A LIFESKILLS PROGRAMME FOR TECHNIKON STUDENTS

BY

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DEDICATION

I dedicate this work to my husband, Tsietsi Winston Dennis, and our two children, Tefo and Seipati Neo. Your support, encouragement and presence are what sustained me and enabled me to finish the race. May God bless you!

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And to God the Almighty, the Beginning and End of all things (Alpha and Omega), I will forever remain grateful.

SUMMARY

An empirical study and a literature review were done to determine the relationship between lifeskills training needs and students' level of study, and also to determine which are the most suitable methods of teaching lifeskills.

A survey, using self-administered questionnaires, was conducted, involving students in the Engineering Faculty at the Technikon Northern Gauteng. A stratified random sample was drawn, involving all departments in the faculty, and also students at different levels of study.

The study established that lifeskills needs of students differ based on their different levels of study, although there were some needs that were common across all levels. Working in small groups was identified as an effective method of teaching and learning lifeskills.

Key Concepts:

Lifeskills

Youth

Young Adulthood

Lifelong learning

Key Competencies

Generic Skills

Critical Cross-field outcomes

Technikon

Tertiary Institution

Groupwork

Problem-based learning

Co-operative learning

Facilitation

OPSOMMING

`n Empiriese studie is gedoen en `n literatuuroorsig onderneem om die verwantskap tussen die behoefte aan lewensvaardighede-opleiding en studente se studievlak te bepaal, asook om te bepaal wat die mees geskikte metodes is om onderrig in lewensvaardighede te gee.

`n Opname waarin selfdoenvraelyste gebruik is, is gedoen onder studente in die Fakulteit Ingenieurswese van die Technikon Noord-Gauteng. `n Gestratifiseerde willekeurige steekproef is geneem uit al die departmente in die Fakulteit onder studente op verskillende studievlakke.

In die studie is vasgestel dat die lewensvaardighedebehoeftes van studente verskil volgens die verskillende studievlakke, hoewel daar sommige behoeftes was wat op alle vlakke voorgekom het. Kleingroepwerk is geidentifiseer as `n doeltreffende metode om lewensvaardighede te onderrig en aan te leer.

Hoofbegrippe:

Lewensvaardighede

Jeug

Jong volwassenheid

Lewenslange leer

Sleutelbekwaamhede

Generiese vaardighede

Kritieke oorterreinuitkomste

Technikon

Tersiere inrigting

Groepwerk

Probleemgebaseerde leer

Saamwerkleer

Fasilitering

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CHAPTER 1

BACKGROUND AND ORIENTATION

1.1 TITLE OF PROJECT

A lifeskills programme for technikon students.

1.2 MOTIVATION FOR CHOICE OF TOPIC

From the researcher's involvement in the teaching of lifeskills at Technikon Northern Gauteng, it is clear that there is a need for the teaching of these skills. The lifeskills programme was introduced in 1992 after it was felt that there was a need to increase the pass rate of engineering students. The fact that there is a need for the teaching of lifeskills can be deduced from the fact that the lifeskills department at the Technikon Northern Gauteng is experiencing a lot of growth (Knipe, 1995:29). The programme that is presently being offered is time consuming in the sense that the needs of each class are assessed by its lecturer, who in turn then plans activities based on these. However, a clear-cut programme for the teaching of these skills does not exist.

Personal experiences also play a major role in influencing a person to research a subject or topic. From the researcher's involvement in the lifeskills training of young people in a youth club in Soshanguve, and from interacting with these young people and observing them, the researcher was motivated to pursue the subject of lifeskills training as it appeared to be a powerful tool in preventing social dysfunction and promoting responsible living.

From March to May 1995 the researcher undertook some informal research involving high school, university and technikon students, to determine the future legitimacy of possible research into lifeskills for students. Respondents in this study were learners, educationalists and youth workers. Literature on youth development work was also consulted (Mohapi, 1995:24).

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The results of the study indicated that students acquire a lot of theoretical and practical information at educational institutions, but they lack skills to cope with life and its challenges.

Also, during the Technikon Research International Conference held at Pretoria Technikon in June 1995, emphasis was laid on the fact that technikons should be more involved in research, as it is one way of implementing the Reconstruction and Development Programme in South Africa.

1.3   FORMULATION OF THE RESEARCH PROBLEM

Because there are no fixed guidelines for the presentation of the lifeskills programme at Technikon Northern Gauteng, the following problems arise:

- There is no standardisation in terms of the content offered to students, and assessment strategies (tests, assignments) are also not standardised.
- There is lack of differentiation in what is taught to students at different levels of study.
- There is no defined curriculum for lifeskills or lifelong learning skills.

The above has the following implications for lecturing staff: an increased workload as each staff member has to do his own assessment for each group of students, compile own lessons, and design own evaluation strategy for each group of students. There is also little time left to do research, and to be involved in community service, although these are expected of all lecturers at Technikon Northern Gauteng.

1.4   GOAL OF THE RESEARCH

Goal : To develop a needs-based curriculum for lifeskills/lifelong learning skills for technikon students.

Objectives:
- To determine the needs of technikon students as far as lifeskills are concerned

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- To establish the needs regarding programme content for different levels of study, e.g. Potential development (PD), Semester 1 (S1), Semester 2 (S2), Semester 3 (S3) and Semester 4 (S4) or B. Tech students.
- To develop a programme which will serve as a guideline for the teaching of lifeskills.
- To determine which methods are more appropriate for the teaching of lifeskills.

1.5 RESEARCH DESIGN

According to Mouton and Marais (1990:33) the aim of a research design is to plan and structure a given research project in such a manner that the eventual validity of the research findings is maximised. A research design can therefore be seen to be similar to rational decision making during the research process.

For this study, the researcher utilised the descriptive research design. Since the goal of the study is to develop a programme of lifeskills or lifelong learning skills based on the different levels of study of students at a technikon, the descriptive design is more suitable, based on the statement that the principle objective of descriptive research is to reveal the potential relationships between variables (Collins, 1990:257) In this instance the variables will be the programme content and the level of technikon study.

1.6 HYPOTHESIS

A hypothesis as a statement that specifies an assumed relationship between two or more phenomena or variables (Mouton and Marais 1990:137)
For this study, the hypothesis is "If students are at different levels of study at a technikon, then their needs regarding lifeskills will differ".
The two variables are levels of study and lifeskills needs.

1.7   TYPE OF RESEARCH

According to Prinsloo, Prinsloo and Marais (1996:181) applied research is research that is conducted with a view to applying the results to a practical situation. Since the purpose of this study is to develop a programme of lifeskills/lifelong learning skills for technikon students, the research undertaken is applied research.

1.8   PILOT STUDY

After the instrument for data gathering had been designed, it was distributed amongst a small number of students to test whether the contents can be easily understood.

Literature Study

Literature on lifeskills, lifelong learning, key competencies, youth, tertiary institutions/technikons, methods of teaching lifeskills, and facilitation has been studied.

Experts consulted

Technikon staff members involved in lifeskills training or facilitation as part of Academic Development.
Social workers offering enrichment programmes for youth by means of groupwork.

Feasibility of Study

The possibility of the study being undertaken successfully were reasonably high as the researcher is employed at the Academic Development Unit of the Technikon Northern Gauteng. The respondents to the study, who are lifeskills students, were accessible and available. The researcher also has support from the lifeskills lecturers as the study is relevant to what the department is involved in. The researcher also has support from the technikon as staff members are encouraged to engage in research which is relevant to their work.

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1.9 RESEARCH METHODOLOGY

Population

Ellis (1994:375) defines a population or universe as a naturally existing collection of some phenomenon - usually a collection of people or other living creatures existing in a designated geographic area at a given point in time.

The population for the research comprises engineering students from the Technikon Northern Gauteng. The students involved are those registered for lifeskills for semester 2 1996 (July - November 1996). The following levels of study exist in the engineering faculty. The numbers of students registered for lifeskills are also indicated.

LEVEL OF STUDY	NUMBER OF STUDENTS
PD = Potential Development (Bridging programme)	73
S1 = Semester 1	532
S2 = Semester 2	121
S3 = Semester 3	352
S4 = Semester 4	75
B. Tech. = Degree programme	0
Total	1153

Sampling

Since a descriptive research design requires that the sample should be representative of the target population, probability sampling was used. Ellis (1994:376) defines probability sampling as a method of sampling that can be relied on to yield samples that are representative of the universe from which they were drawn. This means that all elements in the population had a known chance of selection, no subject was assured of selection and no subject was excluded from the possibility of being selected.

A stratified random sample was drawn. Stratification was done according to various departments in the engineering faculty, namely, Civil Engineering (Including Building

Science, Architecture and Surveying), Mechanical Engineering, Electrical Engineering, Chemical Engineering (including Analytical chemistry and Watercare).

A sample of 115, which is ten percent (10%) of all students registered for lifeskills in the engineering faculty, was selected.

Data Collection

The strategy for the research was a field survey. The method of data collection was a self-administered questionnaire. Babbie (1992:263) states that in some cases it may be appropriate to administer the questionnaire to a group of respondents gathered in the same place at the same time. Groups of students at different levels of study completed the questionnaire in the researcher's presence. The completion of the questionnaire did not pose problems as all technikon students are literate. The researcher's presence was of help in clarifying problems which the respondents were experiencing .

1.10   DEFINITION OF CONCEPTS

The following concepts are defined: Lifeskills, technikon, programme.

Lifeskills: According de Jong, Lazarus, Ganie and Prinsloo (1995:93) lifeskills may be defined broadly as not only skills, but also awareness, insight, knowledge, values, attitudes and qualities that are necessary to empower individuals and their communities to cope and engage successfully with life and its challenges in society.

From the above definition, it is clear that lifeskills are primarily concerned with the preventative, promotive and developmental aspects of educating and training young people.

Technikon: According to the department of National Education (1988:22) a technikon is a tertiary educational institution whose main educational task is to provide education and training in order to supply the labour market with people who possess particular skills and

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adequate technological and practical knowledge to ensure that they practice their occupations effectively and productively.

The above definition clearly shows that a technikon is a post-high school institution, and it also prepares its students to go directly into the world of work.

Programme: According to the Oxford Advanced Learner's Dictionary (1992:995) a programme is a plan of what is to be done. The dictionary further explains that a programmed course is an educational course in which the material to be learnt is presented in small, carefully graded amounts.

From the above concepts, one can then assume that a lifeskills programme for technikon students will be able to indicate what has to be learned (content) and when it is to be learned (level of study).

1.11   LIMITATIONS OF THE STUDY

The subject which is being studied (lifeskills) is a relatively new subject at Technikon Northern Gauteng as it only started in 1992.

Lifeskills/lifelong learning skills will only be introduced by the Department of Education in South Africa in 1998. As a result, not much literature is available on lifeskills at Technikon Northern Gauteng or in South Africa. The bulk of the literature on lifeskills utilised is therefore mostly from foreign countries. This limitation is, however, overcome by the fact that studies on human development have proved that the needs of people are more or less similar, regardless of which part of the world they come from.

The questionnaire constructed had to include not only issues regarding the two variables being studied (the content and level of study) but also items to gauge the respondents' understanding of the concept "lifeskills" and the assistance available from lifeskills facilitators, and also items to see whether students applied the knowledge gained . This

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made the data gathering instrument a bit long, but this information was necessary to put the study in context.

Because of the high number of students enrolled at Technikon Northern Gauteng (+- 8500), the study had to be limited to the Engineering faculty only, as the sample would otherwise have been too big for purposes of this of research.

1.12 PRESENTATION OF CONTENTS

This study is divided into five parts:

Chapter 1 - This chapter gives the background to the study and the motivation for undertaking it.

Chapter 2 - The chapter focuses on problems experienced by youth and how lifeskills can be used to treat or prevent these problems

Chapter 3 - This chapter is a literature study on lifeskills, technikon and method of teaching lifeskills.

Chapter 4 - Here the data gathered is presented and analysed.

Chapter 5 - This chapter gives the conclusions and recommendations of the study.

CHAPTER 2

YOUTH/YOUNG ADULTHOOD AND TYPICAL PROBLEMS EXPERIENCED BY YOUTH

2.1   INTRODUCTION

In South Africa, young people form the majority of the population. This view is supported by Sisulu (1994:vii) when stating that the vast majority of the South African population is under the age of thirty (30) years. As a result of this, youth become the focus in society, as they are seen to be the future leaders, workers and consumers.

The National Youth Commission (1997:5) also states that youth form the largest sector of South African population.

The students at a technikon have completed secondary school, and are at the stage of late adolescence or young adulthood. These students can also be classified as youth or young adults. According to Specht and Craig (1982:185) during late adolescence or youth, decisions are made about careers, further schooling and the selection of paths towards adult life. This definition includes students who are studying problem-solving skills (Department of National Education, 1988:19).

Lifeskills training may serve as an ideal answer for young people, as it also involves preparing young people to cope with the world of work. This is confirmed by Specht and Craig (1982:203) who state that some of the problems adolescents encounter in obtaining employment are related to the poor match between their skills and the skills demanded by employers. This clearly indicates that lifeskills are important as employers expect employees to have skills like time management, teamwork, and communication.

The following are some of the problems which affect young men and women as identified by the National Youth Commission   (1997:5)

- Lack of information and services on sexuality and reproductive health
- Lack of employment opportunities
- High levels of crime and violence
- Vulnerability to substance abuse
- Limited access to education and training opportunities

The above problems can all, in one way or another, be addressed through lifeskills training.

2.2 DEFINITION OF YOUTH/YOUNG ADULTHOOD

Youth or young adulthood can be defined biologically, psychologically or sociologically. For the purpose of this study, a psychological/sociological definition will be utilised. Stevens-Long and Cobb (1983:25) state that the period of adolescence or youth is a transitional period from a dependent state of childhood to a self-sufficient state of adulthood. This definition clearly indicates that youth are preparing themselves to be independent and self-supporting, and this they can only do if they do some work. This definition also includes students at a technikon, who are studying towards a qualification, which will enable them to earn a living and move from dependence to independence.

According to Hirschowitz, Milner and Everatt (1994:69) it is difficult to define youth as the term refers as much to particular attitudes and behaviour as to an age cohort. The authors also state that further difficulties are caused by the fact that youth is a politically loaded term, and is also culturally bound. They resort to defining the term purely by age, which is quantifiable and regarded as more objective. Youth is therefore taken to include all people in the age group 16 - 30 years. According to this definition, most of the students in tertiary institutions like technikons, colleges and universities can be regarded as youth.

Youth is also a stage at which a person is concerned with forming an identity and independent thinking. Stevens-Long and Cobb (1983:21) state that the central task facing young people is to form a stable personal identity, a sense of themselves that goes beyond the many changes in their experiences and roles, and which helps them to bridge the

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childhood they must leave and the adulthood they have to enter. They need to be well prepared for that. Lifeskills training is one way of helping young people to cope with the demands of studying, work, adulthood and community.

2.3 PROBLEMS EXPERIENCED BY YOUTH (WHICH CAN BE PREVENTED/TREATED BY LIFESKILLS TRAINING)

2.3.1 Coping with studying and life at a tertiary institution

The majority of full-time students at tertiary institutions can be classified as youth. These students need to be able to study and also to cope with life at a college, technikon or university. Lifeskills training can be effectively used to equip students with the necessary study and coping skills. to Johnson, Jason and Betts (1990:139) state that when considering the social problems that adolescents in school encounter, adolescence may be the ideal time for preventative interventions. They further state that there is evidence that students' academic achievement and social performance are related when considering overall social competence in the classroom . Academic institutions therefore have a responsibility to teach students social skills in order for them to cope with life. Johnson, Jason and Bette (1990:147) quote Gresham (1988:525) who states that social skills in school settings encompass academic performance, co-operative behaviours, social initiation behaviours, assertive behaviours, communication skills, problem-solving and social self-efficacy. These skills are all included in lifeskills training. Lifeskills training can therefore make a valuable contribution in helping young people to cope in academic institutions.

Everatt (1994:211) emphasises the importance of life skills by stating that a new national core curriculum which is based on research and which includes lifeskills, should be developed for education in South Africa. This lifeskills training must integrate all components of youth development, and should also include self-image, self-awareness and self-confidence.

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2.3.2 Preparation for the world of work

Finding a job or entering the labour market is an important issue in a young person's life. Fine, Mortimer and Roberts (1990:225) state that the formation of work-related orientations and identity are critical developmental tasks of adolescence. The authors further state that it is during adolescence that an awareness of one's distinctive abilities relative to peers emerges, a cognitive map of the occupational world is formed, and an educational and occupational aspirations are developed. This clearly shows that employment is an important issue for many young people, and they need to acquire skills which will enable them to cope with the world of work.. Traditionally, it was perceived that youth enter employment only after they have completed their studies. But this seems to be changing as many young people in high school or tertiary institutions are working at the same time (Fine, Mortimer, Roberts, 1990:235). This serves to show the importance of young people being helped to acquire lifeskills which will enable them to cope with the world of work, as some of them are already in employment, and others are preparing themselves to do the same.

The importance of choosing a career and work during late adolescence is also emphasised by Bynner (1992:297) when stating that during late adolescence, education, training and the labour market provide the routes to different occupational identities.

Lack of certain lifeskills puts young people in the workplace at a disadvantage. Jones and Wallace (1992:40) quote Holland's research which shows that young people in the workplace are disadvantaged by lack of training - they are unemployed because they are not equipped for work - workers need different and more flexible skills, and the emphasis should be on training for flexibility. Lifeskills can play an important role here as they enable young people to cope with changing life situations.

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2.3.3 Violence

In South Africa, there is a high rate of crime and violence, and young people are involved in one way or another. Hirschowitz, Milner and Everatt (1994:82) state that South Africa is currently characterised by a high incidence of violent crime and domestic violence (socio-political violence), and being exposed to this kind of situation has an effect on young people's present and future values, attitudes and behaviour.

Violence is usually aimed at an individual or at a group of people. This view is confirmed by Hoffman and Mckendrick (1990:3) who state that violence ordinarily implies the use of force to harm, injure, or abuse others, and that it occurs at an interpersonal and group level.

In South Africa, many young people have been involved in violence, especially political violence which occurred in 1976. Manganyi & du Toit (1990:2) state that more often it was the youth who manned the street barricades, swelled the protest marches and monitored stayaways and boycotts. Hirschowitz, Milner and Everatt (1994:77) also state that young people are involved in violence either as participants, witnesses or victims.

Lifeskills training can be effectively used to prevent violence or to help young people who have experienced violence. On the preventative level, youth can be involved in leadership training, self-awareness and developing a positive self-image, and the constructive use of leisure time. For youths who have been exposed to violence, involvement in stress management workshops can be beneficial. Tindleni (1992:97) states that helping professionals, like social workers and teachers, need to devise means of bringing youth together through leadership and conflict resolution workshops in order to enable them to share common experiences in a relaxed and supportive environment. A lifeskills training session meets the aforementioned criteria.

Another strategy that may be used in helping youth cope with violence is to identify young people with potential and train them as lifeskills trainers or peer-counsellors.

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This strategy is useful because of the limited human resources in the helping professions (Letsebe, 1988:8), and also because of the lack of facilities, especially in townships in South Africa.

2.3.4 AIDS

AIDS is an abbreviation for the Acquired Immune Deficiency Syndrome. Young people run the risk of contracting AIDS and being affected by it. Everatt and Milner (1994:7) state that the people with the greatest risk of contracting AIDS are those in the sexually most active phases of their lives, that is, youth and the working age population of South Africa. This category includes most students at tertiary institutions. The number of people with AIDS is growing at an alarming rate. According to Everatt and Milner (1994:9) South Africa's first two AIDS cases were reported in 1982, and by the end of 1991, 1095 people were reported to have AIDS (these are only known/reported cases). A quarter of known AIDS cases in South Africa are below the age of 30. This is an indication that youth run the risk of contracting AIDS, and there is a need for a lot of preventative work.

The fact that youth are a high risk group as far as AIDS is concerned is also confirmed by Katchadourian (1990: 350) who states that young people are potentially at risk with regard to AIDS because of their patterns of sexual activity.

Everatt and Milner (1994:21) are of the opinion that AIDS raises sensitive and potentially difficult issues, and that programmes dealing with youth and AIDS should start with issues that are relevant to youth, and locate concerns about AIDS within the programme. A lifeskills training programme may be an effective solution, as the programme does include other issues, and AIDS will form a part of a broader range of topics.

Young people are in a stage of transition to adulthood, and they are in the process of establishing adult health behaviour patterns, it is a time when they are most amenable to change through intervention (U.S. Select Committee on Children, Youth and Families 1988:39). The Committee also emphasises the importance of AIDS education in educational institutions by stating that "AIDS education cannot be an optional activity for

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schools, it is something we must do" (Us Select Committee on Children, Youth and Families 1988:41). This view shows that programmes aimed at AIDS prevention are important, and that schools or educational institutions have a responsibility to do this. Lifeskills training programmes are an effective way of initiating preventative programmes in schools, as they will provide young people with the knowledge they need and also empower them to live a good life.

Peer counsellors can also be utilised effectively in an effort to get young people to change their attitudes and behaviour about AIDS. Henggeler, Melton and Rodrigue (1992:85) state that peer group strategies are one mechanism for maintaining behaviour change that may have relevance for adolescents as they helps to reform peer norms.

2.3.5 Alcohol and Drug Abuse

Alcohol and drug abuse is also a problem which faces many young people, including those in tertiary institutions. This view is supported by Stevens-Long and Cobb (1983:409) who state that the use of illicit drugs appears to begin in the teen years and to culminate in the 20's. Drug and alcohol abuse are also causes of other problems, like road accidents and suicide. According to Smart (1976:22) college students are heavier drinkers than high school students or adults, because of partying and adventurous drinking.

Lifeskills training can also play a major role in preventing young people from resorting to alcohol and drugs. Training in problem-solving skills, effective communication and use of leisure time can help the young people to make the right choices. In the treatment of young people with alcohol and drug problems, lifeskills can be coupled with other methods to make the treatment more effective. This view is supported by Edwards (1979) who states that there has been a new awareness of the need for interdisciplinary work, and that the interests of social work and other professions in the treatment of alcohol and drug problems have been vital to the emergence of the present concepts of care.

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2.4   CONCLUSION

Young people experience various kinds of problems. Some may be attributed to socio-political factors, while others may be attributed to the stage of development at which they are. Whatever the origins of the young people's problems, lifeskills can play a major role in the prevention or treatment of these problems.

CHAPTER 3

LITERATURE STUDY ON LIFESKILLS

3.1   INTRODUCTION

The development of a lifeskills programme at a technikon touches on a number of issues which have to be looked at, namely:

Lifeskills (the different areas of lifeskills)

Lifelong learning or lifelong learning skills

Key Competencies/Generic Skills

Critical Cross-field outcomes

Philosophical foundation of lifeskills and lifeskills helpers

Technikon/Tertiary Institution/Higher Education

Methods of teaching lifeskills, namely: Groupwork, Problem-based learning and other methods

Facilitation

3.2   LIFESKILLS

Lifeskills are skills necessary for coping with life, and for empowering individuals so that they can live a responsible life. Rooth (1995:2) states that lifeskills are skills necessary for successful living and learning. They enhance the quality of life and prevent dysfunctional behaviour. This definition clearly shows that lifeskills have an enrichment and a preventative function. The fact that lifeskills are necessary for successful learning also indicates that they are relevant at a technikon, which is an institution of learning.

Nelson-Jones(1993:11) sees specific lifeskills as comprising three dimensions: attitude, knowledge and skills.

Attitude: Here each person is responsible for acquiring and maintaining a skill.

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Knowledge: This includes knowing how to make the right choices.

Skills: Skill is practically applying attitude and knowledge in practice. These skills can be either inner(feeling, thinking) or outer (observable actions) or a combination of the two.

Nelson-Jones (1993:10) offers the following definition of lifeskills: "Lifeskills are personally responsible sequences of self-helping choices in specific psychological skills areas conducive to mental wellness. People develop a repertoire of lifeskills according to their developmental tasks and specific problems of living." According to this definition, lifeskills are related to stages of development. In this instance, young people who enter a technikon for the first time need different skills from those who are about to enter the world of work/

Nelson-Jones(1993:29) lists the following categories of lifeskills:

- Relationships
- Parenting
- Study
- Work
- Leisure
- Health
- Social Participation

Hopson and Scally (1981:57) state that it is important to become self-empowered. One of the ways they have identified to assist people towards self-empowerment is by the acquisition of lifeskills. Hopson and Scally (1981:57) state that self-empowerment is a process by which a person increasingly takes charge of his own life, and it is a process, not a state that can be achieved. The underlying principle of self-empowerment is that a person recognises that there is always an alternative and a person can make a choice.

Based on this principle, Hopson and Scally (1981:63) state that the greater the range of skills a person possesses, the greater the range of alternatives to choose from. Therefore, the more lifeskills a person possesses, the more self-empowered a person is.

Hopson and Scally (1981:64) divide lifeskills into four major categories:

- **My skills:** skills I need to survive and grow generally. These include reading, writing, finding information and resource, thinking and solving problems constructively, creativity, time management, discovering own values and beliefs, setting and achieving goals, coping with transitions, decision making, proactivity, stress management, physical well-being, managing sexuality.

- **Me -and-you skills:** skills I need to relate effectively to other people. These include effective communication, relationships, giving and getting help, conflict management, giving and receiving feedback.

- **Me and others:** skills needed to relate to groups. These include assertiveness, working in groups or teams, expressing feelings constructively, negotiation, compromising and contracting, building strengths in others.

- **Me and specific situation:** Education - choosing a course, study skills. Work - Finding and keeping a job, coping with unemployment, retirement planning. Home - Maintaining a home, effective parenting. Leisure - leisure options, use of political awareness, use of community resources.

The above categories of lifeskills offer a broad choice and cover a wide range of skills which may assist a person to move towards self-empowerment. The range also shows that lifeskills stretch across different stages of development, including youth or young people.

Molefe (1994:47) states that one of the essential elements of lifeskills is that

the age or standard of the learners is prerequisites for the determination of the curricular content for a specific age or level's teaching and learning of certain lifeskills.

The above supports the idea that a lifeskills programme should differ based on the level of study of students. For instance, the programme content for first year/first semester students at a technikon should differ from the programme for third year/semester students.

Molefe (1994:47) also states that the other essential elements are:

A conducive therapeutic atmosphere which is a pre-requisite for the teaching and learning of lifeskills.

- The transferring of lifeskills training to outside the classroom situation to bolster more effective living and wiser, informed decision making.

A social work relationship fulfils the prerequisite for a therapeutic atmosphere for the facilitating of lifeskills. The fact that social workers are enablers is also supported by the fact that lifeskills which have been taught can be transferred to other situations.

3.3 LIFELONG LEARNING

Longworth and Davies (1996:22) define lifelong learning as the development of human potential through a continually supportive process which stimulates and empowers individuals to acquire all the knowledge, values, skills and understanding they will require throughout their lifetime and to apply them with confidence, creativity and enjoyment in all roles, circumstances and environments.

This definition also indicates that lifelong learning skills are important for different stages in a person's life. It is also synonymous to the definition of lifeskills in that lifelong learning is seen as the acquisition of knowledge, skills and attitudes necessary to cope with life.

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Candy, Crebert and O'Leary (1994:vi) state that UNESCO (United Nations Educational, Scientific and Cultural Organisation) has identified five criteria which a lifelong learning educational system should have, namely:

- that it should last the whole life of an individual

- that it should lead to the systematic acquisition, renewal, upgrading and completion of knowledge, skills and attitudes made necessary by the constantly changing conditions in which people now live;

- that it should have as an ultimate goal the promotion of the self-fulfilment of each individual

- that it should be dependent for its successful implementation on people's increasing ability and motivation to engage in self-directed learning activities; and

- that it should acknowledge the contribution of all available educational influences, including formal, nonformal and informal.

These criteria also place an emphasis on the knowledge, skills and attitudes of individuals, as is the case with the definition of lifeskills. The holistic development of a person is also important, as reference is made to acknowledging all educational influences in a person's life.

The World Initiative on Lifelong Learning (1995) has identified the following as skills for a lifelong learning age:

- learning to learn

- putting knew knowledge into practice

- questioning and reasoning

- managing oneself and others

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- managing information

- communication skills

- teamwork

- problem-solving skills

- adaptability and flexibility

- understanding the responsibility of updating and upgrading one's own competence

The above skills are similar to the skills identified previously as lifeskills. For purposes of this study the researcher will use the term lifeskills to include the above skills also.

3.4   KEY COMPETENCIES/GENERIC SKILLS

Key Competencies or Generic skills are concepts which are used in other countries to refer to skills which are similar to lifeskills. According to the New South Wales TAFE Commission (1996:2) key competencies are essential for lifelong learning and focus on the capacity to apply knowledge and skills in an integrated way to a range of educational, social and work-related activities.

Here again we see the emphasis on knowledge and skills, and their application to all situations, depending on the situation or developmental phase of the individual. Of particular ;note is the fact that key competencies are linked to lifelong learning, or can be seen as skills of lifelong learning.

The following are the essential elements of Key Competencies (New South Wales TAFE Commission, 1996:3):

- Collecting, analysing and organising information

- communicating ideas and information

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- planning and organising activities

- working with others in teams

- using mathematical ideas and techniques

- solving problems

- using technology

- cultural understandings

The above key competencies are similar to the lifeskills and lifelong learning skills identified earlier. Again, it is important to emphasise that for this study lifeskills will be used to describe skills which include key or generic competencies.

3.5   CRITICAL CROSS-FIELD OUTCOMES

The National Department of Education, South Africa, has identified eight (8) outcomes which have to be demonstrated across all learning areas (1997:16). These outcomes have been designed by the South African Qualifications Authority, and are known as critical cross-field outcomes. They are similar to lifelong learning skills identified by the World Initiative on Lifelong Learning and the Key Competencies or Generic skills identified by the Technical and Further Education sector in Australia. They are:

- to communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation;

- to identify and solve problems by using creative and critical thinking;

- to organise and manage themselves and their activities responsibly and effectively;

- to work effectively with others in a team, group, organisation and community;

- to collect, analyse, organise and critically evaluate information;

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- to use science and technology effectively and critically, showing responsibility towards the environment and the health of others;

- to understand that the world is a set of related systems - this means that problem-solving contexts do not exist in isolation;

- to show awareness of the importance of effective learning strategies, responsible citizenship, cultural sensitivity, education and career opportunities and entrepreneurial abilities. (National Department of Education, South Africa 1997:16)

According to the New South Wales TAFE Commission the focus on generic skills is not unique to Australia (1996:11). It can also be stated that lifeskills or lifelong learning skills are not a need which is unique to South African citizens or students. These skills are called different names in different countries:

New Zealand = Essential Skills

England = Core skills introduced by the National Council of Vocational Qualifications (NCVQ)

Scotland = Scottish Vocational Qualifications

USA = Secretary's Commission for Achieving Necessary Skills

Canada = Strategy for Prosperity

The following table compares these skills internationally, including the South African critical cross-field outcomes to prove that they are indeed important, especially for students who are receiving vocational education, like at a technikon and an institution of Technical and Further Education (TAFE) and also being prepared for responsible citizenship. The table has been adapted from the New South Wales Technical and Further Education Commission (1996:11).

TABLE 1: COMPARISON OF LIFESKILLS INTERNATIONALLY

Australia Key Competencies	England Core Skills	USA Work-place Know-how	New Zealand Essential Skills	South Africa Critical Cross-field outcomes
Collect, analyse and organise information	Communication	Information Foundation Skills: Basic Skills	Information Skills	Collect, analyse, organise and critically evaluate information
Communicating Ideas and information	Communication Personal skills: Improving own learning and performance	Information Foundation Skills: Basic skills	Communication skills	Communicate effectively using visual, mathematical and language skills
Planning and organising activities	Personal Skills: Improving own learning and performance	Resources Foundations Skills: Personal Qualities	Self management skills Work and study skills	Organise and manage themselves and their activities responsibly and effectively
Working with others and in teams	Personal Skills: Working with others	Interpersonal skills	Social skills, Work and study skills	Work effectively with others in a team, group organisation and community
Using Mathematical Ideas and Techniques	Numeracy: Application of Numbers	Foundation Skills: Basic skills	Numeracy skills	Understand that world is a set of related systems
Solving Problems	Problem Solving	Foundation Skills: Thinking Skills	Problem-solving and decision-making skills	Identify and solve problems by using creative and critical thinking
Using Technology	Information Technology	Technology systems	Information skills Communication skills	Use science and technology effectively and critically
Modern Foreign Language				Show awareness of importance of effective learning strategies, responsible citizenship, cultural sensitivity, education and career opportunities and entrepreneurial abilities

The above table clearly demonstrates that lifeskills are indeed regarded as important internationally, and that young people need to be equipped with these skills to prepare them for the world of work and responsible citizenship. For purposes of this study, the term lifeskills will be used to refer to all the skills or competencies reflected in the above table

3.6 PHILOSOPHICAL FOUNDATION OF LIFESKILLS AND LIFESKILLS HELPERS

Lifeskills helping is people-centred, and different categories of people are lifeskills helpers (Nelson-Jones, 1993:8). Social workers, psychologists personnel officers, may all be lifeskills helpers.

According to Nelson-Jones (1993:11) lifeskills helping utilises a psychological-education theoretical framework. Education is more geared towards nurturing, but also acknowledges the importance of instruction to enable people to develop better lifeskills for themselves. Lifeskills helpers hold humanistic values, which include respect for each individual, belief in human educability, belief in the human potential for reason and social living, and a sincere desire for a better world (Nelson-Jones 1993:29).These values, like respect, are similar to social work values.

According to Nelson-Jones (1993:29) lifeskills helpers make use of at least four(4) sources of knowledge: theoretical knowledge about human development, relevant research findings and outcomes of helping, professional experience - evaluating and trying to improve their helping skills, and personal experience from outside helping situations. The knowledge base is also similar to that used by social workers, i.e. theory on human development, social work research, and experience.

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The principles on which lifeskills training is based also give an insight into the philosophy behind lifeskills training. According to de Jong, Lazarus, Ganie and Prinsloo (1995:95) the lifeskills curriculum must be guided by, developed from and evaluated against the following principles:

- Non-discrimination on the basis of race, gender or people with special needs

- An awareness of and respect for diversity. The curriculum should be flexible and relevant to the needs of individuals and their context. This principle supports the idea that lifeskills training should be based on stages of development or level of study.

- Democratic values and practice. This means involving the stakeholders in the assessment of needs.

- An awareness and implementation of human rights and responsibilities within a democratic society.

- A multi-disciplinary approach, involving all education support services resources (guidance and counselling, specialised education, school health, social work and psychological services) in developing the curriculum development and in implementing the services.

- The developmental needs of children and adolescents and the assessment thereof in terms of emotional, social, cognitive and physical domains (holistic understanding).

- An awareness of contextual demands and trends, including environmental and global issues.

- The development of a national identity and reconciliation, whereby inequalities in curriculum resources and practices are addressed.

- Separation and integration of education support services in the general curriculum which reflects a balanced combination of lifeskills programmes being offered as a separate core subject and infused within the general curriculum.

- A facilitative approach to teaching.

The above principles address various issues as far as lifeskills training is concerned: that it should be needs-based, it should be taught/learned through facilitation and that it is multi-disciplinary.

3.7 TECHNIKON/TERTIARY EDUCATION INSTITUTION

According to the Department of National Education (1988:22) "a technikon is a tertiary educational institution whose main educational task is to provide education and training in order to supply the labour market with people who possess particular skills and adequate technological and practical knowledge to ensure that they practice their occupations effectively and productively. The primary aim of the technikon is to provide middle-level and high-level manpower."

This definition of a technikon or tertiary education also clearly shows that in order for a student to cope at a tertiary institution, he needs certain lifeskills like problem-solving and creative thinking. This implies that there is a need to develop lifeskills programmes at tertiary institutions. According to this definition, people who qualify at a technikon should be able to enter the labour market. Lifeskills training play an important role in this area because if a person does not posses certain lifeskills, he will not be able to cope with the world of work.

According to the National Commission On higher Education (1996:87) student support services like lifeskills training should be offered at higher education institutions as academic development services. The commission also recommends that funds should be made available for such services. This shows that lifeskills are regarded as important at institutions of higher learning, of which technikons form a part.

Tertiary education is offered at a level higher than that of a senior certificate and is characterised by the student's ability to work on his own, have insight, work independently, and have creative thinking and problem-solving skills (Department of National Education, 1988:19). Here again the importance of certain lifeskills like problem-solving and creative thinking are emphasised in relation to tertiary education of students, and they can also be regarded as an integral part of tertiary education.

3.8 APPROACHES TO THE TEACHING OF LIFESKILLS

There are two approaches to the teaching of lifeskills. The one approach is an integrated one, where lifeskills are integrated into the curriculum, method of teaching and even the assessment strategies of all subjects in an educational institution, and the other approach is the add-on or adjunct approach, where lifeskills are taught as a separate in addition to the existing curriculum. Both these approaches will now be discussed individually.

3.8.1 Integrated Approach

According to the New South Wales Technical and Further Education Commission (1996:13), there is wide support for the integrated approaches to the teaching of key competencies or lifeskills. In applying this approach, lifeskills are infused in every aspect of the curriculum, methods of teaching and learning, and assessment strategies. Practically, it may not be possible to place equal emphasis on all the various skills in each module of a course, for example, in one module, emphasis could be more on problem-solving, whereas in another module, emphasis would be more on communication skills.

The idea of integration is also supported by de Jongh, Lazarus. Ganie and Prinsloo (1995) who state that the lifeskills curriculum is an aspect of education support services which relates to the principle of curriculum

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infusion. This principle calls for the need for the promotive developmental aspect of education support services to be integrated across the general curriculum. This view is similar to the one expressed above by the New South Wales Technical and Further Education Commission.

The following table gives both the advantages and disadvantages of the integrated approach to teaching lifeskills/key competencies, as spelled out by the New South Wales Technical and Further Education Commission (1996:15)

Table 2: Advantages and Disadvantages of the Integrated Approach

Advantages	Disadvantages
• Reflects the competence in the real world • It is simpler and more cost effective • It enables lifeskills to be recognised in their real context which increases their relevance to learners • Lifeskills will be expressed in familiar terminology	• The importance of lifeskills is in danger of being overlooked • It is easy for lifeskills not to be included • There is a danger that although they are implicitly incorporated in course objectives and content, lifeskills may not be sufficiently emphasised and developed during teaching.

3.8.2 Adjunct or "Add-on" Approach

In this approach, lifeskills is taught as a separate course or subject, not as part of the mainstream subjects. Here learning opportunities focus only on lifeskills, and the assessment strategies are designed to assess the acquisition of lifeskills.

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This approach may be helpful where curricular designed in the past did no incorporate lifeskills, so a separate module may have to be added which deals only with lifeskills.

de Jongh, Lazarus, Ganie and Prinsloo (1995:98) state that particular developmental needs and contextual demands will not be adequately met by a lifeskills curriculum which is infused entirely into the general curriculum, like AIDS education, which would require a separate space in the curriculum.

The advantages and disadvantages of the adjunct approach, which are taken from the New South Wales Technical and Further Education Commission (1996: 15) are given in the following table.

Table 3 : Advantages and Disadvantages of the Adjunct Approach

Advantages	Disadvantages
• It enables the clear identification of where lifeskills are in industry competencies • It maintains an active awareness of lifeskills • It enables comparison with the common elements of industrial competencies • It enables a reporting of transferable elements of a competence.	• It is costly and inefficient as it requires a duplication of the curriculum, assessment and reporting. • It tends to promote lifeskills as a separate entity. • Lifeskills may not be seen as relevant by learners because of lack of content. • It makes it difficult to link lifeskills to industrial competencies

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From the above discussion on the different approaches, it can be deduced that it would be more effective to integrate lifeskills into the curriculum, as it would enable institutions of higher learning to do more with less in terms of human and financial resources, and lifeskills will also be more meaningful to students as they will be taught in the context of the vocation they are preparing themselves for.

3.9 METHODS OF TEACHING AND LEARNING LIFESKILLS

Lifeskills training for young people aims at empowering them to cope with different situations. de Jongh, Lazarus, Ganie and Prinsloo (1995:104) state that since empowerment is central to the vision of lifeskills, the learning of lifeskills should:

- draw upon the experiences of learners where experiential learning is facilitated
- involve co-operative and collective learning where appropriate
- be self-initiated and participatory learning where students are encouraged to take an active role in their learning processes, and the educator is considered to be a learner, and the learner an educator too
- be based on an open, flexible and non-threatening disposition on the part of the educator
- be a multi-disciplinary and sectoral approach that utilises the expertise of relevant fields and develops partnerships to enhance skill and knowledge development

The above criteria indicate that learners should participate actively.

Candy, Crebert and O'Leary (1994:xii) also support the use of groups and problem based learning in the teaching and learning of lifeskills. They give

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the following criteria for methods of teaching which encourage the acquisition of lifeskills:

- Use of peer-assisted and self-directed learning

- Inclusion experiential and real-world learning

- Use of resource-based and problem-based learning

- Encouragement of the development of reflective practice and critical self-awareness.

Here we also see the emphasis on participation by learners.

The different methods of teaching and learning lifeskills will now be discussed individually.

3.9.1 Groupwork

Groupwork is one of the widely used and effective method of teaching lifeskills. Lindhard (1986:4) states that the teaching method on a lifeskills course is groupwork more than anything else - probably 70% groupwork and 30% instruction. This means that there is a lot of participation from students, and that there has to be careful planning on the part of the facilitator. Lindhard (1986:) also states that the lifeskills instructor may or may not be a teacher.

According to Rooth (115:6) extensive use is made of groups in lifeskills facilitation. Lifeskills lessons or workshops are conducted within a group setting and most of the activities are designed to facilitate group interaction and group sharing. The lifeskills facilitator therefore has to understand group processes and dynamics.

According to Radloff and Murphy (1992:21) the main distinguishing feature of small group teaching is that it shifts the emphasis from the teacher teaching to the student learning. The teacher ideally becomes a

facilitator, and assists students to take responsibility for their own learning.

Radloff and Murphy (1992:21) list the following advantages of small group teaching:

- It increases the likelihood of higher-order learning, like problem solving and critical thinking
- It provides students with the opportunity to develop effective communication and interpersonal skills
- It improves motivation to learn
- It increases interaction and learning among students

From the above, it is evident that lifeskills should be taught through a process of facilitation, and that small group teaching is suitable to teach skills like problem-solving and creativity.

Molefe (1994:46) also emphasises the importance of groupwork in lifeskills training. The author states that lifeskills are most effectively and efficiently taught in the small group and when the learners are developmentally at the peak of readiness.

Two important issues can be deduced from the above statements: groupwork is an effective method of facilitating lifeskills, and lifeskills programmes should vary according to the stage of readiness.

Corey (1990:7) states that the counselling group has a specific focus, which may be educational, vocational, social or personal. The content of the group process is determined by the members. This view supports the idea that the programme for any level should be designed specifically for that group as its needs differ from those of other levels.

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Corey (1990:9) states that counselling groups are a valuable vehicle for meeting the developmental needs of college students. Colleges are tertiary education institutions, and they can be seen to be on the same level with technikons.

Knott & Mutunga (1995:198) state that in recent years it has been shown that the use of small group teaching is increasing in universities as it is well-suited to the development of deep and meaningful learning at higher cognitive levels, and it is also beneficial to the development of certain competencies. Since technikons, like universities, are tertiary institutions, one assumes that small group teaching is also suitable for technikon students. The fact that lifeskills are competencies which students need to acquire, small group teaching is also suitable for the teaching of lifeskills.

Knott & Mutunga (1995:199) differentiate the following types of small group teaching:

- Buzz sessions. These refer to short discussions by very small groups within a lesson.
- Group discussions. These include different forms on in-depth discussions, for example, tutorials or seminars.
- Problem-solving activities. These activities cover a range of games, simulations, participative exercises, case studies, role plays, business. They are particularly suited to lifeskills training at a technikon, since problems or cases studies based on the real situation which the students will be facing as professionals can be used to assist them to acquire skills which they will utilise in the workplace.
- Mediated feedback sessions. Here specific skills are practised , analysed and discussed. An example of this type of activity would be where students are given an opportunity to acquire presentation skills or

public speaking skills. The group will then give each participant
feedback on their presentations, and this will help them improve their
shortcomings.

- Group projects. Here a small group undertakes a co-operative task of a
practical nature.

This is also a suitable for preparing students for life in the community or
in the workplace. Examples of projects which could be undertaken
jointly are community needs assessments or developing proposals for
the supply of certain services.

3.9.2   Problem-based Learning

Problem-based learning encourages students to learn by focusing on a
specific problem which is usually based on their field of study. According
to Bridges (1992:5) problem-based learning (PBL) is an instructional
strategy that has the following characteristics:

- the starting point for learning is a problem

- the problem is one that students are apt to face as future professionals

- the knowledge that students are expected to acquire during their
professional training is

 organised around problems rather than disciplines

- students, individually and collectively, assume a major responsibility for
their own

 instruction and learning.

- most of the learning occurs within the context of small groups rather than
lectures.

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Problem-based learning, because it emphasises active participation by students and the use of groupwork, is therefore an effective method of helping students to acquire lifeskills.

3.9.3 Co-operative Learning

Co-operative learning is where small groups are used to enable students to work together on a project or assignment. Johnson, Johnson and Smith (1991:90) state that for lecturing to be successful and to overcome barriers to effective lecturing, students must become active cognitively, and instructors must activate learners through co-operative interaction with peers. This notion also emphasises the active participation by students.

Informal co-operative learning groups:

The following is a procedure given by Johnson, Johnson and Smith (1991:91) for lecturing with informal co-operative learning groups:

- Introductory focused discussion: Here students are assigned to pairs, and are given a topic which they have to discuss for five minutes.
- Lecture segment: The lecturer delivers the first segment of the lecture.
- Pair discussion: Students are given a discussion task based on what the lecturer has presented. The purpose here is to ensure that students are actively thinking of the material presented.
- :Lecture segment: The second part of the lecture is given by the lecturer/facilitator.
- Pair discussion: A discussion task is given to the pairs based on the second part of the lecture.
- Repetition: The sequence of lecture and pair discussion is repeated until the lecture is completed.
- Closure-focused discussion: An ending is given to summarise what students have learned.

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Formal Co-operative Learning Groups

Formal co-operative learning groups focus on activities like group problem-solving, laboratory projects, jigsawing course material, peer editing of assignments and other experiential activities (Johnson et al 1990:14). These types of co-operative learning groups usually last for a longer period than the informal co-operative group, and the membership is the same during the group's existence.

According to de Boer et al (1995:46) the following need to be given attention in the constitution of the formal co-operative learning group:

- Group selection: Members should be selected to form a heterogeneous group in terms of ability and gender. Learners should be made aware of their learning styles, and accept that group members differ in terms of these. Roles should also be assigned and shared.

- Lecturer's role: The lecturer is a facilitator of learning, setting the learning objectives. He assigns learners to groups, explains what is to be done, monitors the group functioning and evaluates learning.

As can be seen from the above, there is active participation of the learner in co-operative learning, and the lecturer's role is mainly that of facilitator.

3.10 FACILITATION

Facilitation refers to a person being an enabler so that others become empowered in the processes. Rooth (1995:3) states that facilitation is providing the resources and structures for participants to explore, learn and develop. It is not teaching, telling, lecturing, preaching or directing. In facilitating lifeskills, more emphasis is put on activities that involve participants in their own growth. The methods utilised in lifeskills facilitation are:

- role play

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- games

- exploratory activities

- groupwork

- reflection

From the above definition, the importance of active participation in the process of acquiring skills and the use of groupwork comes to the fore. This can effectively be achieved by the process of facilitation.

Facilitation can be at an individual and/or group level. Hart (1996:58) defines a facilitator as a leader who works both with individuals and/or groups who are trying to achieve a goal.

The process of facilitation can be seen as a skill which may be used to empower people. Westley and Waters (1988:134) define facilitation as the complex skill of enabling or empowering a group of people to complete a task. This definition of facilitation confirms that it is suitable for lifeskills training as lifeskills training aims to empower individuals or groups to cope with life.

Hart (1996:195) also points out that when groups of adults are being facilitated, there should be some application of the principles of adult learning. Since technikon students are mostly moving into (young) adulthood, these principles also apply. Some part-time technikon students are full-time working adults, so these principles are very relevant to their lives. Hart (1996:195) suggests that facilitators should use the following checklist:

- Encourage participants to determine their goals
- Relate group activities to goals

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- Focus on real world problems
- Draw on participants' past experiences
- Encourage full participation
- Allow debate and challenge of ideas
- Listen to and respect the opinion of group members
- Encourage members to share resources with each other.
- Emphasise the application of what has been learned in the group.

Since lifeskills are skills for coping with life, the emphasis on application of what has been learned, the relation to real world problems and encouragement of full participation are all very important.

3.11 CONCLUSION

The perusal of literature on lifeskills/lifelong learning has clearly shown that lifeskills are important for young people at tertiary education institutions, and that active participation in the learning process is important for the process to take place. Three conclusions can be made. Firstly, programmes should differentiate between different levels and needs of learners. Secondly, lifeskills facilitators can be from different professional backgrounds, as long as they subscribe to the same philosophical principles. Lastly, facilitation of group processes is an effective method of teaching lifeskills, and enabling the students to learn.

CHAPTER 4

PRESENTATION OF FINDINGS AND DATA ANALYSIS

4.1   INTRODUCTION

Quantitative research was undertaken to determine the relationship between the engineering students at Technikon Northern Gauteng's level of study and the content of the lifeskills programme. This idea is taken from Van der Merwe (1996:282) who describes quantitative research as research which aims at testing theories, determining facts, statistical analysis, determining relationships between variables and prediction.

The survey instrument was completed by 115 students, who comprised the sample, and three (3) questionnaires were spoilt. The data analysis therefore made use of the remaining 112 questionnaires.

4.2   PRESENTATION OF DATA

SECTION A: DEMOGRAPHIC DATA

TABLE 4: Year of enrolment

Level of Study	1993	1994	1995	Other
PD	0%	0%	4%	96%
S1	0%	0%	0%	100%
S2	0%	0%	100%	0%
S3	0%	29%	65%	6%
S4	5%	53%	42%	0%
TOTAL	1%	13%	32%	54%

Discussion

Of the 112 respondents, 1% enrolled in the year 1993, 13% were enrolled in 1994, 32% were enrolled in 1995 and 54%, which is the majority, were enrolled in 1996.

LEVEL OF STUDY
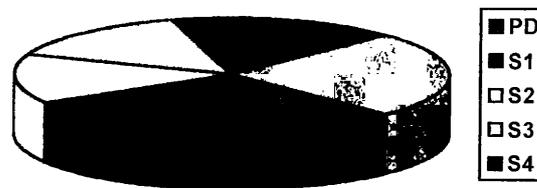
Figure 1. Study Level

Discussion

The respondents are divided according to the following categories:

PD = Potentiality Development Programme (28 students). This is a bridging programme for engineering students, which takes one semester (six months). 25% of the respondents were taken from the PD programme.

S1 = Semester one students (32 students) 29% were taken from students in the first semester of study.

S2 = Semester two students. Sixteen (16) respondents are in their second semester of their studies. This comprises 14% of the population.

S3 = Semester three students. Seventeen (17) respondents are in their third semester of their studies, which is 15%.

S4 = Semester four. Nineteen students are in the fourth semester of their studies. This is 17% of the population.

B. Tech. = Degree programme. No students in this programme are registered for lifeskills as lifeskills is only offered to students up to S4 level.

It is important to note that the majority of respondents are in semester one because in the population, the semester one students are also in the majority.

GENDER

Table 5: Gender Distribution

Male	72%
Female	28%
Total	100

Discussion

The above table indicates that there are more male than female students amongst the respondents. According to the Engineering Council of South Africa (1996) out of 15074 registered professional engineers in South Africa, only 159 are female. Therefore the situation at Technikon Northern Gauteng is a reflection of the broader South African society where there are fewer females in Engineering in general.

AGE (In Years)

Table 6: Age distribution

16 -20	33%
21 - 24	67%
25 and above	0%
Other	0%
Total	100

Discussion

The majority of respondents (67%) are between 21 and 24 years of age.
Only 33% are between 16 -20 years of age.

DIPLOMA/DEGREE REGISTERED FOR

Table 7: Degree/Diploma

Civil	Elec. Eng.	Mech. Eng.	Chem.Eng	Anal. Chem	Total
11%	37%	12%	12%	28%	100%

Discussion

A stratified random sample was chosen, stretching across all diplomas in
the faculty of engineering. The majority of students are enrolled for the
diploma in electrical engineering.

SECTION B: LIFESKILLS NEEDS
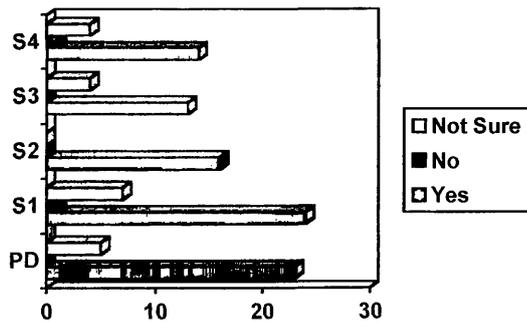
Figure 2: Understanding the concept lifeskills needs

Discussion

Most students indicated that they understand the concept lifeskills needs, although some indicated that they are not sure. This is because all respondents are registered for lifeskills as a subject, so they are familiar with the concept.

1.2   Do you know what kind of lifeskills training is offered at Technikon Northern Gauteng?
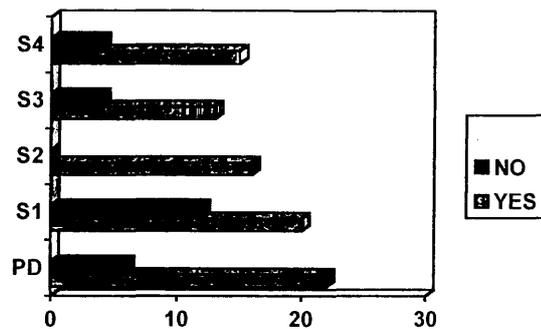
Figure 3: Knowledge of lifeskills offered

Discussion

The majority of respondents across all levels of study indicated that they know what kind of lifeskills training is offered at Technikon Northern Gauteng This is also because all students are registered lifeskills students.

1.4.1   Do you know what assistance is available from lifeskills facilitators?
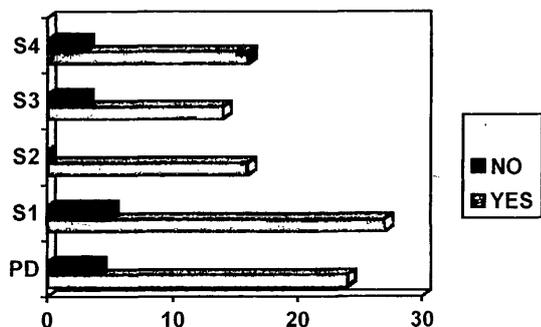
Figure 4: Knowledge of assistance available from lifeskills facilitators

1.4.2 Do you know where to contact the lifeskills facilitators if it becomes necessary?
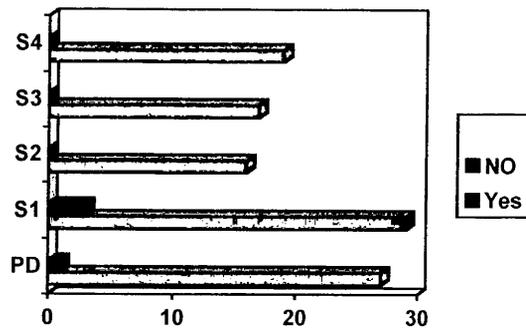
Figure 5: Knowledge of where to contact lifeskills facilitators

1.4.3 Do you think the acquisition of lifeskills is necessary for all students?
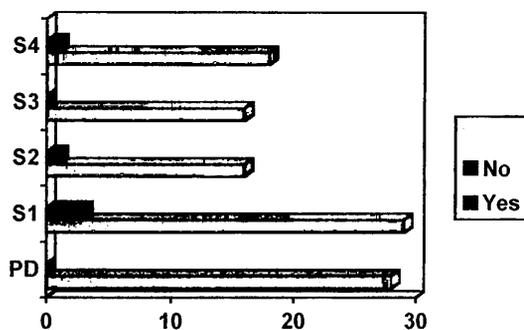
Figure 6: Importance of acquisition of lifeskills

Discussion

The responses to the above three questions indicate that the majority of students across all levels of study think that the acquisition of lifeskills is necessary for all students, and they know what assistance is available from lifeskills facilitators, and where to contact them when necessary.

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2.1 Personal Development Skills

Table 8: How to find information and resources

How to Find Information	More Important	Less Important	Not Important
PD	96%	4%	0%
S1	22%	75%	3%
S2	6%	94%	0%
S3	18%	82%	0%
S4	5%	84%	11%
Total	35%	63%	2%

Discussion

96% of the students at PD level indicated that finding information is more important for them More students in S1 - S4 indicated that it is less important for them. This may be due to the fact that PD students are coming to the technikon for the first time, and they need to learn how to find information for themselves. S1 -S4 students, on the other hand, have been at the technikon for a longer time, and may have acquired the skill of finding information or they have learned this in the lifeskills course.

Table 9: How to think and solve problems constructively

How to think and solve problems constructively	More Important	Less Important	Not Important
PD	96%	4%	0%
S1	25%	75%	0%
S2	25%	75%	0%
S3	76%	24%	0%
S4	37%	63%	0%
Total	53%	47%	0%

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Discussion

The above table indicates that 96% of the students at PD level and 76% of students at S3 level indicated that it is more important for them to learn how to think and solve problems constructively.

Again, PD students are doing lifeskills for the first time, and may not have the skill of thinking and solving problems constructively.

Table 10: How to manage time effectively

How to manage time effectively	More Important	Less Important	Not Important
PD	96%	4%	0%
S1	19%	81%	0%
S2	75%	25%	0%
S3	88%	12%	0%
S4	42%	58%	0%
Total	61%	39%	0%

Discussion

Most of the students in PD(96%) have a need to learn how to manage time effectively. This need is higher than that for students at other levels of study. This is due to the fact that PD students have not learnt the skill of managing time effectively, and have a need for it in order to cope with the demands of living.

Table 11: How to set goals

How to set goals	More Important	Less Important	Not Important
PD	96%	4%	0%
S1	22%	78%	0%
S2	19%	81%	0%
S3	12%	88%	0%
S4	11%	89%	0%
Total	37%	63%	0%

Discussion

Here 96% of the PD students indicated that it is more important for them to learn about setting goals than students in S1 - S4. Because PD students are coming to the technikon for the first time, they need to learn how to set their own goals, as they are moving towards being independent.

Table 12: How to cope with stress

How to cope with stress	More Important	Less Important	Not Important
PD	96%	4%	0%
S1	13%	81%	6%
S2	25%	63%	12%
S3	71%	29%	0%
S4	21%	79%	0%
Total	46%	51%	3%

Discussion

96% of students in PD and 71% of students in S3 have a need to learn about coping with stress than students in other levels of study. The PD students, who are junior students, may find it very stressful to be at a tertiary institution, which is very different from the high school setting where they come from. Other factors may be that students are now in a different environment (e.g. if they come from a rural area, it may be difficult to adjust to township life).

Table 13: How to make decisions

How to make decisions	More Important	Less Important	Not Important
PD	96%	4%	0%
S1	22%	78%	0%
S2	25%	62%	13%
S3	23%	71%	6%
S4	21%	79%	0%
Total	41%	56%	3%

Discussion

More students at PD level find it more important to learn how to make decisions than students in S1 -S4. Students in PD are direct from secondary school, and they are not accustomed to making their own decisions.

Table 14: How to manage my sexuality

How to manage my sexuality	More important	Less important	Not important
PD	82%	14%	4%
S1	9%	75%	16%
S2	25%	50%	25%
S3	6%	18%	76%
S4	16%	63%	21%
Total	30%	46%	24%

Discussion

More students at PD level have indicated a need for sexuality education. On the whole, more students have indicated that it is less important.

From tables 8 -14, it can be concluded that more students at PD level have a need to

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acquire personal development skills than students in Semester 1, 2,3 and 4 of their studies.

2.2 Skills to relate to other individuals

Table 15: How to communicate effectively

How to communicate effectively	More Important	Less Important	Not Important
PD	29%	71%	0%
S1	84%	16%	0%
S2	50%	38%	12%
S3	35%	65%	0%
S4	68%	32%	0%
Total	55%	43%	2%

Discussion

84% of the students at S1 level indicated that it is more important for them to learn the skill of effective communication. Students at other levels find it less important for them.

Table 16: How to manage conflict

How to Manage Conflict	More Important	Less Important	Not Important
PD	29%	71%	0%
S1	66%	25%	9%
S2	0%	94%	6%
S3	24%	65%	11%
S4	58%	42%	0%
Total	39%	55%	6%

Discussion

Again, more students at Semester 1 (S1) level find it more important to learn about conflict management. Fewer students at other levels have indicated that it is more

important for them. This is an indication that the needs of students in terms of lifeskills differ according to their different levels of study at the technikon.

Table 17: How to make relationships

How to Make relationships	More Important	Less Important	Not Important
PD	29%	68%	3%
S1	31%	22%	47%
S2	19%	50%	31%
S3	6%	18%	76%
S4	11%	37%	52%
Total	22%	39%	39%

Discussion

It is interesting to note here that across all levels of study, more students see the learning of making relationships as less important or not important at all. This may be due to the fact that the making of relationships is addressed at family or community level, and students may not see a need for any formal training on this.

Table 18: How to give feedback

How to give feedback	More Important	Less Important	Not Important
PD	28%	68%	4%
S1	69%	19%	12%
S2	19%	75%	6%
S3	23%	71%	6%
S4	16%	68%	16%
Total	36%	55%	9%

Table 19: How to receive feedback

How to receive feedback	More Important	Less Important	Not Important
PD	25%	68%	7%
S1	63%	28%	9%
S2	25%	69%	6%
S3	23%	65%	12%
S4	16%	63%	21%
Total	34%	55%	11%

Discussion

More students in S1 find it more important to learn to give and receive feedback.. As students progress in their fields of study, they may be more exposed to participating in group discussions, and feel a need to learn skills which help them to be effective and participate constructively in relevant in discussions.

From tables 15 - 19, it is clear that students in Semester 1 (S1) have a need to acquire skills which help them in relating to other individuals (Me-and-you skills).

2.3 Skills to relate to groups of people

Table 20: How to be assertive in groups

How to be assertive in groups	More Important	Less Important	Not Important
PD	29%	71%	0%
S1	25%	72%	3%
S2	94%	6%	0%
S3	59%	41%	0%
S4	63%	37%	0%
Total	47%	52%	1%

Discussion

Less students in PD and S1 find this as more important. More students in S2 - S4 find it important to learn to be assertive in groups. The senior students may be finding this skill more important as they are preparing for leadership positions in various clubs or as class representatives.

Table 21: How to work in a team

How to work in a team	More Important	Less Important	Not Important
PD	25%	71%	4%
S1	31%	66%	3%
S2	94%	6%	0%
S3	76%	24%	0%
S4	68%	32%	0%
Total	52%	46%	2%

Discussion

More students in S2 - S4 find it more important to learn teamwork. This may again be due to the fact that students are preparing themselves to go out on experiential training (which is compulsory for engineering students) or may have already been to experiential training, and they have seen the importance of being able to work with other people as a team.

Table 22: How to express feeling constructively

How to express my feeling constructively	More important	Less important	Not Important	Total
PD	25%	71%	4%	100%
S1	16%	78%	6%	100%
S2	63%	37%	0%	100%
S3	41%	59%	0%	100%
S4	37%	63%	0%	100%
Total	32%	65%	3%	100%

Table 23: How to compromise

How to compromise	More important	Less important	Not important	Total
PD	25%	75%	0%	100%
S1	12%	76%	12%	100%
S2	69%	31%	0%	100%
S3	41%	59%	0%	100%
S4	16%	84%	0%	100%
Total	28%	68%	4%	100%

Discussion

More students in S2 have indicated that it is important form them to learn to express their feelings constructively and to compromise. More students at other levels have indicated that it is less important to learn this skill. This confirms the fact that students at different levels have different lifeskills needs.

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Table 24: Public Speaking

Public Speaking	More Important	Less Important	Not Important	Total
PD	43%	54%	3%	100%
S1	41%	56%	3%	100%
S2	88%	12%	0%	100%
S3	88%	12%	0%	100%
S4	74%	26%	0%	100%
Total	60%	38%	2%	100%

Discussion

More students in S2 up to S4 level have stated that it is more important for them to learn to speak in public. These students are more senior students, and may be involved in leadership of groups or committees, hence their need to be able to address groups of people effectively.

2.4 Skills for my education

Table 25: How to study

How to study	More important	Less important	Not important	Total
PD	96%	4%	0%	100%
S1	69%	31%	0%	100%
S2	44%	37%	19%	100%
S3	29%	71%	0%	100%
S4	11%	84%	5%	100%
Total	56%	40%	4%	100%

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Table 26: How to choose a course

How to choose a course	More Important	Less Important	Not Important
PD	92%	4%	4%
S1	53%	13%	34%
S2	0%	12%	88%
S3	0%	24%	76%
S4	0%	5%	95%
Total	38%	11%	51%

Discussion

More PD and S1 level students have indicated that it is important for them to learn study skills and also to learn to choose a course. These are students who are entering tertiary level for the first time, and may have to learn different modes of studying, which is more independent and self-directed work, as opposed to supervised and guided studying in secondary school.

Because these students mostly come from historically disadvantaged areas like townships and rural areas, they were not given any career guidance, so they felt a need to learn how to choose a course.

Table 27: Preparing for exams

Preparing for exams	More important	Less important	Not important	Total
PD	100%	0%	0%	100%
S1	69%	31%	0%	100%
S2	44%	44%	12%	100%
S3	82%	18%	0%	100%
S4	95%	5%	0%	100%
Total	79%	20%	1%	100%

Discussion

Across all levels, more students indicated a need to learn how to prepare for examinations. Examinations are important for all students because not only are they an indicator of success, but they also determine being awarded financial assistance by donors. It is not surprising, therefore, that all students have a need for this skill.

Table 28: Taking notes in class

Taking notes in class	More important	Less important	Not important	Total
PD	96%	4%	0%	100%
S1	63%	37%	0%	100%
S2	19%	62%	19%	100%
S3	24%	76%	0%	100%
S4	32%	63%	5%	100%
Total	54%	43%	3%	

Discussion

More students at PD and S1 level have a need to learn how to take notes in class, as opposed to the senior students who may have acquired the skill by having been in a tertiary institution for a longer period or may have learnt the skill in their lifeskills class. On the whole, more juniors have a need to learn study skills, note-taking and choosing a course. All students need to learn how to prepare for examinations.

2.5. Skills I need at work

Table 29: How to apply for a job

How to apply for a job	More Important	Less Important	Not Important
PD	11%	36%	53%
S1	56%	13%	31%
S2	88%	12%	0%
S3	100%	0%	0%
S4	100%	0%	0%
Total	64%	14%	22%

Discussion

More students in S1 - S4 have indicated that they need to learn how to apply for a job. This may be due to the fact that they are preparing themselves to enter the world of work after completing their diplomas, and they will be faced with competition from other students.

Table 30: How to keep a job

How to keep a job	More important	Less important	Not important	Total
PD	11%	36%	53%	100%
S1	22%	47%	31%	100%
S2	6%	69%	25%	100%
S3	100%	0%	0%	100%
S4	100%	0%	0%	100%
Total	42%	32%	26%	100%

Discussion

S3 and S4 students indicated a need to learn how to keep a job. Again, because these are senior students, they are more concerned with staying in employment after completion of their diplomas.

Table 31: Planning for retirement

Planning for retirement	More important	Less important	Not important	Total
PD	7%	14%	79%	100%
S1	4%	12%	64%	100%
S2	0%	19%	81%	100%
S3	0%	47%	53%	100%
S4	16%	63%	21%	100%
Total	5%	28%	67%	100%

Discussion

Across all levels of study, 67% of the population see planning for retirement as not important. This may be due to the fact that students are at a developmental stage where retirement is not an immediate reality, so they do not see a need to learn about planning for retirement.

On the whole, more senior students have a need to learn skills for the workplace than junior students, with the exception of planning for retirement.

2.6 Skills I need at home

Table 32: How to maintain a home

How to maintain a home	More important	Less important	Not important	Total
PD	29%	14%	57%	100%
S1	16%	6%	78%	100%
S2	0%	6%	94%	100%
S3	6%	53%	41%	100%
S4	16%	58%	26%	100%
Total	15%	24%	61%	100%

Table 33: Effective parenting

Effective parenting	More Important	Less Important	Not Important	Total
PD	29%	14%	57%	100%
S1	16%	6%	78%	100%
S2	0%	6%	94%	100%
S3	6%	47%	47%	100%
S4	16%	53%	31%	100%
Total	15%	22%	63%	100%

Discussion

Most students, across all levels of study, have indicated that it is less important or not important to learn to maintain a home or to be an effective parent. In terms of development, young people are at a stage where they are more concerned with studying and finding employment, so parenting and maintaining a home is not a priority in terms of their needs.

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2.7 Leisure Skills

Table 34: Recreational activities to participate in

What recreational activity to participate in	More Important	Less Important	Not Important	Total
PD	39%	22%	39%	100%
S1	31%	44%	25%	100%
S2	6%	63%	31%	100%
S3	12%	70%	18%	100%
S4	26%	58%	16%	100%
Total	26%	47%	27%	100%

Discussion

47% of the students have indicated that it is less important to learn what recreational activity to participate in, and 27% have indicated that it is not important. So in terms of structuring a lifeskills programme, this will then ideally not be included in the programme. This may be due to the fact that most young people entering higher education have already been participating in some form of activity, either in a school or in the community.

Table 35: Choosing the best leisure time activity

How to choose the best leisure time activity	More Important	Less Important	Not Important	Total
PD	39%	18%	43%	100%
S1	28%	50%	22%	100%
S2	25%	50%	25%	100%
S3	24%	59%	17%	100%
S4	26%	68%	6%	100%
Total	30%	46%	24%	100%

Discussion

The majority of students (46%) have indicated that choosing the best leisure time activity is less important for them, and 24% have indicated that it is not important. So it would not be worth including this item in the lifeskills programme.

Table 36: Constructive use of leisure time

Constructive Use of leisure time	More Important	Less Important	Not Important	Total
PD	43%	11%	46%	100%
S1	47%	34%	19%	100%
S2	25%	44%	31%	100%
S3	53%	29%	18%	100%
S4	32%	63%	5%	100%
Total	41%	34%	25%	100%

Discussion

More students at S3 level (53%) find it more important to learn about the constructive use of leisure time. A look at the broader picture also shows that more students (41%) need to learn this skill.

2.8 Skills in the community

Table 37: Use of community resources

How to use community resources	More important	Less Important	Not Important	Total
PD	46%	4%	50%	100%
S1	34%	32%	34%	100%
S2	13%	25%	62%	100%
S3	59%	35%	6%	100%
S4	53%	47%	0%	100%
Total	41%	27%	32%	100%

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Discussion

More students need to learn how to use community resources. The implication is that this skill should be included in the lifeskills programme.

Table 38: Use of political rights

How to use political rights	More Important	Less Important	Not Important	Total
PD	86%	14%	0%	100%
S1	63%	31%	6%	100%
S2	81%	19%	0%	100%
S3	53%	35%	12%	100%
S4	42%	42%	16%	100%
Total	66%	28%	6%	100%

Discussion

The majority of students, across all diplomas and levels of study, indicated that they need to learn how to use their political rights. So there is no significant difference in terms of level of study and this particular need.

3. Application of lifeskills learnt, learning through group discussions, satisfaction with the teaching of lifeskills

Table 39: Application of lifeskills learnt

Do you apply the lifeskills you have learnt in class	Always	Sometimes	Never	Total
PD	50%	50%	0%	100%
S1	56%	44%	0%	100%
S2	44%	56%	0%	100%
S3	29%	65%	6%	100%
S4	58%	42%	0%	100%
Total	49%	50%	1%	100%

Discussion

In terms of transferring knowledge by applying the lifeskills they have learnt in class, almost an equal number of students (59% and 50%) indicated that they always and sometimes use what they have learnt in class. Only one percent indicated that they never apply what has been learnt in class. Here it is evident that the lifeskills the students are learning are relevant .

Table 40: Learning through group discussions

Are you able to learn through group discussions	Always	Sometimes	Never	Total
PD	71%	29%	0%	100%
S1	56%	38%	6%	100%
S2	94%	6%	0%	100%
S3	59%	41%	0%	100%
S4	58%	42%	0%	100%
Total	66%	32%	2%	100%

Discussion

As far as the small group method of teaching lifeskills is concerned, most students, across all diplomas and levels of study indicated that they are always able to learn through small groups. This clearly shows that groupwork and small group teaching is an effective method of teaching lifeskills/lifelong learning skills

Table 41: Satisfaction with the teaching of lifeskills

Are you satisfied with the manner in which lifeskills is taught at TNT	Always	Sometimes	Never	Total
PD	93%	7%	0%	100%
S1	69%	25%	6%	100%
S2	100%	0%	0%	100%
S3	65%	30%	5%	100%
S4	84%	16%	0%	100%
Total	81%	17%	2%	100%

Discussion

The majority of students (81%), across all diplomas and levels, are satisfied with the way in which lifeskills is taught at Technikon Northern Gauteng.

4.3 CONCLUSION

The data presentation and analysis has shown that a relationship exists between students' level of study and their lifeskills needs, although there are some needs which are common across all levels of study.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The focus of this study was on determining the relationship between the lifeskills needs of students and their level of study. The problems which prompted the study are as follows:

- There is no standardisation regarding the lifeskills offered to students, and assessment strategies (tests, assignments) are also not standardised.
- There is lack of differentiation in what is taught to students at different levels of study.
- There is no defined curriculum for lifeskills.
- The above issues have implications for lecturing staff: and increased workload as each staff member has to do his own assessment for each group of students, compile his own lessons, and design his own assessment strategies for each group of students.

Based on the above problems and observations, the researcher hypothesised that if students are at different levels of study at a technikon, then their lifeskills needs will differ.

Data was collected from students in the engineering faculty at the Technikon Northern Gauteng, and this data supported the hypothesis regarding the relationship between the needs of students and their different levels of study. Students from lower levels of study have lifeskills needs which differ from those of senior students, although there are certain lifeskills which are needed by all students irrespective of level of study.

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5.2   GOAL AND OBJECTIVES

At this stage, it is logical that the goal and objectives of the study are re-visited to see whether they have been accomplished or not.

5.2.1   Goal

The goal of the study is to develop a needs-based curriculum for lifeskills for technikon students.

5.2.2   Objectives

The objectives of the study are:

- To determine the needs of technikon students with regard to lifeskills
- Establish the lifeskills needs regarding programme content for different levels of study, that is, Potentiality Development, Semester one, Semester two, Semester three and Semester four.
- Develop a programme which will serve as a guideline for the teaching of lifeskills
- Determine which methods are more appropriate for the teaching of lifeskills

The goal and objectives of the study were achieved by means of the empirical study that was conducted. The focus of the empirical was on different kinds of lifeskills, the students' level of study and the method of teaching lifeskills.

An extensive literature study was conducted on lifeskills and its philosophical foundation, problems encountered by young people and students which can be overcome or minimised by lifeskills training, and the various methods of teaching lifeskills. The literature study can be utilised as a knowledge base or resource by lifeskills facilitators to enable them to be more effective in their service delivery.

The following are the conclusions drawn, and the recommendations made, based on the empirical study and the research findings.

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5.3 Conclusions and Recommendations

5.3.1 Understanding of the concept lifeskills, and knowledge about lifeskills training offered and the assistance available from lifeskills facilitators

Conclusion

Most of the students understand the concept of lifeskills, and have information about the lifeskills training which is being offered, although a small number did indicate that they are not sure if they do understand the concept, and that they did not have knowledge of the lifeskills training available.

Recommendations

- At the beginning of the lifeskills course, students should be given a clear explanation of the concept lifeskills.
- Information about lifeskills facilitators, their office numbers and telephone extensions should be made available to students in the form of an information brochure.

5.3.2 Personal Development Skills

Conclusion

More students in the Potential Development programme have a need for personal development skills. These are students who are coming to the technikon for the first time, and have not been exposed to lifeskills training in the secondary schools.

Recommendations

The lifeskills programme for the potential development programme should include the following:

- How to find information and resources
- How to think and solve problems constructively
- How to manage time effectively
- How to set goals

- How to cope with stress
- How to make decisions

5.3.3 Skills to relate to other individuals

Conclusion

More students in the semester one group have indicated a need to acquire skills to relate to other individuals, except the skill of making relationships, which students across all levels saw as less important or not important at all.

Recommendations

The content of the lifeskills programme for semester one students should include the following lifeskills:

- How to communicate effectively
- How to manage conflict
- How to give feedback
- How to receive feedback

5.3.4 Skills to relate to groups of people

Conclusion

It is evident that more students from semester two level up to semester four level have a need to acquire skills to relate to groups of people.

Recommendations

It is recommended that the programme content for semester two up to semester four students should reflect the following lifeskills

- How to be assertive in groups
- How to work in a team
- How to express feeling constructively
- How to compromise
- Public speaking

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5.3.5 Skills for my education

Conclusion

More Potential Development Programme and Semester one students need skills for education, although it is also clear from the data that all students, across all levels of study, need to learn how to prepare for examinations.

Recommendations

The lifeskills programme for Potential Development students and Semester one students should include the following:

- How to study
- How to choose a course
- Taking notes in class

The lifeskills programme for all students, from Potential Development level up to Semester four, should include the following:

- How to prepare for exams

5.3.6 Skills I need at Work

Conclusion

More senior students have a need to learn skills for the workplace. Most students, across all levels of study, do not find it important to learn how to prepare for retirement.

Recommendations

The lifeskills programme for semester one to semester four students should include the following:

- How to apply for a job

  The lifeskills programme for semester three and semester four students should include the following:

- How to keep a job

At this stage planning for retirement need not be included in the lifeskills programme.

5.3.7 Skills I need at Home

Conclusion

Most students do not have a need to learn how to maintain a home or to be an effective parent.

Recommendation

Maintaining a home and effective parenting should not form part of the lifeskills programme at this stage.

5.3.8 Leisure Skills

Conclusion

Most students do not have a need to learn about what recreational activity to participate in, and how to choose the best leisure time activity. The students have a need to learn about constructive use of leisure time.

Recommendation

- Constructive use of leisure time should be included in the lifeskills programme of all students at the technikon.

5.3.9 Skills in the Community

Conclusion

Students have a need to learn about the use of community resources.

Recommendation

- That the lifeskills programme for students across all levels of study should include the use of community resources.

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5.3.10 Application of lifeskills learnt, learning through group discussions and general satisfaction with the teaching of lifeskills

Conclusion

The students are satisfied with the way lifeskills is taught, and are able to learn by means of group discussions. They also apply the lifeskills they have learnt to their everyday life.

Recommendations

- That the teaching of lifeskills at Technikon Northern Gauteng should continue.
- That lifeskills should be taught through small groupwork, and the lecturer's role should be that of a facilitator.

5.4 Additional Recommendation

- Based on the literature study, an integrated approach to the teaching of lifeskills should be considered. Instead of lifeskills being an add-on subject, as is the case at present, it should be integrated into the mainstream curricular.

5.5 CONCLUSION

The conclusions and recommendations are based on the data gathered. The hypothesis that the researcher formulated was confirmed, and additional issues, like the approach to the teaching of lifeskills, have also come to the fore.

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LIFESKILLS PROGRAMME FOR TECHNIKON STUDENTS

SECTION A: DEMOGRAPHIC DATA

Please make a cross in the box next to the correct answer. Use a pencil.

1. **When did you enrol at Technikon Northern Transvaal?**

1993	
1994	
1995	
Other(specify)	

2. **What is your present level of study?**

PD	
S1	
S2	
S3	
S4	
B.Tech	

3. **Gender**

Male	
Female	

4. **Age (in years)**

16 - 20	
21 - 24	
25 & above	
Other	

5. Diploma or Degree Registered for:

Civil Engineering	
Surveying	
Building Science	
Architecture	
Electrical Eng.	
Mechanical Eng.	
Chemical Eng.	
Analytical Chem	
Watercare	

SECTION B: LIFESKILLS NEEDS

Please make a cross in the box next to the correct answer, or write legibly where requested to do so. (Please use a pencil)

1.1 Do you understand the concept lifeskills needs?

Yes	
No	
Not sure	

1.2 Do you know what kind of lifeskills training is offered at Technikon Northern Transvaal?

Yes	
No	

1.3 If your answer to 1.2 was yes, name at least two.

_____

_____

1.4 **Tick the correct answer**

1.4.1 Do you know what assistance is available from lifekills
facilitators?

YES	NO

1.4.2 Do you know where to contact the life skills facilitators
if it becomes necessary?

YES	NO

1.4.3 Do you think the acquisition of lifeskills is necessary
for all students?

YES	NO

2. **The following lifeskills are more important, less important
or not important to you at this stage.**

2.1 **Personal Development skills**

	More Important	Less Important	Not Important
How to find information and resources			
How to think and solve problems constructive-ly			
How to Manage time effectively			
How to set goals			
How to cope with stress			
How to make decisions			
How to manage my sexuality			

2.2 Skills to Relate to other individuals

	More Important	Less Important	Not Important
How to Communicate Effectively			
How to Manage Conflict			
How to make relationships			
How to give feedback			
How to receive feedback			

2.3 Skills to Relate to groups of people

	More Important	Less Important	Not Important
How to be Assertive in groups			
How to work in a team			
How to express feelings constructively			
How to compromise			
Public speaking			

2.4 Skills for my education

	More Important	Less Important	Not Important
How to study			
How to choose a course			
Preparing for exams			
Taking notes in class			

2.5 Skills I need at Work

	More Important	Less Important	Not Important
How to apply for a job			
How to keep a job			
Planning for retirement			

2.6 Skills I need at Home

	More Important	Less Important	Not Important
How to maintain a home			
Effective parenting			

2.7 Leisure Skills

	More Important	Less Important	Not Important
What recreational activities to participate in			
How to choose the best leisure time activity			
Constructive use of leisure time			

2.8 Skills in the community

	More Important	Less Important	Not Important
How to use community resources			
How to use my political rights			

3. Mark "Always", "Sometimes" or "never" to each of the following questions:

	Always	Sometimes	Never
3.1 Do you apply the lifeskills you learn in class?			
3.2 Are you able to learn through group discussions?			
3.3. Are you satisfied by the manner in which lifeskills are taught at Technikon Northern Transvaal			

Please motivate your answer in 3.3

_____

_____

4. Are there any other lifeskills which you feel should be included in the lifeskills programme?

YES	
NO	

5. If your answer to 4 was yes, name at least two

_____

_____

THANK YOU FOR YOUR TIME AND EFFORT.