal life skills development of the Grade 7 learners in the senior phase of the General Education and Training Band in the particular primary school. It is recommended that this intervention programme be implemented and facilitated by a social worker who is part of the multidisciplinary education support personnel.

ABSTRAK

'N LEWENSWAARDIGHEIDSPROGRAM VIR LEERDERS IN DIE SENIOR FASE: 'N MAATSKAPLIKE WERK PERSPEKTIEF

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Lewensvaardigheidsonderwys en –opleidingsprogramme wat vaardighede aanbied om mense te help om die alledaagse lewe beter te kan hanteer, het in die afgelope tyd baie populêr as intervensie en voorkomingsmetode in Maatskaplike Werk geword. Dit is 'n proaktiewe metode en ondersteun die ontwikkelingsbenadering in maatskaplike ontwikkeling.

Die intervensie navorsingsmodel is as grondslag gebruik vir die ontwikkeling, implementering en evaluering van 'n lewensvaardigheidsprogram. Die ekologiese perspektief is as teoretiese raamwerk gebruik. In die studie word die skool as die gepaste konteks beskou en gebruik om die vaardighede van leerders te ontwikkel en verbeter. Die doelstelling was om 'n persoonlike en interpersoonlike lewensvaardigheidsprogram vir Graad 7 leerders in die senior fase van 'n skool te ontwikkel, te implementeer en te evalueer of deelname aan die program aanleiding gee tot persoonlike groei (selfbemagtiging) en sosiale bekwaamheid en derhalwe bydra tot optimale sosiale funksionering van leerders in die klaskamer, skool, gesin en gemeenskap (kapasiteitsbou). 'n Beskrywende navorsingsontwerp is gevolg met 'n kwasi-eksperiment, die eengroep voor- en natoets eksperiment. 'n Nie-parametriese statistiese toets is gebruik vir die data analise (Wilcoxon-toets vir simmetrie) en ook frekwensie-analise.

Die Lewensvaardigheidsprogram is oor ses weke, twee keer per week en sessies wat ongeveer negentig minute geduur het, aangebied. Ervaringsleer binne die groepwerk metode is in die program gebruik en veertig Graad 7 leerders (ongeveer 12 tot 16 jaar) van 'n tradisionele swart primêre skool naby Pretoria was deel van die steekproef. 'n Nie-waarskynlikheids- of gerieflikheidsteekproef is gebruik. Binne die skoolkonteks word daar van die maatskaplike werker verwag dat al die leerders in die klas betrek sal word by 'n intervensieprogram (klas-intervensie). Die steekproef van 40 leerders is in ses kleiner groepe van 5 tot 7 leerders verdeel.

Met die studie is bevind dat die Persoonlike en Interpersoonlike Lewensvaardigheidsprogram 'n statisties hoogs betekenisvolle invloed het (al die items se p waarde = ≤ 0.01) op die persoonlike en interpersoonlike lewensvaardigheidsontwikkeling van die Graad 7 leerders in die senior fase van die spesifieke primêre skool. Dit word aanbeveel dat die intervensieprogram geïmplementeer en gefasiliteer word deur maatskaplike werkers wie ook deel uitmaak van die multidissiplinêre opvoedkundige ondersteuningspersoneel.

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KEY WORDS

Life orientation

Life skills education

Personal and interpersonal life skills

Intervention research

Senior phase learner (adolescent)

Outcomes-based education

Experiential learning

Groupwork

Facilitation

Facilitation media

SLEUTELWOORDE

Lewensoriëntering

Lewensvaardigheidsopvoeding

Persoonlike en interpersoonlike lewensvaardighede

Intervensie navorsing

Senior fase leerder (adolescent)

Uitkomsgebaseerde onderwys

Ervaringsleer

Groepwerk

Fasilitering

Fasiliteringsmedia