

LIFE SKILLS FOR ADOLESCENCE

EVALUATIVE RESEARCH ON

THE QUEST PROGRAMME

by

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## ABSTRACT

The Quest Life Skills for Adolescence is a two year programme, for Standard 6 and 7 pupils. The goal of the programme is to assist adolescents to effectively manage the life tasks associated with the adolescent years. The programme is school based consisting of eight modules, each module dealing with a different subject. The method of instruction, as with most life skills programmes, is participatory learning as opposed to didactic teaching.

This pilot-study was based at the Sentinel High School in Hout Bay. The study evaluates whether module one and two of the Quest Life Skills programme achieved their objectives. The second purpose was to devise an evaluation tool that could be used by other schools to evaluate modules one and two of the Quest programme.

A multifaceted study design was adopted in the evaluation process. The instruments used were questionnaires, group discussions, Rosenberg's Self-Esteem Scale (1965) and a game.

The results reveal that module one of the programme did enable pupils to gain a better understanding of adolescence. Pupils were, however, not totally conversant with the four aspects of change that would take place in adolescence namely physical, emotional, social and intellectual change. They seemed more

familiar with the changes that would take place in the physical and emotional realms than in the intellectual and social realms. The findings confirmed that a safe supportive environment, conducive to learning, had been established.

Module two of the programme dealt with self-confidence/self-esteem. The self-esteem of participant's, in the Quest programme, increased marginally, but the results yielded showed that a statistically significant improvement did not take place when compared with the comparative group.

Participants reported that the programme was of great benefit to them. It was the first time for the majority of the participants that they had been exposed to life skills training.

Based on the above findings, an evaluation package was compiled, for schools to use, to evaluate the effectiveness of the first two modules of the Quest programme.

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## CHAPTER 1

### 1 INTRODUCTION

#### 1.1 STATEMENT OF THE PROBLEM

As early as 1960 social work writers challenged the profession on its inability, and seeming reluctance, to evaluate its work on all three levels - input (resources used to accomplish the result), process and output (the results). Current demands in South Africa for rapid and significant change necessitate the need for productive and efficient welfare programmes. Careful programme evaluation is essential for effective ongoing planning to ensure that programmes meet the challenge to build new capacities for growth and development for all South Africans.

Life skills programmes, which offer skills to help people cope with everyday life, have, over the past few years, become a very popular method of prevention in social work. It is a proactive method. Unfortunately the popularity of the method has not been linked to careful programme evaluation in order to assess whether the stated objectives of the specific life skills programmes have actually been achieved.

Lions Club International is the largest service organisation in the world. The organisation has clubs all over the world and as

their motto says, "we serve". One of the international projects that Lions International (the umbrella body of all the local clubs) is sponsoring, is a life skills programme, called Lions Quest Skills for Adolescence Programme (hitherto referred to as Quest). This programme is a school-based, life skills programme for adolescents. The programme claims to assist adolescents in successfully coping with the developmental tasks of that particular age group.

The Quest programme was developed in the United States of America, in 1983 by a team of 57 people including educators, psychologists and experts on adolescence. In 1989, Lions Club in South Africa decided to implement the programme in South African schools. The Human Sciences Research Council (HSRC) assisted the Lions in South Africa to pilot test the programme in order to assess its effectiveness for South African pupils. The programme was pilot-tested in 1990. Nine schools were used as experimental schools and nine as control schools.

Problem areas highlighted by this research in the schools tested indicated that, firstly, too much content had to be covered which caused the level of insight to be insufficient. Secondly, the content of the programme needed to be adjusted to meet the needs of South African pupils so that concepts such as language, norms, values, morals, family life and recreation would be suitable for South African adolescents and explained in South African terms. Accordingly, adjustments were made to the Quest programme. A new workers' handbook manual was published for South Africa. The

adapted Quest programme was run, for the first time, in schools in 1994. One school in the Cape Town area, namely Hout Bay Secondary School, introduced the programme at this time.

The adapted programme consists of eight sequential modules. Each module is divided into approximately eight hourly sessions, which are offered within school hours on a weekly basis. This means that one module per term is completed.

This South Africanised programme needs to be evaluated to ensure that the programme objectives are being reached. As mentioned previously, the goal of the whole programme is to assist adolescents to successfully cope with the developmental tasks of that particular age group. Each module has its own specific objective which contributes to the achievement of the overall goal.

The evaluation of the first two modules of the Quest programme is the focus of this study. The group under study is the Standard 6 pupils at the Hout Bay Secondary School in Cape Town.

Grinnel (1982) stresses that programme evaluation is of a repetitive nature and is not a single event. Hence the need to have a means of evaluation that is easily administered and interpreted would be an important criteria as evaluation is an ongoing event.

The HSRC evaluated the original programme (the quest programme from America) using the Interpersonal Relations Questionnaire (IRQ). The IRQ is a pencil and paper self-administered test that measures twelve components of psychological adjustment. Only a psychometrist can administer the test. This form of evaluation was seen by the researcher to be inappropriate to evaluate the adjusted programme. Psychometrists would not be available to evaluate the programme at all the schools. The HSRC also evaluated the total programme and did not evaluate module by module. The researcher believes it is important to evaluate each module individually, so that adjustments, where necessary, can be timeously made. This study evaluates module one and two of the Quest programme.

#### 1.1.1 Programme Evaluation Has the Following Functions:

- \* to provide information for decision making
- \* to measure achievement of objectives
- \* to pinpoint areas for improvement
- \* to help clarify unclear goals and objectives
- \* to assist with future planning

For the above functions to be fulfilled, it is essential to develop a method of evaluating the output. This method must be able to be administered by the teacher facilitators (the teachers that actually present the programme to the pupils) or other associated professionals, for example social workers. It is

simply impractical to have psychometrists assessing every Quest programme and yet every Quest programme should be evaluated.

The aim of this research is to evaluate the output of the first two modules of the Quest programme. Module one is "Entering the Teen Years: The Challenge Ahead" and module two is "Building Self Confidence through better Communication." The method of evaluation used must be suitable for the schools or local Lions Clubs to administer so that there can be ongoing evaluation of the programme.

The second aim of the research, based on the outcome of the above, is to develop an evaluation package for module one and two of the programme. A major criteria for this evaluation package is that teachers or members of associated professions must be able to administer and interpret the evaluation.

## 1.2 THE FOCUS OF THIS STUDY

This study intends to evaluate the output of module two of the Quest programme which is "Building Self Confidence and Communication Skills." The Quest programme is sequential and each module builds on the next one. Module one, "Entering the Teen Years: The Challenge Ahead" will thus also be evaluated in terms of output to ensure that the students are ready to move onto module two. This will ensure that lack of growth in module two cannot be attributed to an insufficient foundation being laid in module one.

More specifically, the aim of the study is to evaluate whether the Quest programme has significantly improved the self-confidence or self-esteem of 36 Standard 6 pupils at the Hout Bay Secondary School in Cape Town.

A major criteria for the method of evaluation is that the teacher facilitators themselves and/or members of associated professions would be able to administer and interpret the evaluation. It was previously mentioned that tests, which only Psychometrist could administer, would not be appropriate. In line with current developments presently taking place in South Africa, especially the spirit of the Reconstruction and Development Programme, it is essential that people "on the ground" need to be empowered to evaluate their own programme, this should not only be the domain of "the experts." Testing must be affordable, accessible and user-friendly.

### 1.3 OBJECTIVES OF THE STUDY

This study has two objectives:

The first objective is to evaluate whether module one and two of the Quest programme offered to 36 Standard 6 pupils at Hout Bay Secondary School in Cape Town achieved its objectives.

The second objective is to develop a reliable method of assessment that can be used and interpreted by the teacher facilitators or members of associated professions to evaluate

whether module one and two of the Quest programme achieved its objective.

The objective of module one, which is called "Entering the Teen Years: The Challenge Ahead", is to establish a safe, supportive learning environment for the participants involved in the Quest programme. The second objective is to give participants an understanding of the personal changes that take place during adolescence. This includes emotional, physical, social and intellectual changes.

The objective of module two which is called "Building Self Confidence through Better Communication Skills" is to improve an adolescent's self-confidence and self-esteem. This is done by assisting the adolescent to feel skilful, feel appreciated and take responsibility.

#### 1.4 SIGNIFICANCE OF THE STUDY FOR SOCIAL WORK PRACTICE

- Primary prevention seeks to prevent problematic stress and maladaptation and to promote adaptive functioning and positive development. (Meares, A. 1982 in Hancock) Life skills training is a form of primary prevention.

Welfare organisations within the Cape Peninsula are already using life skills training as part of their interventive techniques. Telephonic interviews established that little or no assessment is done regarding the effectiveness of the life skills

programmes. Assessment is normally related to course content as opposed to personal growth. The assessment determined whether participants had enjoyed the course and not so much whether the course had effected significant changes in their lives.

It is essential that the social work profession measure the effectiveness of programmes by assessing whether the participants retained the knowledge learnt and whether they are able to adapt the theory to real life situations.

Possible changes that may result from the attendance of courses is exceptionally difficult to measure. Firstly, change is normally a slow process and how to actually measure that change is no easy task. Social Workers need to accept the difficulties inherent in measuring change but still commit themselves to devising ways of assessing programme effectiveness.

In South Africa, as in most countries of the world, resources are scarce and the need is great. Social Workers need to become accountable and through the use of appropriate research methodology prove that their intervention, using certain scarce resources, is achieving the stated objectives.

The whole area of assessment of self-esteem is still in its infancy (Lawrence, 1988) and evaluation of life skills is a relatively unresearched area, (Rooth. E, lecturer in the education department at the University of Cape Town and Life Skills Co-ordinator). Specifically, in the area of affective

learning, measurement of change or psychological growth is very difficult and ambiguous. The central problems revolve around the areas of validity and reliability of the methods themselves. Collins et al (1992) report that there is a multitude of quantitative studies but a dearth of qualitative studies. This study can assist the practice of social work by analysing various methods of measuring psychological change and evaluating whether the Quest programme actually enhances growth in the area of self-esteem/-confidence.

It is of particular relevance to the social work profession to be able to measure changes in self-esteem/-confidence as, according to the literature available, it is one of the most fundamental building blocks that influence our behaviour.

*"A person's judgement of self, influences the kinds of friends he chooses, how he gets along with others, the kind of person he marries, and how productive he will be. It affects his creativity, integrity, stability and even whether he will be a leader or a follower. His feelings of self worth form the core of his personality and determines the use he makes of his aptitudes and abilities. His attitude towards himself has a direct bearing on how he lives all parts of his life. In fact, self-esteem is the mainspring that slates each of us for success or failure as a human being" (Briggs 1970:280)*

### 1.5 LIMITATIONS OF THE STUDY

The dependant variable, self-esteem/-confidence is difficult to define and open to numerous interpretations.

Self-esteem/-confidence cannot be observed or measured; rather it is the behaviours that one believes exemplify self-esteem/-confidence that are measured. These behaviours are difficult to quantify and qualitative research is more open to ambiguity and subjectivity.

The sample size is 72 people from the same ethnic group, the same geographic locality and the same economic level. Generalisation is thus limited.

The question as to when does one integrate learning into one's self is unanswered. A course may change self-esteem/-confidence immediately or it may be a long-term process.

Literature indicates that the lower your self-esteem is, the more resilient it is to change. This study will not use this factor as a variable.

### 1.6 SPECIFIC RESEARCH QUESTIONS

Does module one of the Quest programme succeed in developing a supportive learning environment? Does it give participants a good understanding of the personal changes that will take place during

this developmental phase called adolescence?

Does module two of the Quest programme stimulate the development of self-esteem/-confidence in 36 Standard 6 pupils from Hout Bay Secondary School in Cape Town?

#### 1.7 RESEARCH HYPOTHESIS

If adolescents in Standard 6 participate in module one and two of the Quest programme their self-esteem/-confidence will improve more rapidly than Standard 6 pupils who do not participate in the programme.

#### 1.8 ORGANISATION OF THE STUDY

The study will be divided into six sections. The first section will orientate the reader to the statement of the problem and the precise objectives of the study. Included also, will be the significance of this study to the social work profession as well as limitations of the study.

The second section focuses on the Quest programme. Historical background, theoretical foundations, teacher training and the actual programme. Specific emphasis on module two, "Building Self Confidence through Better Communication" will be included.

The third section will offer an in-depth search into the literature on self-concept/self-esteem/self-confidence. The

literature review will also deal with the school and affective learning. The final section of the literature review will cover evaluation as one of the stages of programme planning.

The fourth section will deal with the specifics of the research design. Issues such as measures used, sampling procedures, validity and reliability will all be dealt with in this section.

The fifth section will give a detailed account of the actual findings and interpretations of the research study. Graphs and charts as well as written reports will all be included in this section.

The last section will deal with conclusions and recommendations. Specific recommendations for the future implementation of the Quest programme will be included. Attention will also be given to recommendations for future study.

## 1.9 ETHICAL ISSUES

*"Social Workers committed to ethical research search for truth without deceiving others, causing harm, or being dishonest in any way." (Grinnell, 1981:70)*

### 1.9.1 Deception versus Intent of the study

The issue of asking students to participate in a study, without revealing the exact intent of the study, is a matter of ethics.

The researcher will inform the participants that the test is attempting to measure self-esteem over a period of time but will not mention the Quest programme. Participation will be on a voluntary basis. The issue of how voluntary is "voluntary" is of course another ethical issue.

### 1.9.2 Anonymous versus Named

Asking pupils to put their names on the questionnaires is a sensitive issue. It is the writer's opinion that the benefits of being able to analyse individual change warrants pupils' names being placed on the questionnaires. This information will remain confidential.

### 1.9.3 Other

The pre- and post-test take approximately five minutes. The in-depth interviews will not be longer than an hour. The time factor thus presents no ethical problems.

At present only 36 people can be accommodated in the Quest programme. Pupils are thus not being denied the opportunity of participating in a programme because of the rigours of research which needs a control group.

## CHAPTER 2

### 2 THE QUEST PROGRAMME

#### 2.1 INTRODUCTION

The Quest programme is a school-based life skills programme, targeted in South Africa at Standard 6 pupils. The programme is age appropriate for 13 to 14 year old South African children. It is divided into eight sequential modules. Each module is further divided into eight to nine lessons. The lessons take about three quarters of an hour and thus fit into the school timetable. The method of instruction is participative learning with a teacher facilitating the process. The goal of the programme is to help adolescents cope more adequately with the developmental tasks of that particular age group.

The intervention is preventative. Cilliers (1989) and Gonet (1990) both advocate the increased use of proactive approaches in school-based prevention programmes.

#### 2.2 HISTORICAL BACKGROUND OF THE QUEST PROGRAMME

Quest Skills for Adolescence was developed in the United States of America in 1983 by a team of 57 people including educators, psychologists and experts on adolescence. The programme was developed by Quest International, in co-operation with Lions Club

International.

Lions Club International is the largest service organisation in the world, with more than 39 000 clubs in more than 166 countries. Lions have been involved in the Quest programme as part of their long-term commitment to drug education and awareness. Their aim is to introduce it to every country in which they operate.

In line with the above commitment, the Quest programme was introduced to South Africa in 1989. The initial introduction of the programme was a pilot project. The HSRC conducted the research to assess the programme's effectiveness. This evaluation was based on quantitative techniques using an experimental design. The research tool was the Interpersonal Relations Questionnaire which measures 12 components of psychological adjustment. This test can only be administered and interpreted by a psychometrist. Eighteen schools took part in this investigation; nine as experimental schools and nine as control schools.

The results of the pilot testing indicated that the post-test for the experimental groups showed no growth of statistically significant value in any of the 12 psychological adjustment components. These 12 components were self-confidence, self-esteem, self-control, nervousness, health, family influences, personal freedom, sociability (-general), sociability (-opposite sex), sociability (-own sex), moral sense, formal relations and

lie scale.

Reasons given for this lack of growth were the following:

- \* The content of the Quest programme needs to be translated to suit the needs of South African pupils. This includes issues such as language, norms, values, morals, family life, culture and recreation.
- \* The programme must be developed in such a way that it will comply with the criteria relating to the didactical requirements for a programme intended for implementation in a formal school environment.
- \* Too much content had to be covered, which caused the level of insight to be insufficient.

In line with the above recommendations the HSRC adapted the programme to suit South African conditions. This task was completed in 1993. The first training course, for facilitators for the adapted programme, took place in Johannesburg in March 1994.

### 2.3 TRAINING

In order to maintain the standard of the programme, Quest International stipulates that only trained Quest facilitators (henceforth called teacher facilitators) are allowed to run the

programme. The target group for facilitators is the teachers at senior schools.

The trainer, who trains the teacher facilitators, has been specifically trained by Quest International in the United States of America. The teacher facilitators are trained at an intensive four day workshop. Quest International makes recommendations about the interpersonal characteristics that a person should have to qualify them for training.

In South Africa the programme is to be implemented within the school setting. Teachers will be trained as teacher facilitators. The schools basically select the teacher or teachers to be trained.

Local Lions clubs sponsor the training costs. These costs are approximately R700-00 per teacher facilitator.

#### 2.4 PROGRAMME PACKAGE

The teacher facilitators are supplied with a manual in which the lessons have been prepared. The students are supplied with workbooks which become their personal property. This means that in later years the students can always refer back to these books and recap on what they learnt.

## 2.5 THE ACTUAL PROGRAMME: SKILLS FOR ADOLESCENCE (QUEST PROGRAMME)

The Quest programme claims to offer a comprehensive approach to improving the health and well-being of young adolescents through a multifaced school-based programme and extensive parent and community involvement.

The duration of the programme is two years, excluding school holidays. Each lesson takes approximately 45 minutes and can take place during school time or after school. The lessons are given on a weekly basis. (Hout Bay Secondary School implemented the programme during school hours.) A group size of thirty pupils is recommended.

The Quest programme has two main goals:

- \* To help young people develop positive social behaviours, such as self discipline, responsibility, good judgement and the ability to get along with others.
  
- \* To help young people develop strong commitments to their families, schools, positive peers and communities including a commitment to living healthy, drug-free lives.

In order to achieve these goals the programme attempts to teach adolescents the necessary skills, alter internal conditions (personal psyche) and establish the right environmental climate.

It thus borrows from the theoretical perspectives of the phenomenological school, systems theorists and behaviour modification schools. The programme adopts an eclectic model originated by Solomons et al (1985) which identifies both external and internal variables that can predict behavioural outcome. This model suggests that in order for specific positive social behaviours to be exhibited, children must experience certain environmental elements, such as involvement in co-operative activities and exposure to positive role models. These external conditions lead, in turn, to the development of internal variables such as empathy, problem solving and self-esteem.

According to Stephen Glenn (1987) there are seven significant perceptions and skills that are necessary if children are to develop into healthy adults. The three perceptions are: I am capable; I am significant; I can influence what happens to me. The four skills are self-discipline, communication with others, responding to limits and judging relationships with wisdom. Stephen Glenn was one of the key advisors in developing the Quest programme. (See Appendix A for conceptual model for programme development)

The Quest programme is divided into eight modules. Each module takes approximately three months to complete. This translates into basically one module per term. The modules are sequential, each module building on the next.

The eight modules are as follows:

- \* Entering the Teen Years: The Challenge Ahead
- \* Building Self-Confidence Through Better Communication Skills
- \* Learning About Emotions: Developing Competence in Self-Assessment and Self-Discipline
- \* Friends: Improving Peer Relationships
- \* Strengthening Family Relationships
- \* Developing Critical-thinking Skills for Decision Making
- \* Setting Goals for Healthy Living
- \* Developing your Potential

The limited scope of this study will allow the writer to concentrate on one aspect of this programme, module two, Building Self-Confidence through Better Communication.

The modules are sequential and thus in order to evaluate module two, module one also needed to be evaluated.

Module one, Entering the Teen Years: The Challenge Ahead, helps to create a safe, supportive classroom environment. This first module also examines the special characteristics and concerns of early adolescence, focusing on aspects of physical, intellectual, social and emotional development. This module concentrates more on external factors as opposed to the next module. A measurement scale was developed to evaluate whether the goals of module one, specifically a supportive classroom environment, had been met. If not, module two is almost meaningless.

2.6 BUILDING SELF-CONFIDENCE THROUGH BETTER COMMUNICATION SKILLS  
- MODULE TWO

In view of the fact that module two is the main emphasis of this study, more details will be given in respect of this particular module.

The goals of this module are to:

- \* Build individual self-confidence by learning more about oneself and others.
- \* Learn and practise effective listening, responding and validation skills.
- \* Develop a sense of responsibility and co-operation within a group.

There are eight lessons within this module. Each lesson relates to one of the above goals.

This module uses the analogy of self-confidence being a three-legged stool. If one leg is damaged or broken the stool collapses.

The three legs of the stool are:

- \* Feeling skilful - being able to identify what you do well even if it is only a few things.

- \* Feeling appreciated - feeling loved, accepted, listened to, and supported by other people.
  
- \* Taking responsibility - being able to make healthy decisions, take responsibility for your actions, and be aware of their effects on others; feeling that you have something to say about what happens in your life; being active not passive.

(According to the Teachers' Manual, the concept of a "three-legged stool of self-confidence" is adapted from Jim Fay's "three legged table of self-esteem," in Discipline With Love and Logic.)

**Tasks for the students within this module include:**

- \* defining self-confidence.
- \* understanding the concept of "the three legged stool."
- \* identifying personal competencies.
- \* focusing on traits and successful experiences.
- \* developing a positive attitude about him-/herself.
- \* pointing out strengths in others.
- \* developing basic listening skills.
- \* being active in a group and accepting the outcome.
- \* giving, receiving and accepting positive feedback.

The method of instruction is participative learning. The basic premise is that one learns more through participation, active

involvement and self-discovery than by being lectured. Self-confidence cannot be taught; the task is to create an environment and provide experiences to enable the adolescent to learn it for him or herself. This method is basic to the life skills approach.

The goals of this unit, which are, increasing self-awareness, sensitivity to others, listening skills, the importance of receiving and giving of positive affirmations, accepting responsibility and working co-operatively within a group, fall comfortably within the definitions of self-respect, self-esteem, self-concept, self-regard and self-acceptance. The Quest Teachers' Manual describes self-confidence as, "feeling good about who and what you are." (PP II-9).

## 2.7 SELF-CONFIDENCE/SELF-ESTEEM

One of the difficulties of this particular study is the definition of words such as self-confidence, self-esteem and self-respect. Even more complex is their measurement.

A construct is a dimension of behaviour that must be inferred from the evidence at hand. The objectively defined variables for the constructs mentioned above, are very similar and seem to be different shades of the same thing. According to Wylie (1974:127) the terms, self-respect, self-esteem, self-concept, self-regard and self-acceptance are so intertwined and overlapping in the literature that the constructs must be discussed as a group. There are no clearly differentiated literary meanings and

correspondingly differentiated operational definitions.

According to the California Task Force to Promote Self-Esteem and Personal and Social Responsibility (White, 1991), self-esteem can be defined as appreciating my own worth and importance, and having the character to be accountable for myself and to act responsibly towards others. This is exactly what the Quest programme module two is attempting to develop. To put it in their words, self-confidence is, " Feeling good about who and what you are and accepting responsibility for your actions" (PP II-9). It is the opinion of the writer, given what has been documented above, that module two is concentrating on what the literature would more commonly call self-esteem.

The scale of measurement used in this research is a scale to measure self-esteem and this will be explained in the chapter on "Research Design and Methodology."

## 2.8 THE QUEST PROGRAMME IN SOUTH AFRICAN SCHOOLS

### 2.8.1 Schooling in South Africa

Schools in South Africa have been divided according to the former government's race classification - Black, White, Coloured and Indian. Funding for the schools has always been a mix between state funding and private funding but the funding of the state for White schools per pupil has always been considerably higher than for Coloured and Indian pupils and this has been higher than

for Black pupils.

This unequal status of education has caused major disruptions within the school settings. School pupils and teachers have been very involved in the democratic struggle. School boycotts were common strategies used during the apartheid era to bring pressure on the government for political change. Frequently the school curriculum is disrupted because of political issues. One of the major interventions of President Mandela is to normalise schooling and get children to attend school and complete their education. However, the disruptive scars of the past are still evident.

Kasiram (1994) analysed problems within South African schools and found that a variety of problems existed to a greater or lesser degree in both primary and secondary schools, suggesting the need for a multi-faceted approach. Underachievement, poor concentration, dropping out, truancy, ill health, dishonesty, depression, suicide, child abuse, aggressiveness and violence were reported. The researcher, informed by practice in the Cape Town area, has identified school drop-outs, teenage pregnancy, drug abuse at school, lack of discipline and general lack of interest in school work as major problems that secondary schools are currently facing.

The lack of employment in South Africa amongst skilled people is a further demotivating factor. Whilst it is a problem within all schools, schools that have been previously disadvantaged by the

political system in South Africa, that is Black, Coloured and Indian schools seem to have more problems than their White counterparts. This is just another manifestation of the evils of the apartheid era and the damage it has caused.

### 2.8.2 Implications for the Quest Programme

School attendance is erratic for many pupils. One cannot assume that if a pupil is not at school, that pupil is sick. Many pupils simply stay out of school because they have other things to do. This means that the pupils may miss a number of lessons including the Quest lessons.

The primary aim of the schools is to ensure that the curriculum subjects are completed before the exams. This means that non-curriculum subjects, such as the Quest programme are not a top priority, hence they get cancelled more frequently than other lessons.

The implications of the above are that many of the pupils participating in the Quest group do not complete every lesson and it is not always possible to complete one module per term. To start a module, have a holiday, and then complete it seriously retards the learning.

In the Quest programme evaluated for this study, a weekend camp had to be organised for the participants to complete module two. If not, they would have had to complete it at the beginning of

a new year after the December holidays. This certainly would not have been conducive to learning.

The above is the reality of the school setting. It is erratic and unpredictable and yet it is probably the most constant element in many of the children's lives.

### 2.8.3 The Quest Programme in the Western Cape

In October 1995, 30 more teachers will be trained to run the Quest programme. The Department of Education has given permission for this life skills programme to be implemented within the Western Cape. This will mean that in 1996, 15 more schools will introduce the programme to their schools. In principle it has been agreed that these schools will use the evaluation package designed by this research to evaluate modules one and module two.

### 2.9 ABRIDGED COMMUNITY PROFILE OF HOUT BAY

In evaluating a programme it is important to understand the environment in which the programme took place (Warren, 1965). A concise profile of the community in which this study took place is given, in order to contextualise the readers' understanding.

South Africa, our rainbow nation is a land of the very rich and the very poor, a land of beauty and opportunity for some and a land of misery and hardship for others.

Hout Bay is a microcosm of South Africa. It is situated in the Western Cape, in an area of approximately 12 square kilometres. For some people it is a fishing village and the means of their livelihood, for others it is an excellent property investment and a status symbol, for others it is a tourist attraction, and yet for others it is just a place where permission has been given to erect a shack and live there.

There are three main areas of Hout Bay. These are: "The Valley" which is traditionally the more affluent area; "Imizamo Yethu" which is an informal housing area with virtually no basic infrastructure; and "The Harbour" also known as Hangberg. Whilst each of these three areas is geographically defined, the geographic proximity ensures that all of the communities rub shoulders with one another. Unlike other areas in South Africa where there is a lack of knowledge of how other communities live, in Hout Bay each community is familiar with the way that "the others" live.

The harbour area, or Hangberg, is the specific environment of this study. The general profile of the harbour population is subeconomic, living in council flats, in overcrowded conditions. The employment is predominantly seasonal as many of the residents are dependent on the fishing industry for their livelihood. Other residents are domestic workers, employed by residents from the Valley area.

Drug abuse, alcoholism, teenage pregnancy and gangsterism are no strangers to this area. There are virtually no recreational activities for the children. This includes after school hours or during the school holidays.

Hout Bay Secondary School is situated in the harbour area. The school caters predominantly for the residents of the harbour. A few children from Imizamo Yethu attend this school but no children from the Valley are pupils at this school. There is an area of the harbour that is very affluent, known as "The Heights." Some of the children from The Heights attend the local high school but others go to Camps Bay High or Heathfield High.

It is quite clear from the above that people are very aware of which specific area of Hout Bay they come from. Whilst one hopes in the future that people will be seen as people, at present there is still a great consciousness of colour and economic status. This research does not look at the impact that these factors have on self-esteem, but one needs to recognise this as a reality. The participants in this study are disadvantaged pupils. Their mothers and fathers are working in the houses of the advantaged, or serving in the shops and restaurants frequented by the more affluent residents. This must have some effect on the way the parents perceive themselves and in turn the way the pupils perceive themselves.

According to Jaques et al (1995) economic hardship indirectly influences adolescent self-esteem. When parents are under stress,

a symptom of economic hardship, they are less likely to express love, warmth and support towards each other and also towards their children. The children are not being shown a positive role model in how to build and sustain relationships. This impacts negatively on their relationships with their parents and instead of drawing them in with love, interest and concern, parents unconsciously drive their children away.

Hout Bay Secondary School is at present the only school in the Western Cape running the Quest programme. The reason for this is that the local Lions club of Hout Bay was willing to fly the teacher facilitator to Johannesburg for training. For this reason, this school was selected as a pilot study. The other reason for selecting this school is that the researcher works in the harbour area as a community co-ordinator.

## CHAPTER 3

### 3 LITERATURE REVIEW

#### 3.1 INTRODUCTION

The literature review covers the following three areas:

- \* Self esteem, self-concept and self-confidence; what it is and how is it nurtured.
- \* Affective versus cognitive learning; what is the responsibility of the school?
- \* Evaluation; the different levels and their functions.

#### 3.2 SELF-CONCEPT/SELF-ESTEEM/SELF-CONFIDENCE

Various analytic schools see the development of self-esteem from different perspectives.

The psychoanalytic theory of development emphasises the importance of early events. The most significant aspects of later personality have been formed by the end of the first five years of life. The primary process is unconscious wherein reality and fantasy are indistinguishable. With the development of the ego the individual becomes more differentiated as a self. The development of the superego is reflected in an integrated set of

values, an ability to accept blows to the self-esteem, accept limitations without withdrawing into fantasy and develop a sense of pride in accomplishment. Where the ego and superego are not well developed and differentiated the individual will have a low self-esteem with all its concomitant behavioural manifestations - projection, splitting, lack of insight and, in serious cases, total withdrawal into fantasy.

The phenomenological school, with which both Rogers (1961) and Maslow (1954) are associated, talks of self-actualization. They believe that man is inherently good and that we all possess a drive to realize our real selves, to achieve self-actualization. Man seeks to fulfil and express his potentials and talents but is often thwarted by social forces of approval and rejection. These force him to deny aspects of himself and thus prevent the development of his real self. Denial of the real self is the cause of psychic pain. Therapy provides an opportunity for the individual to express himself more freely and to accept those aspects of feelings and thoughts that he has been trying to hide and avoid. When a person accepts himself more fully, he will achieve a more satisfying psychological integration and thus be congruent. A self-actualised person is free to admit to his experience the reality of his behaviour or experience without the need to deny or distort the experience. A person's self-image is his interpretation of events.

The Quest programme attempts to provide a safe environment in which adolescents can discover themselves and integrate these

positive aspects of themselves into their self-concepts.

As with the psychoanalysts, Rogers (1961) also highlight the importance of the family environment. Self-image begins with the parents giving the child an image of him or herself. This message is communicated at both a verbal and non-verbal level. The ideal environment is one in which a child feels accepted by his parents, even if they disapprove of particular aspects of his or her behaviour.

This aspect is important as the environment from which many of the adolescents of this study come from is not conducive to this form of congruent growth. Informed by practice, the researcher can state that there is a lack of parenting skills within this particular community, specifically around the issue of building a child's self-esteem. The children, and their parents also come from a political environment which has emphasised that they are an inferior race. They have been denied the opportunities to affirm and develop themselves.

Maslow (1954) sees the development of self-esteem as the fourth level of hierarchical needs. This implies that there are three basic requirements for building self-esteem. Children need to feel secure, know that they are appreciated and have a real sense of belonging to a group. The Quest programme attempts, in module one, to create these three pre-conditions for the further development of the adolescent. It is for this reason that these factors will be assessed prior to evaluating the students' self-

esteem so that, should there be no improvement to the subjects' self-esteem, this could not be one of the causative factors.

According to Burns (1979), a person's self-concept is the sum total of an individual's mental and physical characteristics and his or her evaluation of them. Your interpretation of the feedback that you get from other people, both verbal and non-verbal will develop your self-concept. Your self-concept is determined largely by what you believe "important others" such as, parents, teachers and friends, think of you. Self esteem is how children see themselves and their abilities. Self esteem is what the person feels about the discrepancy between what he or she perceives him or herself to be and what he or she would like to be. It is a matter of perception.

Canfield (1976) says that self-concept is composed of all the beliefs and attitudes one has about oneself. It actually determines who you are, what you think you are, what you do and what you can become.

There is prolific writing on self-esteem being the pivotal point between success and failure, the key that opens the door to a healthy, successful and satisfying future. All writers seem to be in total agreement that self-esteem is an absolutely essential ingredient for healthy development. There is a considerable body of research that also indicates a positive correlation between self-esteem and scholastic achievement. (Purkey, 1970; Burns, 1979; West Fish and Stevens, 1980)

Jack Canfield (1976), in his book "100 Ways to Improve Self-Esteem in the Classroom" likens self-esteem to a game of poker. The more poker chips one has, the more willing one will be to gamble, in other words to take risks. The more you have the more you will gamble because even if you loose them you will still have some left. People with few poker chips (low self-esteem) will be very conservative in their approach because they only have a few to loose before they are, so to speak, out of the game. They thus never expose themselves to risks and challenges thus denying themselves the opportunities for growth. The higher your self-esteem, the more likely you are to attempt things and believe that you will succeed. The more practice you get, at this form of risk taking, the more experienced and skilled you become. Experience enables one to have a realistic understanding of one's strengths and weaknesses, thus assisting one to understand the odds before one gets involved. This decreases the possibility of failure. In short, it is almost a vicious circle. The more you have, the more you get. If one has a low self-esteem one will be reluctant to take risks and be adventurous because of one's fear that the little self-esteem one has may be totally shattered.

The above has important implications for the Quest programme. Canfield (1976) and Rogers (1961) both stress that people with low self-esteem are more resilient to change, because change involves taking risks, something that people with low self-esteem are reluctant to do. New experiences, not consistent with one's self, are ignored or rejected. This is a protective quality and one never allows oneself to open up because "you could loose all

your poker chips in one exposure."

The implication of this is that the adolescents with the lowest self-esteem will be less likely to benefit from the Quest programme than those with a higher self-esteem.

According to the Quest programme, an aspect of self-esteem is being willing to take responsibility for one's own behaviour. The Quest programme refers to this as, "You're in the driver's seat." People with high self-esteem are able to make decisions and accept responsibility for the outcome. They are in control of their own lives. Whilst they cannot always choose the circumstances, they can always choose their response to these circumstances. On the other hand, people with low self-esteem are reluctant to make decisions and prefer to put the responsibility of the choice onto someone else. They thus go through life feeling that they have no control and that they are the victims of their circumstances.

### 3.3 THE SCHOOL AND AFFECTIVE LEARNING

In the previous chapter it was highlighted that schools, disadvantaged by the apartheid policies of the previous government, were instrumental in the democratic struggle to bring equity, justice and fairness to all South Africans. Released of that task schools should now be able to concentrate more on the actual goals and objectives of education. The school has a responsibility to assist a child to reach his potential, this

includes mental, emotional and physical development.

It has been mentioned above that the family is a crucial factor in the development of self-esteem. Ginott, (1969) agrees that parents possess the original key to their children's experiences, but the spare key is held by the teachers.

The school is an ideal setting for affective learning, especially life skills, because such education is not stigmatising, it is relevant for all and it is for all. (Le Croy and Rose, 1986)

Burns (1985) emphasises that education is not just about learning cognitive skills. It is also about helping children to learn about themselves, to be able to live peaceably with themselves and with others. Education should help children to develop into competent, mature, self-motivated adults. There needs to be a balance between cognitive and affective education. According to the principal of the Sentinel Primary School (the feeder school to the high school which is being researched) the students need three days of life skills (affective education) and two days of academic teaching (cognitive education). The reason for this is that the children come from severely deprived backgrounds. This includes emotional, physical, political and social deprivation. As mentioned previously, numerous research findings agree that there is a high correlation between self-esteem and scholastic achievement.

Marais and Bornman (1989) mention that pupils, at the inception of their secondary school career, experience, to a lesser or greater degree, adaptation problems. For some pupils it is just a slight adjustment problem but for others it is a traumatic experience that can lead to behaviour and learning problems.

Seidman et al (1994) found that self-esteem declined in youth from poor urban backgrounds when making the transition from junior to high school. He continues to say that the transition from junior to high school occurs during a time of rapid biological and interpersonal change. It is likely to be both challenging and disruptive to the self-system and to social relationships, placing youth who do not successfully negotiate this transition at increased risk for long term negative developmental outcomes.

Seidman et al (1994) challenge the writers who have only researched school transition in middle class areas and then generalised the findings to all classes. He contends that poor urban youth have a different experience of transition to middle class youth.

The result of the Seidman et al (1994) study suggested the need to minimise the disruption in early adolescents. This could be done by creating small groups for learning where stable, close mutually respectful relationships with adults and peers are considered fundamental to intellectual development and personal growth.

Sandler et al (1984) notes that it is not only the teachers that have a role to play in the building of self-esteem in the school setting but that supportive relationships and a sense of being accepted by others is a contributory factor in developing a feeling of self worth.

This is exactly what the Quest programme is doing. It is creating a group of adolescents, under the guidance of an adult, into a safe supportive environment for the purposes of personal growth.

To end this section the writer would like to quote Jeffrey Shrank, who so succinctly sums up what has been written:

*"By the time a child becomes a teenager and enters high school he is filled with myths, misconceptions, fears and doubts which schooling and parents have upon him....Some knowledge which a vast number of teens have learnt and which desperately needs to be unlearnt is; I am not important; my feelings cannot be trusted and should be controlled; I need permission to do things; adults usually know better; I am controlled by outside forces; I must hide my real self; learning is something others give to me; I must become what others want me to."*

#### 3.4 EVALUATION

According to Caro (1977), programme evaluation has two essential dimensions. It produces judgements regarding the degree to which

the desired outcomes have been achieved and, secondly, it leads to conclusions regarding the worth of the programme. There are four approaches to evaluation. These are accreditation, programme analysis, evaluation research and cost analysis.

The approach chosen for this particular study is evaluation research. This form of research assesses the effect of specific interventions. Cherno (1969) states that evaluative research is concerned with an ongoing problem in an organizational framework and involves the introduction and observation of planned change. This form of research has limited potential for generality but great potential for immediate utilisation. (Caro, 1977)

According to York (1982), the planning process consists of five phases. Problem identification, goal setting, programme development, implementation and evaluation. Evaluation, as one of the stages of planning, will be analysed more closely.

Briar (1973) suggests that the social work profession needs to increase substantially its efforts and resources devoted to evaluating and discovering more effective ways of performing its mission. He continues that social workers need to find more refined measuring instruments to trace the attitudinal, cognitive and behavioural movements that occur. Payers that are not users, have a right to know that their contributions are being used effectively.

Systematic evaluation necessitates a clear statement of objectives. Objectives are specific, measurable and time orientated. "A sound system of accountability goes beyond honesty and is based on results....When the outcome is not measurable, social workers are probably engaging in self-delusion." (Newman and Turem, 1974:14) It should be based on output and not process and input.

The Quest programme is presently financed by local Lions Clubs. These clubs organise numerous fund-raising activities to raise money for the projects that they are involved in. All work done is completely voluntary. The need to ensure that the money raised by them, from members of the public, is actually effecting a change in the behaviour of people is central to the issue of accountability. In order to be able to account for the above, one needs to evaluate.

Evaluative research is an objective judgement of worth. According to York (1982), the two major purposes of evaluation are to determine the extent to which objectives were achieved and to identify the reasons for the programme's successes and failures.

#### **3.4.1 Evaluation Fulfils the Following Functions:**

- \* provides information for decision making and planning future programmes
- \* measures progress in terms of objectives

- \* pinpoints particular activities or programmes that could be improved
- \* clarifies unclear goals and objectives

In a nutshell, evaluation checks if a plan is working well so that planners can make adjustments timeously. Providing timeous feed-back is a critical management skill because effective feedback can be motivational and encourages development (Gibson et al 1988:195).

Several classifications have been proposed by various planners for criteria for evaluation. Paul (1956) suggested three categories, assessment of effort, effect and process. Suchman (1967) also included into the above, adequacy of performance and efficiency.

York (1982:46) suggests the following criteria or levels of assessment:

- \* effort - analysis of the quantity of service provided or the amount of activity undertaken
- \* efficiency - the ratio of inputs to outputs, this normally translates into "how much are we getting for our money?"
- \* effectiveness - this aspect of evaluation is centred upon the accomplishment of the objective. The effectiveness is determined by what was accomplished.

- \* Impact - one assesses the changes in the incidence of social problems that could be associated with a particular variable.

This research is not evaluating impact but the Quest programme certainly claims to impact on other areas of a pupil's life. Drug addiction, scholastic performance and school drop-out rate are but three of the areas on which the programme attempts to impact.

- \* Quality - this focuses on the extent to which professional standards are employed in a programme.

This aspect will be briefly covered in the discussion re the adequacy of the training given to the teacher facilitators.

- \* Process - "The evaluation of process entails the determination of why a programme succeeded or failed and is essential for determining whether a programme should be replicated elsewhere." (York, 1982:46).

- \* Equity - Equity assesses whether the benefits were distributed equitably among the population.

The developmental model presently being implemented in South Africa is termed human scale development. The Reconstruction and Development programme of the South African government fits into the Human Scale Development model. Equity is an

important criteria for the distribution of funds.

This research looks at most of the above levels of evaluation. The main focus, however, is on the aspect of effectiveness.

Evaluation should be a planned, continuous activity. Evaluation methods need to be part and parcel of the planning process. The programme decision makers and practitioners should be involved. In this research the teacher facilitator agreed to the research and assisted the author greatly with the research. Without her help this research would not have been possible. This close working relationship between the two of us enabled us to combine pros and cons of internal versus external evaluation.

Programme accreditation, judgement by outsiders of a programme's quality, can at times fail to see the nuances of the programme. Internal evaluation is, at times, too subjective and an objective perspective cannot be achieved.

An interesting aspect of the evaluation process was the fact that one is evaluating adolescents. They are neither adult nor child. If evaluating children one would never rely on the verbal abilities of the child. One would use other methods of evaluation, for example games or observing their behaviour. Alternatively, with adults, one would frequently use verbal or written dialogue - interviews or questionnaires. What do we do with adolescents? In this research both methods were used. The researcher used questionnaires, group interviews and a game to

evaluate. There seems to be a dearth of literature covering different methods of evaluation specifically for adolescents.

Weber et al (1994) agrees that there are some special challenges to the interviewing of young adolescents. He recommends that the interviews should be tailored to the child's developmental level. He refers specifically to the language level. Parker (1984) believes the essential challenge in interviewing adolescents is the management of the relationship so that it facilitates but does not contaminate the collection of subjective data.

## CHAPTER 4

### 4 RESEARCH DESIGN AND METHODOLOGY

#### 4.1 RESEARCH OBJECTIVE

This study had three specific objectives, namely to:

- \* Evaluate module 1 of the Quest programme to ensure that students were ready for module 2.
- \* Evaluate whether module 2 improved the Quest participants' self-esteem and their understanding of building self-confidence.
- \* Devise a method whereby other teachers and the Lions Clubs would be able to conduct ongoing evaluation of module 1 and 2 of all the Quest programmes running in the various schools in South Africa.

#### 4.2 DESIGN OF STUDY

In searching for an appropriate design there are two continuums along which basic choices need to be made. The first is the continuum of exploratory, descriptive and experimental. The second continuum is qualitative versus quantitative designs. The purpose of the study is to determine the most appropriate method and design.

In order to achieve the research objectives mentioned above, a multifaceted approach was seen to be the most appropriate.

A quasi experimental design was one of the methods chosen to study the phenomenon under investigation. One variable was manipulated to establish a relationship between two variables. This method permits relatively unambiguous inferences concerning cause and effect and a degree of control over extraneous variables. The challenge was to use a valid measurement.

In terms of qualitative and quantitative data collection the choice is not as simple. Miles (1979) found qualitative data to be rich, full and holistic, lending itself to the production of serendipitous findings. Quantitative data answers simple descriptive questions that state the existence of empirical relationships between two variables (Grinnel, 1981). Fortunately one is not forced to make a choice between the two but the findings of one can substantiate and illuminate the findings of the other. They are tools that can be used together to increase validity. Both measures were used in this study. The major method, however, was a quantitative measure.

Questionnaires, psychometric testing, group discussions and a game were all methods used as part of the evaluation process. This approach benefited from the rich, deep and sometimes unexpected results that one gets from qualitative methods but balanced it with the more standardised approach of psychometric testing which is less open to misinterpretation.

### 4.3 SELECTION OF PARTICIPANTS

The Quest programme is designed for South African pupils in their first year of high school, that is Standard 6 pupils. The age of the pupils varies from approximately 12 to 15 years.

The population under study was Standard 6 pupils at the Sentinel High School in Hout Bay, Cape Town. The Quest programme can only accommodate 36 pupils per group. The method thus used to select these 36 pupils was a stratified random sampling technique.

There are three Standard 6 classes at the school and the pupils are allocated to these classes according to academic merit. Each class was used as one strata.

The alphabetical class lists were used and each pupil numbered. Pupils numbered 3,6,9 etcetera were allocated to the quasi experimental group (participants in the Quest programme) and pupils 2,5,8, etcetera were allocated to the comparative group (non-participants in the Quest programme) There were 12 pupils from each class in the quasi experimental group and 12 in the comparative group. This translates into 36 pupils per group i.e. a total population of 72 pupils.

In view of the fact that all the participants were Afrikaans, all questionnaires and interviews were conducted in that language.

4.4 TIME SCALE FOR QUEST PROGRAMME

Figure 4.1 graphically displays the time sequence followed.

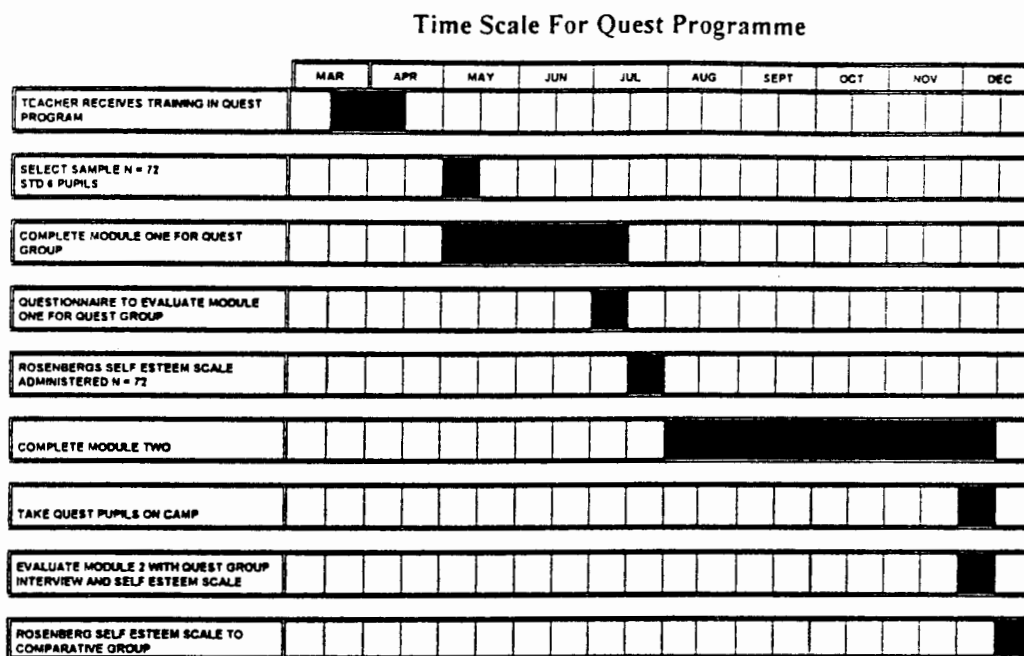


Figure 4.1

4.5 CHRONOLOGICAL PROCESS FOLLOWED FOR QUEST PROGRAMME

March 1994 - Teacher facilitator receives training to equip her to run Quest programme at school

May 1994 - Selection of 36 Standard 6 Quest participants by means of stratified random sampling for Quasi Experimental Group. Selection of 36 Standard 6 pupils by means of stratified random sampling for comparative group i.e. 72 pupils.

- June 1994 - Complete module one of Quest programme with quasi experimental group.
- July 1994 - Questionnaire administered to quasi experimental group only (Quest participants) evaluating module one of Quest programme.
- July 1994 - Rosenberg's Self-Esteem Scale administered to total population (N=72), quasi experimental group and comparative group. (pre-test)
- August 1994 - Complete module two of Quest programme with quasi experimental group. (It was not possible to complete module two during the school time. A weekend camp was thus organised for the participants so that the module could be completed.)
- December 1994 - Evaluation of module two for quasi experimental group took place at the weekend camp, including Rosenberg's Self-Esteem scale (post-test for quasi experimental group).
- December 1994 - Administered Rosenberg's Self-Esteem Scale to comparative group - post-test.

#### 4.6 EVALUATION OF MODULE 1: ENTERING THE TEEN YEARS, THE CHALLENGE AHEAD.

The aim of module one was twofold. Firstly, to create a safe supportive environment for the participants of the Quest programme and secondly to teach them about the social, physical, intellectual and emotional changes that take place during the adolescent years.

Module one needed to be evaluated to ascertain whether its objectives had been achieved in order to ensure that the proper groundwork was laid for module two. As mentioned previously, the modules are sequential.

In consultation with the teacher facilitator a questionnaire was designed (See Appendix B) to ascertain from the pupils the degree to which they felt that the group had bonded, the degree to which they felt that a supportive learning environment had been created and also their understanding of adolescence.

The teacher facilitator administered the questionnaire to the pupils participating in the Quest programme (N=36 quasi experimental group).

The researcher coded and categorised the responses to the questionnaire and scored them accordingly.

#### 4.7 EVALUATION OF MODULE 2: BUILDING SELF-CONFIDENCE THROUGH BETTER COMMUNICATION SKILLS

The aim of module two was to help the Quest participants to define and understand self-confidence, identify personal competencies, develop a positive attitude towards themselves, develop listening skills, accept and give positive feedback and lastly accept responsibility for their actions.

Two methods of evaluation were used for this module, namely a quasi experimental design, which yielded quantitative data and a case study, which yielded qualitative data.

##### 4.7.1 Method 1: The Quasi Experimental Design

In brief there were two groups for this study. A quasi experimental group that participated in the Quest programme and a comparative group that did not participate in the Quest programme. The size of each group was 36, giving a total population of 72.

Rosenberg's self-esteem scale (See Appendix C) was administered simultaneously to both of these groups. The first testing was just prior to the commencement of module two of the Quest programme. The post-testing for the quasi experimental group was conducted immediately after the completion of module two. The post-testing for the comparative group was conducted two weeks later at the school. The reason for this time difference was

because of practical problems. The quasi experimental group was on a weekend camp in order to complete module two. The researcher was concerned that if the evaluation was not done whilst the pupils were on the camp there might not be another suitable opportunity when all the participants would be present.

The independent variable was module two of the Quest Programme. The dependent variable was self-esteem. Rosenberg's Self-Esteem Scale was the measuring tool.

The researcher personally administered this scale to both the quasi experimental group and the comparative group. Pupils completed the questionnaire in a classroom setting, during school time. No pupil was forced to complete the questionnaire. Pupils were not aware of the fact that the research was in any way linked to the Quest programme. This approach would minimise the demand bias (respondents guess the purpose of the research and this influences their responses) thus giving a more accurate result.

Participants were requested to put their names on the questionnaire. Sidman (1960) reports that grouping of data from a number of subjects by using a group means can sometimes give a misleading picture of individual responses to the manipulation of the independent variable. An emphasis on the individual subject will reveal individual behaviour changes. This can also benefit in assessing why the manipulation was not effective for particular subjects. In the light of what was previously

discussed about the fact that the literature seems to indicate that the lower one's self-esteem, the more resilient it is to change, individual differences are important. It is for this reason that respondents were requested to write their names on the questionnaires so that the pre and post-test could be matched on an individual basis.

The research tool used was Rosenberg's Self-Esteem Scale (1965). (See Appendix C.) The translation of this scale into Afrikaans was checked by a language bureau for accuracy. This scale is a self-administered pencil and paper scale. The scale consists of ten items answered on a four point scale from "strongly agree" to "strongly disagree". The scale measures the self-acceptance aspect of self-esteem. It ascertains whether the individual has a favourable or unfavourable opinion of him-/herself.

The reproducibility of this scale is 92% and its scaleability is 72%, these coefficients are satisfactory in terms of the criteria established by Guttman and Menzel. (Rosenberg, M. 1965:16)

There are certain practical considerations that make this scale absolutely ideal for this type of research, namely:

- \* The scale is very easily administered. It requires respondents to tick 10 items.
  
- \* The scale takes less than 5 minutes to complete.

- \* The scale enables one to rank people along a single continuum ranging from those who had very high self-esteem to those who had very low self-esteem. Each item can also be scored individually. One thus gets a micro and macro view of the subjects.

### Reliability

Does the instrument yield consistent results ? Silber and Tippett (1965) found a test-retest correlation over two weeks of .85 for Rosenberg's Self-Esteem Scale.

### Validity

Is the instrument an appropriate one to measure what you want to know?

Rosenberg's Self-Esteem Scale is a psychometric test and was one of the tools used for measurement in this study. In-depth group interviews were also conducted as part of the evaluation process. If the results of psychometric testing and the group interviews concur, the researcher is of the opinion that the measurements used are valid.

The fact that the Rosenberg Self-Esteem Scale concentrates more on the self-acceptance aspect of self-esteem is a definite plus in terms of the Quest programme. Module two aims at encouraging pupils to accept themselves as they are and to be proud and happy

of exactly who they are. (See Appendix D for further information on convergent, discriminant and predictive validity.)

The disadvantage of the scale is the issue of construct validity. Is the scale really measuring the concept we assume it is? Does the scale have content validity? A construct cannot be measured directly, it is not observable.

According to Kerlinger (1973) content validation is a judgemental process. Content validation is more difficult when one is trying to measure constructs such as self-esteem or self-confidence because the trait does not exist as an isolated, observable dimension of behaviour. It cannot be seen, felt or heard and it cannot be measured directly. Its existence must be inferred by the evidence at hand.

Operalization of the central variables.

*"An operational definition assigns meaning to a construct or a variable by specifying the activities or operations necessary to measure it." (Kerlinger, 1973:31)*

The central variable is self-confidence/self-esteem. The Quest programme assigns the following meaning to self-confidence:

- \* feeling skilful- being able to identify what you do well even if only a few things.

- \* feeling appreciated - feeling loved, accepted and listened to.
  
- \* taking responsibility - being able to make healthy decisions and take responsibility for one's action.

#### 4.7.2 Method 2: Group Discussion and Playing a Game.

In addition to the data collection procedures outlined above, two other procedures were also used. These procedures were only for the quasi experimental group, that is the Quest participants. In view of the nature of this aspect of the evaluation process it was not necessary to have a comparative group. This evaluation took place on the last day of the weekend camp.

At the beginning of the camp the participants were equally divided into three groups so that camp duties could be allocated to each group. On the last day of the camp the researcher conducted group discussions with each of these groups. The purpose of the group discussion was to find out from the participants themselves, their experience of the Quest programme and what benefits they had gained from it.

The second method used by the researcher was playing a game with the participants. As part of the game they had to tell the rest of the group, "What is the most important thing that I have learnt from the Quest programme." The responses of the participants were recorded by the researcher. The motivation

behind this method was the fact that the participants are adolescents and tend to be shy and embarrassed when asked questions. However in the context of a game, which is fun and relaxing, participants would feel less inhibited. This certainly proved to be true as participants were more relaxed about sharing information in this way.

This qualitative data yields much richer and deeper results but is obviously more open to the misinterpretation and subjectivity of the researcher. In order to minimise the effects of subjectivity the following modus operandi was followed: the researcher conducted the group discussion, the teacher facilitator was present as well as one of the group leaders from the camp. This group leader took process notes during the group meeting. After each session the three of us discussed the results to minimise misperceptions and misinterpretations.

A general summary of the in-depth interviews will be compiled. A list detailing students' responses and frequency will be given in answer to the question during the game, "What do you feel is the most important thing that you have learnt from the Quest programme?"

#### 4.8 LIMITATIONS OF THE DESIGN

A multi-method approach was adopted using a quasi experimental group and a comparative group. However, one is doing research in the real world. Pupils do not always come to school, this

particular programme is not a top priority when there is a choice between examinations and the Quest programme. Totally unforeseen circumstances occur. These issues certainly weaken the strength of the design. We are working in the world and the world is not going to stand still for us. We need to work within these limitations, conduct research and just accept that research is not truly perfect.

Babbie (1992) agrees that evaluative research has special logistical problems. In real life it is impossible at times to achieve equivalent groups. The key, according to Babbie (1992), is comparability. This is what distinguishes experimental from quasi experimental.

#### 4.8.1 Internal and External Validity

##### Experimental Mortality

The Quest programme started with 36 participating pupils. 17 of the pupils dropped out of the programme for the following reasons: they dropped out of school; did not want to continue with the programme; were not able to or did not want to go on the camp. This left the size of the group at 19. Three of these participants did not complete the pre-test. This made the eventual size of the quasi experimental group 16 in total.

Participants' questionnaires were not anonymous and thus the post-testing results of Rosenberg's Self-Esteem scale could be

matched exactly, that is a pupil's pretest could be matched with his post-test.

Despite the above, the issue of experimental mortality is a major factor in evaluating the effectiveness of the programme. As Babbie (1992) mentions, evaluative research is fraught with logistical problems such as these. However one needs to work with what one has and not discard it because of imperfections. This study has done exactly that.

#### Post-Testing Standardised Conditions

In view of the difficulties the researcher experienced with experimental mortality, the researcher decided to do the post-testing of the quasi experimental group on the camp. The post-testing of the comparative group was in the classroom setting. The two conditions were thus not identical.

#### Difficulties in understanding the Rosenberg's Self-Esteem Scale

Three of the participants indicated, in the pre testing, that they had difficulty in understanding question six of the Rosenberg's self-esteem scale: "I take a positive attitude towards myself". It is not known how many other pupils also did not quite understand this question but completed it at any rate.

#### 4.9 CONCLUSION

The primary purpose of this research was to evaluate the effectiveness of module one and two of the Quest programme. A second purpose was to devise a way in which it could be evaluated in the future. There were problems within the quasi experimental design, especially experimental mortality. This was a pilot project and future evaluations will have to take cognisance of these issues.

Research is not perfect, evaluative research especially has its inherent problems, but it is the researcher's belief that the results yielded are accurate.

## CHAPTER 5

### 5 PRESENTATION AND DISCUSSION OF FINDINGS

#### 5.1 INTRODUCTION

This chapter is divided into two sections. Section 1 discusses the findings of the instrument which evaluated whether module 1 of the Quest programme established a safe supportive environment for the Quest participants and secondly whether they increased their understanding of adolescence.

Section two of the chapter is concerned with module 2 of the Quest programme which concentrated on building self-confidence/self-esteem. This section discusses the findings of the Rosenberg's Self-Esteem Scale, the semi structured group interviews and the results of the game played which was part of the evaluation process.

#### 5.2 MODULE 1: ENTERING THE TEEN YEARS, THE CHALLENGE AHEAD

This part of the research evaluated the effectiveness of module. According to York (1973) effectiveness relates to whether the programme objectives were achieved. There were three main areas/objectives to be assessed, namely:

\* Did module one create a safe supportive learning

environment, that is do the pupils feel accepted by one another?

- \* Do the pupils have an understanding of what normal changes will occur during adolescence?
  
- \* Do the pupils have an understanding of the destructive effects of negative criticism or, as the programme calls it, "killer statements"?

The Quest programme is sequential, module two building on module one. It was thus essential that the students properly obtained the objectives as set out for module one so that module two would not be adversely effected.

The method used for this evaluation was a questionnaire designed by the researcher and the teacher facilitator. (See Appendix B.) The pupils answered the questionnaire as part of the Quest programme. Thirty one pupils completed this questionnaire. Five pupils did not complete the questionnaire as they were not present in the programme that day. The questionnaire was coded and classified by the researcher.

This questionnaire was completed by the quasi experimental group (Quest participants) only.

The first section of the questionnaire assessed the learning environment. The following areas were covered: "Do you know the

names of all the others students in the group?" "What are the ground rules in the group, who decided upon them and how do you feel about them?" (These questions have been condensed, See Appendix B for complete questionnaire.)

All of the students knew everyone's name in the group. All of the students could identify some of the ground rules that the group had adopted. Every respondent identified that they themselves had made up the rules. Three students were not happy with the rules, while all the other students were very positive about them. Comments such as, "It is a good idea for the group", "I feel it is right" and "It helps the group", were very common responses to their feelings about the ground rules.

These above comments show that the participants have an understanding of the positive side of rules. It is a very healthy sign that participants do not see restrictions as negative but as something that can help the group to achieve its goals.

The next section of the questionnaire dealt with how the participants felt about sharing in the group, that is was it comfortable and safe? Questions asked were: "Have you shared anything personal about yourself with the group?"; "Were you comfortable sharing it?"; "Was your contribution accepted?"

Six of the respondents felt that they had not shared anything personal with the group. The balance (25 pupils) had shared something personal. Pupils felt that their contribution to the

group was appreciated and that their ideas were accepted. Others felt that there was good co-operation in the group and that nobody laughed at them. No pupil that had shared personal information felt that the group was judgemental or did not accept their contribution.

The third section addressed the issue of negative criticism or as the Quest programme terms it, killer statements.

The pupils were asked: "Why is negative criticism discouraged?" This is a crucial question as it lays the basis for self-esteem. If you are very negative towards yourself, you will be negative towards other people as well. Being able to appreciate the positive qualities in other people and yourself is an essential aspect of an integrated personality.

The responses given were as follows: (Certain pupils gave more than one response and thus the total will not add up to thirty one. Thirty pupils responded to this question.)

You hurt another person's feelings/make one feel bad	-	16
You must not laugh or make fun of one another	-	7
You do not put another person down	-	6
You must be happy and not sad	-	3
Respect other people's feelings	-	1
We are not all the same and we do not feel the same about certain matters	-	1
Do not feel unfriendly in the class	-	1

The majority of students seem to grasp the concept of building another person up, not breaking them down. It is difficult to understand what some of the students were meaning by their responses, for example, "do not feel unfriendly in the class".

The last area of evaluation was the normal changes that take place during adolescence. Questions covered in this section related to whether participants believed they experienced the same developmental problems as their peers, what do they understand by the term "adolescence" and what changes occur during adolescence?

Eighteen pupils felt that their classmates experienced similar growing up problems as themselves. This is a healthy sign that children consider themselves to be normal, that is they view themselves as the same as everyone else. Three participants felt that some of their classmates experienced the same growing problems, but not all of them. Seven pupils believed that their developmental problems were different to those of their peers. Two respondents were not sure or did not know.

Pupils were asked what they understood by the term, "adolescent" and what important changes happen during this time. Listed below are some of the comments:

- \* friendships change
- \* you start going out with the opposite sex
- \* mood swings

- \* get cross quickly
- \* girls begin menstruating
- \* not yet big but also not a child
- \* body develops
- \* get hairs where you never had them before
- \* giggling
- \* no more children's thoughts
- \* happens at age 12 to 18
- \* things change very fast

Respondents easily identified the physical changes that will take place but only three respondents mentioned the emotional changes that take place during this time. No child mentioned the social changes. The response, "no more children's thoughts," relates to the intellectual changes but does not really specify what the changes are exactly.

The quest manual divides the changes into four areas: physical, intellectual, social and emotional. Under the section of social development they include identifying a set of values and beliefs as a guide to behaviour, standing up for what you believe is right and saying "NO" to pressures and influences that might lead you to do something wrong or harmful to yourself or to others.

Under the section of intellectual changes pupils are taught that in adolescence one changes from concrete to abstract thinking. This change enables one to think more analytically about things and solve problems in the abstract. One also develops the ability

to remember much more than what one could as a child.

None of these issues were identified by the pupils.

#### 5.2.1 Conclusion of Module One Findings

Did module one create a safe supportive learning environment, do the pupils feel accepted by one another?

Based on the above results, a safe supportive learning environment was created.

Do the pupils have an understanding of what normal changes will occur during adolescence?

Pupils have an understanding of certain aspects, definitely the physical aspects and, to a certain extent, the emotional aspects. Students tended to lack an understanding of the intellectual aspects and social aspects. The one social aspect that was readily identified was forming of new relationships with the opposite sex. No student identified peer pressure as a phenomenon of adolescence. No-one mentioned the need to identify for oneself a set of values and beliefs to guide one's behaviour. These points are covered in module one of the programme. They are essential ingredients to healthy adolescent development.

Do the pupils have an understanding of the destructive effects of negative criticism or, as the programme calls it, "killer

statements."?

Yes, almost without exception pupils understood that killer statements hurt other people's feelings and are not acceptable.

In summary, it can be concluded that module one of the Quest programme did achieve its objectives. Pupils do feel comfortable and safe in the group. Pupils do understand the changes that will take place during adolescence but this objective was only partially achieved as pupils did not seem very familiar with the social and intellectual changes that will take place.

### 5.3 MODULE 2: BUILDING SELF-CONFIDENCE THROUGH BETTER COMMUNICATION.

Qualitative and quantitative methods were used to evaluate module two of the Quest programme.

The quantitative method used a quasi experimental design with the scale of measurement being Rosenberg's Self-Esteem Scale. For this part of the study there was a quasi experimental group and a comparative group. Rosenberg's Self-Esteem Scale was administered prior to the commencement of module two and at the end of module two. Only the quasi experimental group were involved in the Quest programme.

The qualitative method used in-depth group interviews plus a structured game. Only the quest participants (quasi experimental group) were subjected to the qualitative method.

### 5.3.1 Quantitative Method: Rosenberg's Self-Esteem Scale

The graphs shown below compare the pre- and post-tests of the quasi experimental group and the comparative group. The numbers 0 - 16 are the number of low self-esteem responses. The numbers 1 - 10 are the 10 statements on Rosenberg's Self-Esteem Scale.

These statements are as follows:

1. I feel that I am a person of worth, at least on an equal basis with others.
2. I feel that I have a number of good qualities.
3. All in all, I am inclined to feel that I am a failure.
4. I am able to do things as well as most other people.
5. I feel I do not have much to be proud of.
6. I take a positive attitude toward myself.
7. On the whole I am satisfied with myself.
8. I wish I could have more respect for myself.
9. I certainly feel useless at times.
10. At times I think I am no good at all.

Pupils had to indicate whether they strongly agreed, agreed, disagreed or strongly disagreed with the statements. In the scoring no differentiation was made between agreed and strongly

agreed and between disagreed and strongly disagreed. Each statement scored either a low self-esteem response or a high self-esteem response.

Figure 5.1 indicates the pre and post-test results, low self-esteem scores, of the quasi experimental group, that is the Quest participants. In all but one statement (statement 1), there were fewer self-esteem responses in the post-test than in the pre-test.

It must also be noted that pupils' scores for statement 8, 9 and 10 revealed very low self-esteem. Statement 8, "I wish I could have more respect for myself", reveals that in the pre-test quasi experimental group, fifteen out of the sixteen pupils agreed with this statement. In the post-test 13 of the quasi experimental group, agreed with this statement.

Figure 5.2 two indicates the pre- and post-testing of the comparative group.

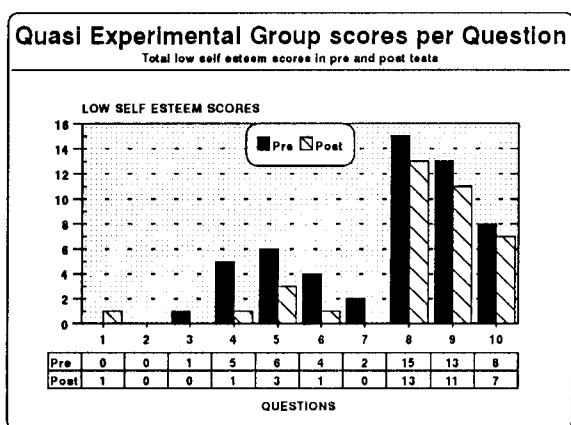


figure 5.1

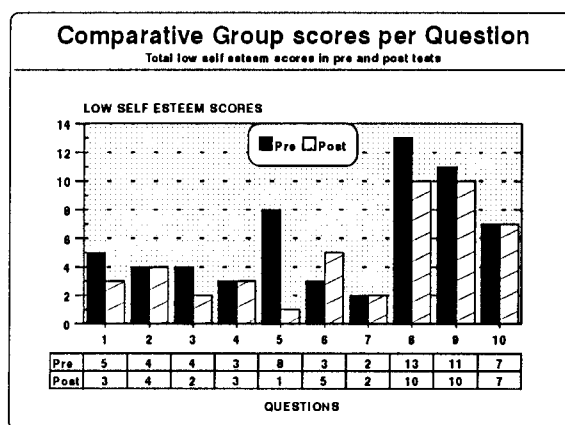


figure 5.2

### Discussion of findings

Statistical analysis (See Appendix E for ANNOVA Single Factor) reveals with a 95% probability that the quasi experimental group and the comparative group came from the same population. This did not change despite the administration of the independent variable, the Quest programme.

The mean average between the pre- and post-tests in both groups was lower in the post-test than in the pre-test. (Quasi experimental group pre-test mean 5.4 and post-test mean 3.7. Comparative group pre-test mean 6 and post-test mean 4.7.) The mean average in the post-test experimental group (3.7) was lower than that for the comparative group (4.7), that is to say that there were fewer low self-esteem responses in the post quasi experimental group than in the post comparative group.

Figure 5.3 indicates the overall individual pre- and post-test scores of each pupil in the quasi experimental group. The numbers 0 - 10 reveals the number of low self-esteem responses. The numbers 1 - 16 are the pupils in this group. Three pupils (numbers 4, 11 and 12) scored higher in the post-test than in the pre test, that is, their low self-esteem scores had increased assumedly, indicating a lower self-esteem. The balance of 12 pupils all maintained or decreased their low self-esteem score indicating an improvement in their self-esteem. Pupils (1, 2 and

13) decreased their scores by 3, 6 and 3 respectively, indicating quite a shift between the pre- and the post-testing.

Figure 5.4 indicates the overall individual scores for the pre and post comparative group. Three pupils in this group (12, 13 and 16) scored higher in the post-test than in the pre-test, that is their low self-esteem scores increased. The balance of twelve pupils decreased their low self-esteem score or maintained the same score.

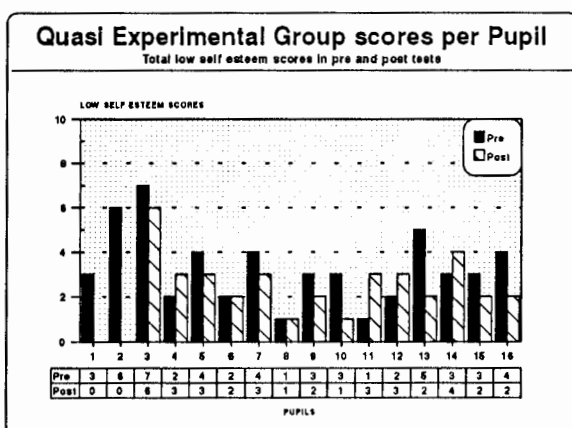


figure 5.3

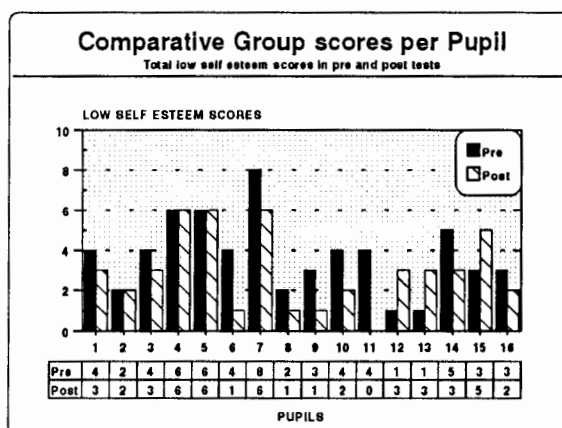


figure 5.4

Low Self-Esteem Responses In Each Respective Group.

Quasi experimental group

Pre-test low self-esteem responses            52    (no response 4)  
 Post-test low self-esteem responses           37    (no response 1)

Comparative group

Pre-test	low self-esteem responses	60	(no response nil)
Post-test	low self-esteem responses	47	(no response nil)

The quasi experimental group had less low self-esteem responses in the pre-test. They also had less low self-esteem responses in the post-test.

On average there were fewer low self-esteem responses in the post-testing. This however was true for the quasi experimental group and the comparative group. A single factor analysis of variance indicates that there is no statistically significant difference between the quasi experimental group and the comparative group. This indicates that statistically the administration of the independent variable had no significant effect.

*It is to be noted that for the purpose of making this a comprehensive study a detailed statistical analysis of the results is contained in Appendix E. The researcher does not claim to be a statistician and has not expanded fully on this aspect. Appendix E is enclosed for those readers with more extensive knowledge in this field.*

### 5.3.2 Qualitative Method: Group Interviews with Quest Participants.

The course content for module two was completed on a weekend camp. The evaluation of this module took place at the camp. The researcher participated in the camp activities so she was no stranger to the group.

Only the quasi experimental group was involved in this part of the evaluation. The semi structured group interviews took place at the end of the camp. The children had been divided into three groups: two groups of six children and one of seven children. throughout the camp. Each group was individually interviewed.

Each of the three sessions commenced with the researcher explaining to the group that Hout Bay Secondary School was the first school in the Western Cape to have the Quest programme. As with all things, one needs to find out both the good and the bad aspects of the programme so that mistakes made are not repeated. One of the ways to find this out is to ask the participants themselves because they have experienced the programme firsthand. It was further mentioned that the researcher would like to find out about certain things relating to the Quest programme to make sure that we are actually reaching our goal.

The teacher facilitator and the researcher discussed who would be the best facilitator for these three groups, the researcher or the teacher. It was agreed that although the children may be

less spontaneous with the researcher, their information would be more accurate because there was no need to "please" the researcher.

The researcher thus conducted the three group interviews with the teacher facilitator listening and playing a very minor role in co-facilitating. She, at times, would rephrase a question so that the participants understood properly.

The interviews were conducted in Afrikaans, the home language of the participants, but not of the researcher. A third person, who had been a leader on the camp, was also sitting in on the group. He was quietly taking notes of what the children said.

#### General impressions

The group members were responsive, but one certainly had to draw the information out of them. One did not get the impression that there was any form of group think taking place and participants individually expressed their thoughts and feelings. All three groups presented very similar ideas and comments.

#### Process

The purpose of these group interviews was to gain a greater in-depth understanding of what the Quest programme has meant to the participants. An open ended questionnaire technique was used. There were certain issues that the researcher wanted to identify.

These were the following:

- \* If given a choice would the participants choose to participate in the Quest Life skills for Adolescence programme? The researcher was interested in their reasons for their choice.
  
- \* If participants had to compare themselves to their classmates, who had not participated in the programme, would there be a difference between the two? If yes what is the difference?
  
- \* Should this programme be introduced to other schools?
  
- \* Was this the first time that the participants had heard about the things that they learnt about on the programme? If they have heard of or learnt them before, where did they learn it?

Two of the most important aspects of module two is the issue of self-confidence and how one actually gains self-confidence. The second aspect is accepting responsibility for one's life, for as the programme puts it, "you are in the driving seat." Two case studies were given to the children to see from their responses the extent to which they had actually grasped the concept.

### Case Study 1

During the holidays you meet another boy or girl, of the same age as you and also going into Standard 7 next year. This person commends you for your self-confidence and asks you what your secret is. How can he or she also become more self-confident. What could you share with that person that would enable them to gain more self-confidence?

### Case Study 2

I was interviewing a school pupil the other day. She was about 13 or 14 years old. She had a big problem because she was sure she was going to fail her exams because her parents were always fighting and this made it impossible for her to study. In addition, the teachers were not interested in helping her.

Who is responsible for her problem?

What would you suggest she does about the problem?

The above are the basic issues that were covered. It was not done in any specific order, it just depended on which way the group discussion moved.

### Findings

All participants, without exception, would choose to participate in the programme. (It must be remembered that initially

participants were randomly selected and they were not really given a choice.) The major reason for their wanting to participate was that they had, as they put it, "learnt a lot." It was interesting to note that participants did not mention that they had lots of fun on the programme but that their main reason was that they had learnt a lot. This shows a good understanding of what the programme is about. You have fun while you learn but the programme is not just about having fun.

Participants felt that there was a difference between themselves and their classmates because of the Quest programme. Once again the main difference was that they had learnt things that the others had not. One of the groups emphasised the fact that they were a team now because of the programme and the others were not. This highlights that a certain amount of camaradie had developed and friendships formed. (If one thinks of starting in Standard 6 amongst, perhaps, many new faces and people this programme could assist in helping children to form friendships. Perhaps pupils that have difficulty with social interaction could be selected for this programme in order to assist them to make friends.)

No participant, in any of the three groups, indicated that there were no differences between themselves and their other classmates who had participated.

Some of the participants found it difficult to identify exactly what the difference was apart from, "ons is 'n span"; "ons het

baie dinge geleer".(We are a team; we have learnt a lot.) When asked more specifically about what they had learnt and what they had learnt about friendships, participants found this more difficult to identify. The main thing they could say was that they had learnt about self-confidence, eye contact and taking responsibility. Participants could identify the word but not really give an explanation of exactly what it meant.

In case study one, about self-confidence, the participants had great difficulty in identifying the various elements that are involved in self-confidence. Some of the responses were: "you must show someone the right way"; "self respect"; "positive and clean thoughts"; "appreciation of things". One could see from the responses that none of the children would be able to explain to someone else how they could improve their self-confidence.

The above responses were from a minority of children and only two participants identified the whole aspect of one's thought process. No-one clearly said that one must identify and acknowledge one's positive attributes and believe in oneself.

In discussion with the teacher afterwards it was agreed that it would seem as though pupils had not really digested this aspect. However, participants were aware of the importance of self-confidence. This is at least, the first step in the right direction.

In terms of the second case study (who is responsible for the pupil's problem?) all participants quickly replied that the parents were responsible. When the researcher reminded the participants about the lesson on, "you're in the drivers seat" they then saw that the pupil had a responsibility, but it was not spontaneous.

When asked how they would suggest that the pupil deals with the problem the groups were far more confident. All three groups believed that the pupil should go and discuss the situation with the parents. Issues that would be important during the discussion would be to maintain eye contact and to listen to what the parents had to say. This response was very positive as it showed that some of the information from the Quest programme had been internalised.

Only four of the participants, from all three groups, had ever heard of the things that the Quest programme was teaching them before. One had heard it at Sunday School, another one from her parents and two pupils were involved in a programme in junior school where they had heard about these types of things before. This means that out of the whole sample of nineteen, only one participant has heard this message from his or her parents. As this sample was not truly random it is not possible to generalise this statistic to the general population of standard 6 pupils at the Hout Bay Secondary School. However, if only one in nineteen pupils' parents had told their children about these types of things one can surmise that the overwhelming majority of standard

6 pupils' parents are not informing their children on these matters.

When evaluating the Quest programme this factor must be taken into consideration, these are first time learners, this is not revision, this is brand new information. In terms of this fact one must be realistic about what one can, in fact, achieve.

### General Impression

The pupils are on the road but they are definitely not there yet. It is the opinion of the researcher that none of the participants has properly integrated what he or she had learnt about the three-legged stool of self-confidence: feeling skilful; being appreciated; taking responsibility.

#### 5.3.3 Qualitative Method Structured Game

A second qualitative means was used to evaluate the significance of the programme to each individual. Participants had to take their workbooks and look through the two modules. They then had to choose what was the most important thing that they had learnt. Once they had made their choices we played a certain game and as part of the game participants had to mention what their choice was. The responses were as follows:

Self confidence	3
How to listen	3

Being responsible	2
Changes in oneself during adolescence	3
The three legged stool	1
To believe in yourself	2
To appreciate yourself	2
Get to know yourself and others	2
Think about other people's feelings	1
<b>TOTAL</b>	<b>19</b>

It was interesting to see that participants found this form of sharing much easier than the group discussions. If one looks at what an adolescent is, half child, half adult, and one realises that the way children communicate is through play more than through language, this finding is not surprising. This is an area that could have implications for further study. Is verbal communication the most effective means of evaluating programmes with adolescents?

Weber (1994) agrees that there are special challenges in interviewing early adolescents. Lack of power over their lives, issues of privacy as well as question construction all pose special problems. Parker (1984) believes the essential challenge is the management of the relationship so that it facilitates but does not contaminate the collection of subjective data.

#### 5.4 COMBINING THE FINDINGS OF BOTH METHODS

The two methods used complement one another. The findings from

both methods were consistent with one another. Participants, over the three month period, had gained from the programme, their self-confidence had improved but not remarkably so.

These findings are consistent with the literature which stresses that self-confidence/self-esteem is a relatively stable construct. Harke et al (1990) reported that cross cultural and longitudinal studies on self-concept that started in the 1950s and 1960s reported surprisingly consistent results. With the exception of the investigation by Simmons et al (1973), whose results could not be replicated (Protinsky and Farrier, 1980:49) they confirm the assumption that the development of self-concept is by and large a stable and continuous process. This process can show a continuous increase or decrease.

Offer (1975) conducted research in the 1960s with 20,000 adolescents, a proportion of whom were followed up over a period of ten years. This research confirmed the above; self-descriptions did not change remarkably over time.

Seidman (1994) found that self-esteem declined in adolescents from lower socio economic backgrounds or, as he puts it, "poor urban youth" but not amongst middle class children. He criticises other studies that have predominantly concentrated on the middle class.

It must be remembered that these studies above do not introduce a dependant variable, that is, a programme to enhance one's self-confidences/self-esteem. This is what this study is doing.

## CHAPTER 6

### 6 CONCLUSIONS AND RECOMMENDATIONS

#### 6.1 INTRODUCTION

*"No single programme, no matter how good, can overcome the need for decent housing, jobs that provide a living wage, safe neighbourhoods and positive role models." (Zigler, 1994:38)*

The abridged community profile in chapter two of this study showed that the participants from this study live in overcrowded conditions, in an unsafe neighbourhood without positive role models and their parents are employed in jobs that frequently do not provide a living wage. It would be naive to think that a small weekly inoculation of the Quest programme could immunise the pupils from the ill effects of the environment from which they come. We wish it could be otherwise but the results of this evaluative research indicate that this unfortunately is the reality.

Detailed below is a short synopsis of the study followed by recommendations as to how the Quest programme should be implemented and evaluated in the future. Cognisance is taken in these recommendations of the fact that in implementing a programme of this nature in South Africa, one is dealing with such diversities of people and hence the added necessity to

continuously "keep one's finger on the pulse."

The purpose of this study was to evaluate whether module one and two of the Quest: Life skills for Adolescence Programme achieved its objectives. The second purpose was to devise a method of evaluating future Quest programmes in South Africa so that teachers and members of other related professions would be able to administer and interpret the evaluation.

The study revealed that module one of the programme did create a safe supportive environment. Participants understood some of the changes that take place during adolescence, specifically physical and emotional changes but did not mention intellectual and social changes. The tool used for evaluation of this module was a questionnaire.

Improving self-esteem and self-confidence was the aim of module two. A quasi experimental design was used as one method to evaluate this module. The scale of measurement was Rosenberg's Self-Esteem Scale. Results revealed that there was a marginal increase in self-esteem but one could not say with a 95% probability that the results achieved were significant. Group interviews revealed that participants had not fully integrated what they had learnt. The findings also revealed that the participants themselves viewed the Quest programme as being very valuable and their recommendation was that it should be implemented in all the schools. The participant's main reason for this statement was that they feel they benefited greatly from the

programme. In their words "we've learnt a lot." Participants were not initially able to verbalise exactly what they had learnt. However, in a game, which was designed to assist participants to identify the most meaningful aspects of the Quest programme, each participant verbalised exactly what aspect of the programme was important to him or her.

The evaluation of the Quest programme by the HSRC in 1990, identified that too much content had to be covered which caused the level of insight to be insufficient.

This research identified that the level of insight into the concepts covered in the two modules was insufficient due to insufficient stimulus. The research revealed that most of the pupils were first time learners of these life skills. They more or less grasped the concepts, but it was evident that the concepts had not been internalised. Pupils did not have a problem understanding the programme. This could be seen by the fact that when prompted they could share relevant information, but not without the prompting. If they did not understand the programme at all, even with prompting, they would not have been able to share their opinions.

In order to overcome this problem of insufficient stimulus to effect learning, the following recommendations are made.

## 6.2 SPECIFIC RECOMMENDATIONS

### 6.2.1 Implementation and Evaluation of Quest Programme

#### Recommendations re implementation of the programme:

- \* A whole class is selected for the Quest programme as opposed to pupils from different Standard 6 classes. Furthermore, one of their class teachers runs the programme. In this way the teacher can reinforce, in the classroom situation, what pupils have learnt in the Quest modules. At present the pupils hear it once a week and it is questionable whether this input is enough to make a significant change.

If a whole class is selected for the Quest programme, this should, to a certain extent, increase the attendance rate. Irregular attendance at classes, children dropping out of school and absenteeism is a problem irrespective of the subject. This problem is definitely more prevalent in some schools than in others. It is a problem at the Hout Bay Secondary School.

- \* Ideally every Standard six pupil in the school should be part of the programme. This would also intensify the effect of the programme as all the pupils would be involved in the same thing. It would be better to implement the programme thoroughly in fewer schools than implement the programme in

many schools but with little intensity.

- \* A minimum of two teachers per school should be trained to run the programme. This would ensure continuity in the event of a teacher being on leave or resigning. It would also mean that more pupils could be reached. Most important of all, the teachers could motivate and encourage one another. The implementation of the Quest programme is additional work for the teacher facilitators. Teachers are no longer just responsible for cognitive learning. Many more demands are placed on them. The Quest programme is an additional demand. This needs to be recognised.
  
- \* Prior to the implementation of the programme, the teacher facilitators do a presentation to all the staff informing them about the Quest programme and its objectives. The school as a whole must be behind the project and give the teacher facilitators the backing and encouragement they need. If they do not even know what the Quest programme is about, they will be unable to give this assistance. It must be emphasised that this is a programme the school adopts, not the pet project of the exclusive few.
  
- \* Future programmes incorporate at least one camp in the programme. Participants should be involved in the planning and organising of this camp.

A camp is an excellent opportunity to recap on the modules. It assists in consolidating the programme for the participants and contributes to building better relationships between the participants and the teacher facilitator.

Participating schools could team up with each other and perhaps use school premises for the camps. Schools with swimming pools, sport and hall facilities could make excellent venues for camps. This would also reduce the costs of the camp.

#### Recommendations re training of teacher facilitators

The success of the Quest programme will be largely dependent on how successfully the teacher facilitators can effectively engage the pupils in an exciting journey of self-discovery.

It takes a tremendous amount of skill for a teacher to be able to swop from dictatorial teaching to participative or co-operative learning with the same group of pupils. In dictatorial learning one wants the children to learn the information that the teacher is trying to impart. In participative learning one is encouraging self-discovery, sharing and insight into one's own behaviour. The two methods are almost diametrically opposed. Life skills can be learnt, but they cannot be taught. The task of the teacher is to create an environment and provide experiences which

will help the child discover how to learn them for himself.

In view of the above the following specific recommendations are made:

- \* The initial training of the teacher facilitators must ensure that the teacher facilitators have a clear understanding and knowledge of participative learning. Teachers must be committed to translating the knowledge gained into skills, understanding that this will be a great challenge as it will be demanding a very different approach to traditional teaching.
- \* Part of the training for the teacher facilitators should include how teachers can incorporate the concepts learnt in the Quest programme into the school curriculum. In this way the basic message will be reinforced on a daily basis and the stimuli will be stronger.
- \* Quarterly workshops are run for the teacher facilitators to give needed support and additional training. This will enable teacher facilitators to share ideas with one another. At these workshops teachers would also be encouraged to share their evaluation results so that progress can be closely monitored.

The concepts taught in the Quest programme, such as self-esteem, are topics that few people are really familiar with. It must not be assumed that because a person is a teacher he or she will necessarily be familiar with these concepts. The teacher facilitators may also be first time learners when they attend the Quest four day training workshop.

- \* Personnel involved in training teachers at colleagues should ensure that as part of their curricula, student teachers are given training in life skills and specifically the areas of self-esteem, skills for decision making, goal setting, time management, stress management and developing positive relationships. Training must include both the actual knowledge and skills involved in participative learning.

#### Recommendations re future evaluation

(See Appendix F for evaluation package for teacher facilitators in English and Afrikaans.)

Zigler, (1994) in writing about "Operation Headstart", a pre-primary programme introduced in the United States of America to counteract the devastating effects of poverty, mentions that quality problems plagued Head Start from its inception. Quality controls were left behind and the programme has been playing catch up ever since. The Quest programme will experience exactly the same problems if there is not timeous ongoing evaluation of

each module. The following recommendations are thus made:

- \* Module one of the quest programme is evaluated using the same questionnaire but with certain modifications to the questionnaire. The main modification relates to the participant's understanding of the changes that take place during adolescence. The questionnaire needs to be more specific about the four areas of change; intellectual, emotional, physical and social.
- \* Rosenberg's Self-Esteem Scale is used to evaluate module two. This scale is a very useful tool in understanding a participant's personal view of him-/herself. The scale only needs to be administered to the Quest participants and not a comparative group as well. The scale should be administered prior to the commencement of module two and again after its completion.
- \* The in-depth group discussions, covering topics from module two and related case studies, should continue to be used for the purposes of evaluation. The groups for these in-depth discussions should not be larger than 10 pupils.

The teacher facilitator at the Hout Bay Secondary school, reported that those interviews gave her a tremendous insight into the participant's grasp of these concepts.

- \* The in-depth group discussions are not conducted by the teacher facilitator for the group. He or she should be present but not facilitating. The facilitator could be a teacher facilitator from another group or a person skilled in the facilitation of group discussions such as a social worker.

### 6.3 MAJOR RECOMMENDATIONS

- \* The Lions Club continues actively supporting and sponsoring the Quest programme so that it can be implemented in South African schools. Certain education departments have given permission for the Quest programme to be run as part of the school curriculum. This process needs to be pursued so that all education departments are willing to have life skills programmes taught as part of the curriculum.
- \* The Quest programme is implemented intensely at schools. This implies that all the standard six pupils at a particular school are involved in the Quest programme. This, in turn, would mean that more than one teacher facilitator is trained per school.
- \* The participating schools commit themselves to giving at least one period per week to the programme.

- \* The basic concepts learnt in the programme are reinforced by the teachers during the week in the normal curricula.
- \* Every programme implemented should be evaluated. An evaluation package for module one and two is given in Appendix F.
- \* Research should continue to find appropriate ways of evaluating the remaining six modules.
- \* Additional support and training is given to the teacher facilitators on an ongoing basis.

#### 6.4 IMPLICATIONS FOR FUTURE RESEARCH

- \* Devise appropriate ways to evaluate the remaining six modules of the Quest programme.
- \* Investigate what form of evaluation is most appropriate for adolescents, given the fact that they are neither children nor adults.
- \* Rosenberg's Self-Esteem Scale revealed that pupils consistently had high low self-esteem scores on the last three questions of the scale. Research is needed to try to establish why this is so and to devise ways of addressing these self-perceptions.

- \* The impact that the Quest programme is having on other social pathologies such as drug addiction needs to be researched.
  
- \* Research can be conducted to assess which schools would benefit the most from the Quest programme, that is, which pupils have never been exposed to this type of learning before.
  
- \* At present the Quest programme is available in English and Afrikaans. Research is needed to assess the programme's suitability for cultural groups that do not speak these two languages.

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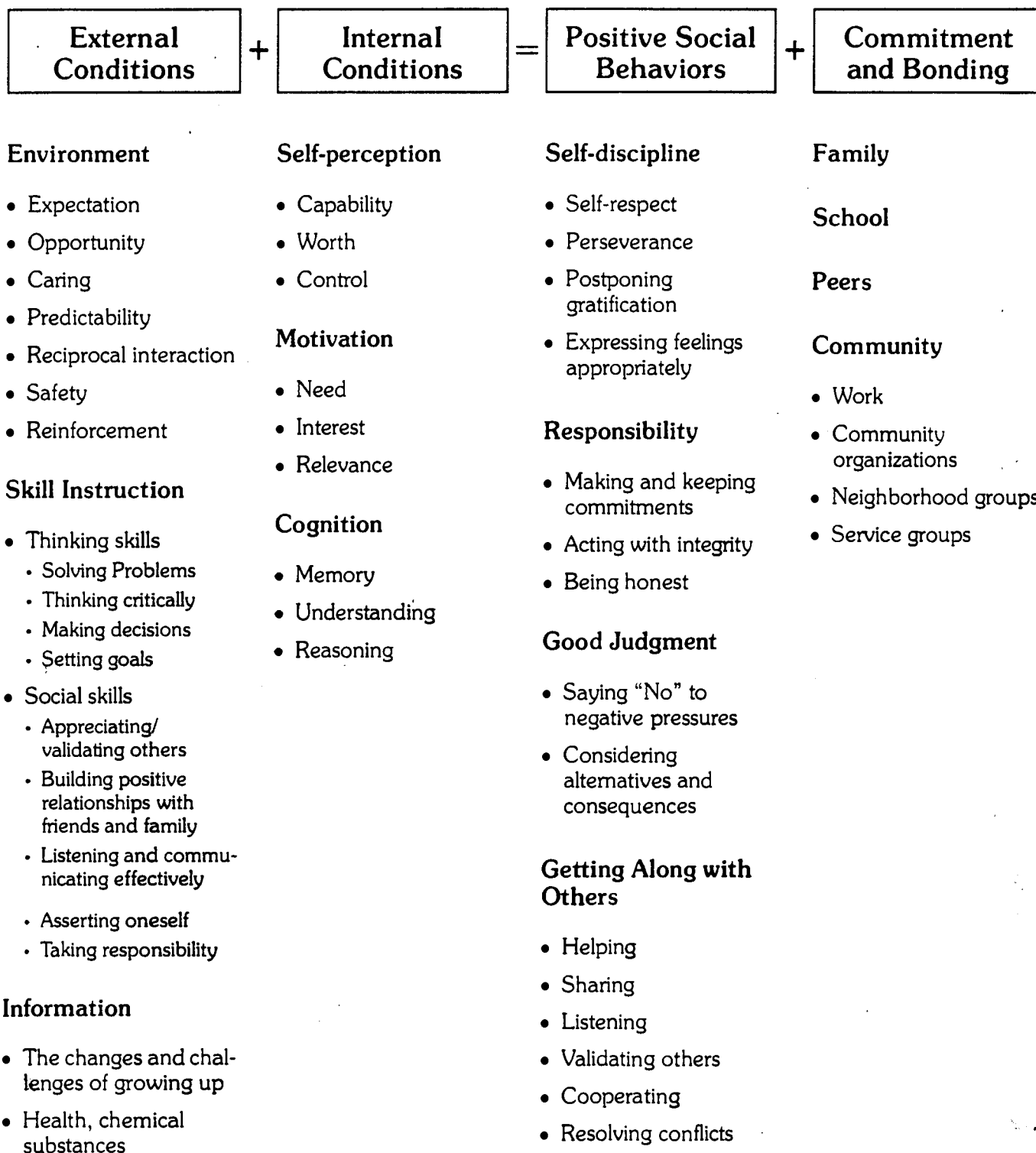
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## APPENDIX A

**FIGURE 1**  
**CONCEPTUAL MODEL FOR PROGRAM DEVELOPMENT**



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## APPENDIX B

### QUEST LEWENSWAARDIGHEID VIR ADOLESSENSIE

Daar is sekere informasie wat ek van jou verlang in verband met die Quest program. Ek sal dit regtig waardeer as jy 'n paar vrae kan beantwoord.

Jy hoef nie jou naam te verskaf nie.

L.W. Daar is geen korrekte antwoord nie.

1. Ken jy die name van al die studente in die groep?  
.....
- 2a. Watter klaskamerreëls bestaan in die Quest groep?  
.....  
.....  
.....
- b. Wie het hierdie klaskamerreëls opgestel?  
.....
- c. Hoe voel jy oor die klaskamerreëls?  
.....  
.....
- 3a. Het jy al iets van jouself vir die groep vertel?  
.....
- b. Voel jy dat jou bydrae deur die groep gewaardeer word?  
(Motiveer jou antwoord)  
.....  
.....
- c. Voel jy gemaklik om jou idees aan die groep voor te stel?  
.....  
.....
- d. Het jy enige persoonlike inligting aan die groep meegedeel?  
.....
4. Waarom word "negatiewe kritiek" ontmoedig?  
.....  
.....  
.....
5. Vind jy dat jou medeleerlinge dieselfde groeiprobleme ondervind?  
.....

- .....
- 6a. Wat verstaan jy onder die term "adolessente"?
- .....
- .....
- .....
- b. Watter belangrike veranderinge gebeur gedurende adolessensie?
- .....
- .....
- .....
- .....
7. Is daar enige ander inligting wat jy wil verstrek omtrent die Quest-program?
- .....
- .....
- .....
- .....

BAIE DANKIE VIR JOU SAMEWERKING

**APPENDIX C****ROSENBERG'S SELF-ESTEEM SCALE**

(Numbers in parenthesis refer to high self-esteem responses)

Respondents are given a choice of the following options:

1) Strongly agree 2) Agree 3) Disagree 4) Strongly disagree

1. I feel that I am a person of worth, at least on an equal basis with others. (1,2)
2. I feel that I have a number of good qualities. (1,2)
3. All in all, I am inclined to feel that I am a failure. (3,4)
4. I am able to do things as well as most otherpeople. (1,2)
5. I feel I do not have much to be proud of. (3,4)
6. I take a positive attitude toward myself. (1,2)
7. On the whole I am satisfied with myself. (1,2)
8. I wish I could have more respect for myself. (3,4)
9. I certainly feel useless at times. (3,4)
10. At times I think I am no good at all. (3,4)

## APPENDIX D

### SELF-ESTEEM SCALE (Rosenberg 1965)

#### Reliability/ Homogeneity

A Guttman scale reproducibility coefficient of .92 was obtained. Silber and Tippet (1965) found a test-retest correlation over two weeks of .85 (N=28)

#### Validity

Convergent: Silber and Tippet (1965) found that the scale correlated from .56 to .83 with several similar measures and clinical assessment (N=44). Robinson and Shaver (1980) found the scale scored for Guttman scalability correlated .59 with Coopersmith's Self-Esteem Inventory and scored ten items, .60. Lorraine Broll (personal communication) reports the following correlations: with the CPI self-acceptance scale .27 (N=643), and with a one item esteem scale .45 (N=643) and .66 (N=101)

Discriminant: Correlations with measures of self-stability were substantial (.21 to .53) but it suggested (in the self-consistency section) that some covariance would be expected. Correlations with (1) stability of ratings of others, and (2) stability of perceptual performance were close to zero (Tipper and Silber, 1965)

Predictive: Rosenberg (1965) presents considerable data about the construct validity of both this measure and self-esteem in general. He relates positive self-esteem to many social and interpersonal consequences such as less shyness and depression, more assertive, and more extra-curricula activities. (Robinson and Shaver, 1980:81)

## APPENDIX E

**STATISTICAL ANALYSIS OF RESULTS**

1) Did the comparative group and the quasi experimental group originally come from the same population?

Anova: Single Factor

## SUMMARY

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
Quasi Experimental	10	54	5.4	27.6
Comparative	10	60	6	13.55556

## ANOVA

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	1.8	1	1.8	0.087473	0.770799	4.413863
Within Groups	370.4	18	20.57778			
Total	372.2	19				

The p-value is not significant, therefore no statistical difference is evidenced between the two groups. Therefore the two groups did originally come from the same population.

2) After the administration of the Quest program, did the two groups still come from the same population?

Anova: Single Factor

## SUMMARY

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
Quasi Experimental	10	37	3.7	23.78889
Comparative	10	47	4.7	10.67778

## ANOVA

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	5	1	5	0.290135	0.596733	4.413863
Within Groups	310.2	18	17.23333			
Total	315.2	19				

The p-value is still not significant and thus after the administration of the Quest program, the two groups still come from the same population.

3) Is there a significant difference between the pre and post test of the quasi experimental group when analysed question by question?

Anova: Single Factor

SUMMARY

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
Pre test	10	54	5.4	27.6
Post test	10	37	3.7	23.78889

ANOVA

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	14.45	1	14.45	0.562378	0.462994	4.413863
Within Groups	462.5	18	25.69444			
Total	476.95	19				

There is no significant difference.

4) Is there a significant difference between the pre and post test of the comparative group when analysed question by question?

Anova: Single Factor

SUMMARY

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
Pre test	10	60	6	13.55556
Post test	10	47	4.7	10.67778

ANOVA

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	8.45	1	8.45	0.697387	0.414611	4.413863
Within Groups	218.1	18	12.11667			
Total	226.55	19				

There is no significant difference between the two.

- 5) Analysing the scores child by child, was there a significant difference in scores in the quasi experimental group, pre and post test?

Anova: Single Factor

**SUMMARY**

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
Pre test	16	53	3.3125	2.7625
Post test	16	37	2.3125	2.229167

**ANOVA**

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	8	1	8	3.205342	0.083496	4.170886
Within Groups	74.875	30	2.495833			
Total	82.875	31				

The p-value is 0.083.

This is not significant at the 5% level, but is significant at a less stringent level, such as 10%. In other words, it could be significant but not highly so. (The sample size used, limited the prospect of obtaining a highly significant result.)

- 6) Given the significant result in question 5, was the difference due to normal developmental changes, that is, did it happen to the whole population, or was it due to the Quest program?

Anova: Single Factor

**SUMMARY**

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
Pre test	16	60	3.75	3.533333
Post test	16	47	2.9375	3.6625

**ANOVA**

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	5.28125	1	5.28125	1.467863	0.23514	4.170886
Within Groups	107.9375	30	3.597917			
Total	113.2188	31				

This score is not significant.

Thus the difference in question 5 is not due to normal developmental changes and can be attributed to the Quest program with reasonable certainty. (At a 10% significance level.)

**APPENDIX F**

**EVALUATION PACKAGE FOR ENGLISH AND AFRIKAANS  
PUPILS MODULE ONE AND MODULE TWO OF THE QUEST  
PROGRAMME.**

This appendix contains the evaluation package for module one and two of the Quest Life Skills for Adolescence program.

The questionnaire "QUESTIONNAIRE TO EVALUATE MODULE ONE" must be administered to the pupils at the end of module one.

Prior to the commencement of module two the Rosenberg Self-Esteem Scale, found in this appendix, must be completed by the pupils. The scoring for this scale is detailed below. At the completion of module two this scale must again be completed by the same pupils. The two results are then compared to assess the effectiveness of module two.

In addition to the Rosenberg Self-Esteem Scale it is recommended that group interviews are conducted with the pupils. Outline of topics to be covered is contained in this appendix and is called "EVALUATION FOR MODULE TWO".

#### Scoring of the Rosenberg's Self-Esteem Scale. (1965)

The scale consists of ten items answered on a four point scale from strongly agree to strongly disagree.

(Numbers in parenthesis refer to high self-esteem responses)

Respondents are given a choice of the following options:

1) Strongly agree 2) Agree 3) Disagree 4) Strongly disagree

1. I feel that I am a person of worth, at least on an equal basis with others. (1,2)
2. I feel that I have a number of good qualities. (1,2)
3. All in all, I am inclined to feel that I am a failure. (3,4)
4. I am able to do things as well as most other people. (1,2)
5. I feel I do not have much to be proud of. (3,4)
6. I take a positive attitude toward myself. (1,2)
7. On the whole I am satisfied with myself. (1,2)
8. I wish I could have more respect for myself. (3,4)
9. I certainly feel useless at times. (3,4)

QUESTIONNAIRE FOR MODULE ONE

QUEST LIFE-SKILLS FOR ADOLESCENCE

There is certain information that I would like from you in connection with the Quest programme. I would really appreciate it if you could answer a few questions.

You do not need to give your name.

N.B. There are no correct answers, I just want your opinion.

1. Do you know the names of all the students in your Quest group?

.....

2a. What are the ground rules for the group?

.....  
.....  
.....  
.....

b. Who drew up these rules?

.....  
.....

c. How do you feel about the ground rules?

.....  
.....

3a. Have you shared something about yourself with the group?

.....

b. Do you feel that the group appreciated your contribution? (Motive your answer)

.....  
.....  
.....

c. Do you feel comfortable to share your ideas with the group?

.....  
.....

d. Have you shared any personal information with the group?

.....

4. Why is negative criticism (killer statements) discouraged?

.....  
.....  
.....

5. Do you find that your peers experience the same developmental problems as you do?

.....  
.....

7a. What do you understand by the term adolescent?

.....  
.....  
.....

b. What physical changes happen during adolescence?

.....  
.....

c. What emotional changes happen during adolescence?

.....  
.....

d. What social changes happen during adolescence?

.....  
.....

c. What intellectual changes happen during adolescence?

.....  
.....

8. Is there any other information you would like to share about the Quest programme?

.....  
.....  
.....

THANK YOU VERY MUCH FOR YOUR CO-OPERATION

Judge which of the following personal characteristics describes you. Mark your choice with a "X" in the appropriate box.

1. I feel that I'm a person of worth, at least on an equal basis with others.

strongly agree	agree	disagree	strongly disagree
----------------	-------	----------	-------------------

2. I feel that I have a number of good qualities.

strongly agree	agree	disagree	strongly disagree
----------------	-------	----------	-------------------

3. All in all, I am inclined to feel that I am a failure.

strongly agree	agree	disagree	strongly disagree
----------------	-------	----------	-------------------

4. I am able to do things as well as most other people.

strongly agree	agree	disagree	strongly disagree
----------------	-------	----------	-------------------

5. I feel I do not have much to be proud of.

strongly agree	agree	disagree	strongly disagree
----------------	-------	----------	-------------------

6. I take a positive attitude towards myself.

strongly agree	agree	disagree	strongly disagree
----------------	-------	----------	-------------------

7. On the whole, I am satisfied with myself.

strongly agree	agree	disagree	strongly disagree
----------------	-------	----------	-------------------

8. I wish I could have more respect for myself.

strongly agree	agree	disagree	strongly disagree
----------------	-------	----------	-------------------

9. I certainly feel useless at times.

strongly agree	agree	disagree	strongly disagree
----------------	-------	----------	-------------------

10. At times I think I am no good at all.

strongly agree	agree	disagree	strongly disagree
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## EVALUATION OF MODULE TWO

### QUEST LIFE SKILLS FOR ADOLESCENCE

TOPICS TO BE COVERED FOR THE GROUP INTERVIEWS AT THE COMPLETION OF MODULE TWO.

(Groups should not to be larger than 10 pupils. It is recommended that the teacher facilitator does not conduct the group interviews but sits in as an observer. The interviewer must be skilled in interviewing and familiar with the contents of module two.)

The interviewer must stress to the pupils that the purpose of the group discussion is to find out, from the pupils themselves, how they experienced the Quest programme. This will be of assistance to future pupils involved in the programme, so that mistakes made will not be repeated and what is of benefit to the pupils will continue. Emphasise the fact that it is important that pupils share both positive and negative aspects.

#### Specific Areas to be Covered:

(There is no specific order. The idea is that the group interviews should be a free flowing discussion but with a certain degree of structure.)

1. If given a choice, would pupils choose to participate in the Quest programme. Find out the reasons for this response.
2. If the programme is only being offered to certain Standard six pupils at the school, find out if the Quest participants believe there is a difference between themselves and those that have not participated.
3. In order to assess whether pupils have really come to grips with the concept of self-confidence and accepting personal responsibility for their lives, discuss the following two case studies with the pupils.

#### Case Study 1

During the holidays you meet another boy or girl of the same age as you and also going into Standard 7 next year. This person commends you for your self-confidence, asks you what your secret is and how he or she can also become more self-confident. What could you share with that person that would enable him or her to gain more self-confidence?

#### Case Study 2

I was interviewing a school pupil the other day. She was about 13

or 14 years old. She had a big problem because she was sure she was going to fail her exams because her parents were always fighting and this made it impossible for her to study. In addition, the teachers were not interested in helping her.

Who is responsible for her problem?

What would you suggest she does about the problem?

4. Find out from the pupils whether they have been exposed before to something similiar to the Quest programme. Have they previously ever heard of the kinds of concepts discussed in the programme? If they have, from whom did they hear it?
5. What are some of the reasons why people need to be told and shown that they are appreciated

## VRAELYS VIR MODULE EEN

### QUEST LEWENSVAARDIGHEID VIR ADOLESSENSIE

Daar is sekere informasie wat ek van jou verlang in verband met die Quest program. Ek sal dit regtig waardeer as jy 'n paar vrae kan beantwoord.

Jy hoef nie jou naam te verskaf nie.

L.W. Daar is geen korrekte antwoord nie.

1. Ken jy die name van al die studente in die groep?  
.....
- 2a. Watter klaskamerreëls bestaan in die Quest groep?  
.....  
.....  
.....
- b. Wie het hierdie klaskamerreëls opgestel?  
.....
- c. Hoe voel jy oor die klaskamerreëls?  
.....  
.....
- 3a. Het jy al iets van jouself vir die groep vertel?  
.....
- b. Voel jy dat jou bydrae deur die groep gewaardeer word? (Motiveer jou antwoord)  
.....  
.....
- c. Voel jy gemaklik om jou idees aan die groep voor te stel?  
.....  
.....
- d. Het jy enige persoonlike inligting aan die groep meegedeel?  
.....
4. Waarom word "negatiewe kritiek" ontmoedig?  
.....  
.....  
.....
5. Vind jy dat jou medeleerlinge dieselfde groeiproebleme ondervind?  
.....  
.....

- 6a. Wat verstaan jy onder die term "adolescente"?  
.....  
.....  
.....
- b. Watter belangrike fisiese veranderinge gebeur gedurende adolessensie?  
.....  
.....  
.....
- c. Watter belangrike emotionele veranderinge gebeur gedurende adolessensie?  
.....  
.....  
.....
- d. Watter belangrike sosiale veranderinge gebeur gedurende adolessensie?  
.....  
.....  
.....
- e. Watter belangrike geestelike veranderinge gebeur gedurende adolessensie?  
.....  
.....  
.....
- 7. Is daar enige ander inligting wat jy wil verstrek omtrent die Quest-program?  
.....  
.....  
.....  
.....

BAIE DANKIE VIR JOU SAMEWERKING

Beoordeel uself na aanleiding van die volgende lys van persoonlike kenmerke. Merk die toepaslike blokkie met 'n "X" wat op u van toepassing is.

1. Ek voel dat ek 'n persoon is met eiewaarde, minstens op n gelyke vlak met ander.

stem volkome saam	stem saam	stem nie saam nie	stem glad nie saam nie
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2. Ek voel dat ek 'n aantal goeie eienskappe het.

stem volkome saam	stem saam	stem nie saam nie	stem glad nie saam nie
-------------------	-----------	-------------------	------------------------

3. Oor die algemeen voel ek dat ek 'n mislukking is.

stem volkome saam	stem saam	stem nie saam nie	stem glad nie saam nie
-------------------	-----------	-------------------	------------------------

4. Ek is in staat om dinge so goed soos die meeste ander mense te doen.

stem volkome saam	stem saam	stem nie saam nie	stem glad nie saam nie
-------------------	-----------	-------------------	------------------------

5. Ek voel dat ek nie veel het om op trots te wees nie.

stem volkome saam	stem saam	stem nie saam nie	stem glad nie saam nie
-------------------	-----------	-------------------	------------------------

6. Ek neem 'n positiewe houding teenoor myself in.

stem volkome saam	stem saam	stem nie saam nie	stem glad nie saam nie
-------------------	-----------	-------------------	------------------------

7. Oor die algemeen is ek tevrede met myself.

stem volkome saam	stem saam	stem nie saam nie	stem glad nie saam nie
-------------------	-----------	-------------------	------------------------

8. Ek wens ek kon meer selfrespek hê.

stem volkome saam	stem saam	stem nie saam nie	stem glad nie saam nie
-------------------	-----------	-------------------	------------------------

9. Ek voel definitief soms nutteloos.

stem volkome saam	stem saam	stem nie saam nie	stem glad nie saam nie
-------------------	-----------	-------------------	------------------------

10. Soms dink ek, ek is absoluut niks werd nie.

stem volkome saam	stem saam	stem nie saam nie	stem glad nie saam nie
-------------------	-----------	-------------------	------------------------

## EVALUASIE VAN MODULE TWEE

### QUEST LEWENSWAARDIGHEDE VIR ADELOSENTE

ONDERWERPE WAT GEDEK MOET WORD IN DIE ONDERHOUDE MET GROEPE BY DIE VOLTOOING VAN MODULE TWEE.

(Groepe moenie meer as tien persone wees nie. Dit word aanbeveel dat die onderwyser wat as fasiliteerder optree nie die groeponderhoude behartig nie maar by sit as 'n waarnemer. Die onderhoudvoerder moet geskool wees in onderhoudsvoering en bekend wees van module twee.)

Die onderhoudvoerder moet die leerlinge se aandag daarop vestig dat die doel van die groepbespreking is om by die leerlinge self uit te vind hoe hulle die Quest program ervaar het. Dit sal leerlinge wat in die toekoms by die program betrokke is help en voorkom dat foute nie herhaal word nie en verseker dat dit wat tot voordeel van die leerlinge is behoue bly. Beklemtoon die feit dat dit belangrik is dat leerlinge positiewe sowel as negatiewe aspekte deel.

#### Spesifieke Areas Wat Gedek Moet Word:

(Daar is geen bepaalde volgorde nie, die idee is dat die groepsonderhoud 'n vry vloeiende gesprek sal wees met slegs 'n mate van gestruktureerdheid.)

1. Indien die keuse aan hulle oorgelaat word sal leerlinge kies om aan die Quest program deel te neem. Vind uit wat die redes is vir hierdie reaksie.
2. Indien die program slegs vir sommige Standaard ses leerlinge by die skool aangebied is, vind uit of die deelnemers aan die program glo dat daar 'n verskil is tussen hulle en diegene wat nie deelgeneem het nie.
3. Om vas te stel of leerlinge werklik insig het in die konsep van verantwoordelikheid vir hulle lewens, bespreek die volgende twee gevalle studies met leerlinge.

#### Gevalle Studie 1

Gedurende die vakansie ontmoet jy 'n ander seun of dogter, dieselfde ouderdom as jy en wat ook volgende jaar standaard 7 toe gaan. Hierdie persoon wens jou geluk met jou self vertrouwe en vra wat jou geheim is. Hoe kan hy of sy ook meer self vertrouwe kry. Wat kan jy met hierdie persoon deel om hom of haar te help om meer selfvertroue te ontwikkel?

#### Gevalle Studie 2

Ek het onlangs met 'n skoolleerling van omtrent 13 of 14 jaar oud 'n onderhoud gevoer. Sy het 'n groot probleem gehad omdat sy seker was

dat sy haar eksamen gaan druip want haar ouers baklei gedurig en dit maak dit vir haar ontmoontlik om te studeer. Om sake te vererger het die onderwyser ook nie belangstel om te help nie.

Wie is verantwoordelik vir haar probleem?

Wat stel jy voor moet sy daaromtrent doen?

4. Vra die leerlinge of hulle voorheen aan 'n soortgelyke ervaring as die Quest program blootgestel is. Het hulle voorheen gehoor van die konsepte wat in die program gebruik is? Indien wel waar het hulle daarvan gehoor.
5. Noem sommige van die redes waarom persone 'n behoefde het om te hoor en sien dat hulle waardeer word.