Unisa Research Findings

An Evaluation of Learners' Perceived Skills before and on completion of the 2014 YCAP Competition

Unisa Research Team

- Prof Charmaine du Plessis

- Mrs Ashiya Abdool-Satar

- Dr Sheila Mokoboto-Zwane

- with the collaboration of Mrs Amanda Blankfield-Koseff from Empowervate

Today's Presentation

- Research Process followed
- Quantitative findings of Learners' and Educators' Perceived Skills of learners on completion of Projects
- Qualitative findings: Educator's Perceptions of Learners' Skills on completion of Projects
- Overall Findings

Research Questions

- **Research Question 1:** What are the learners' perceptions with regard to their skills before and on completion of projects?

- **Research Question 2:** What are the educators' perceptions with regard to learners' skills for the benefit of the school before and on completion of projects?

Purpose of the Unisa Research

- To ensure that the YCAP Programme is achieving its purpose = annually evaluate the significance of the projects (for participants, winning schools and the community).

- Second Unisa research report concentrating on learners' perceived skills before and on completion of the projects = value of the project.

Research Methodology

- Both quantitative and qualitative research approaches with descriptive and exploratory objectives.

- Paper based survey among learners and educators with 12 closed and two open-ended questions during the period before and on completion of projects.

- Demographics in order to better classify responses.

Sample used for Results

- Before study: responses from 216 learners from 37 schools.

- On completion of projects: responses from 238 learners from 36 schools.

- Before study: responses from 20 educators from 12 schools

- On completion of projects: responses of 21 educators from 12 schools.

- Because of cleaning of data.

Data Analysis

- Quantitative
  - ✓ Descriptive statistics
  - ✓ Univariate analysis only

- Qualitative
  - ✓ Thematic Analysis

Perceptions of Skills Measured

- Being a Team Player
- Decision-making
- Project management
- Negotiation
- Leadership
- Discipline
- Public speaking (preparation and presenting)

Learners' and Educators' Perceptions on completion of Projects

Just a brief overview

Not the same learners and educators completed both studies: could therefore not do a real comparison

Results, however, still very relevant in terms of the value of the YCAP project

On completion of Projects: Learners' Perceptions

I am a team player in that I can listen to the ideas of others (238 responses).

1 Strongly disagree
2 Disagree
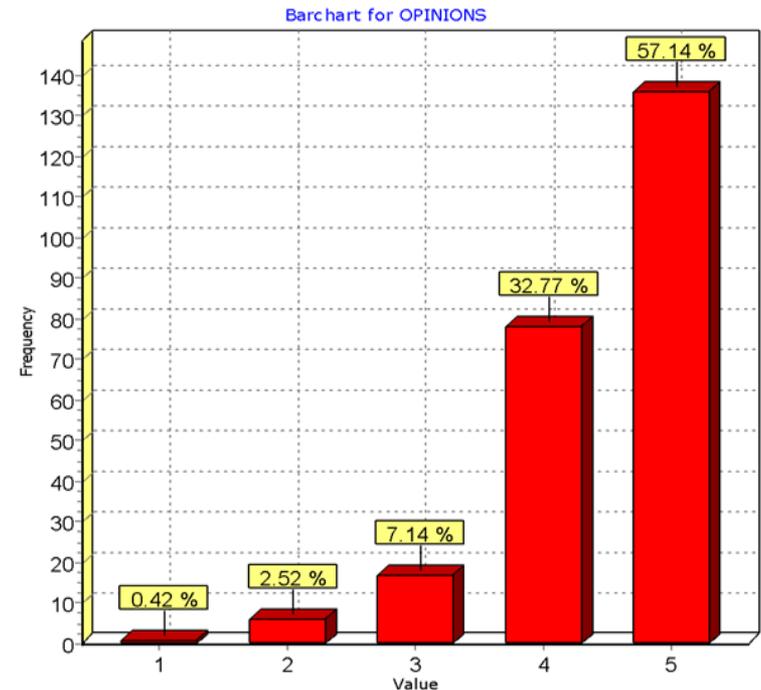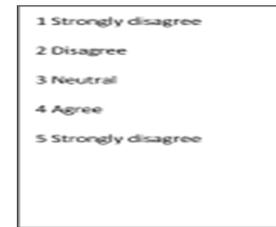3 Neutral
4 Agree
5 Strongly disagree

- A total of 0.42% of respondents strongly disagreed, 0.84% disagreed, 7.98% were neutral while 36.55% agreed and 54.20% strongly agreed

- The majority of respondents felt that by working in a group they were given the opportunity to learn to listen to other team members' ideas in order to bring the project together in perfect harmony.

- By developing as a team player for the competition, essential listening skills were acquired and refined which can make a valuable contribution to a team.

Barchart for TEAMPLAYER

54.2 %
36.55 %
7.98 %
0.42 %
0.84 %

Frequency

Value
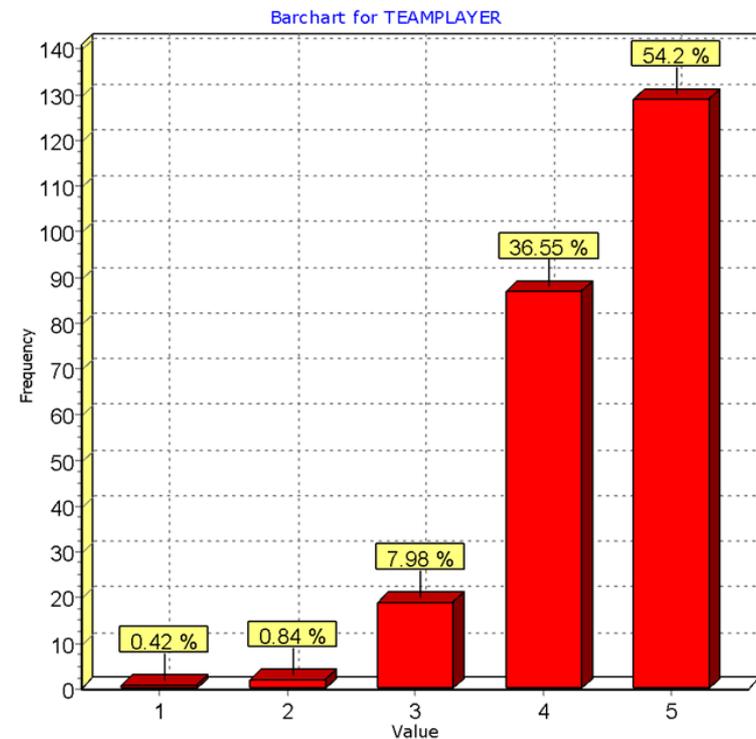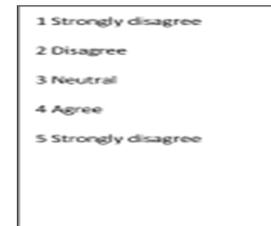
On completion of Projects: Learners' Perceptions

I respect the opinion of other members in a team (**238 responses**).

1 Strongly disagree
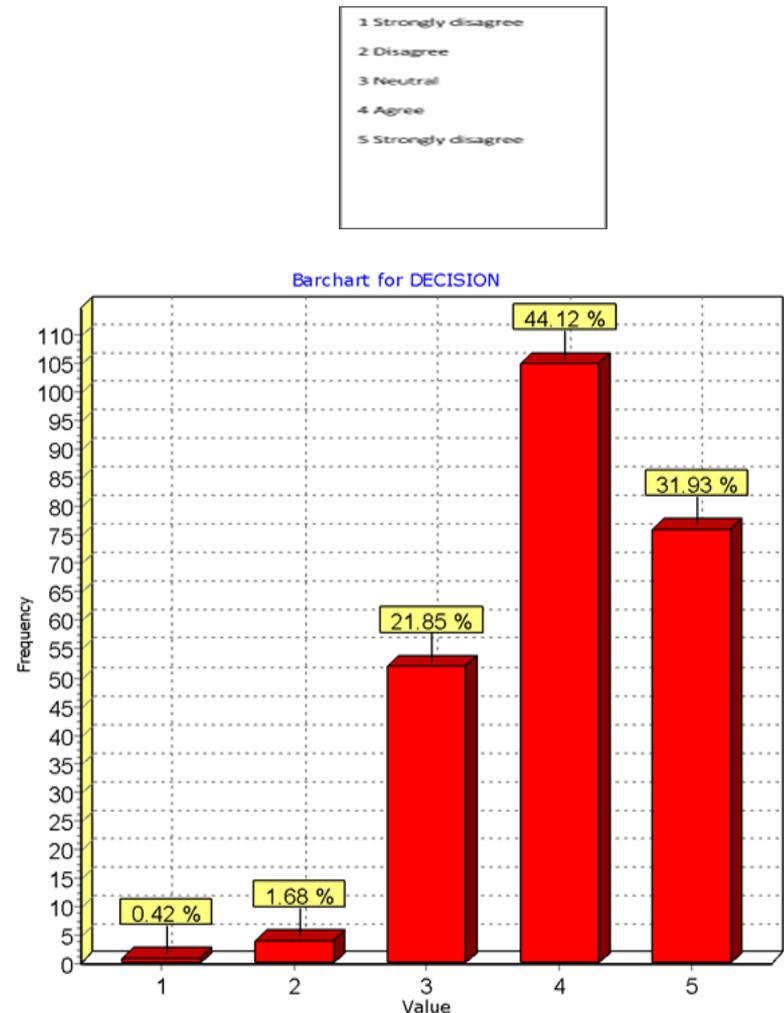2 Disagree
3 Neutral
4 Agree
5 Strongly disagree

- A total of 0.42% of respondents strongly disagreed, 2.52% disagreed, 7.14% were neutral while 32.77% agreed and 57.14 % strongly agreed.

- The majority of respondents felt that by working in a group they learned to respect the opinions of other team members to the benefit of a team project.

- By developing as a team player for the competition, essential skills were required and refined which can make a valuable contribution to the team.

Barchart for OPINIONS

On completion of Projects: Learners' Perceptions

I can make a decision about the best way to approach a challenge (238 responses).

1 Strongly disagree
2 Disagree
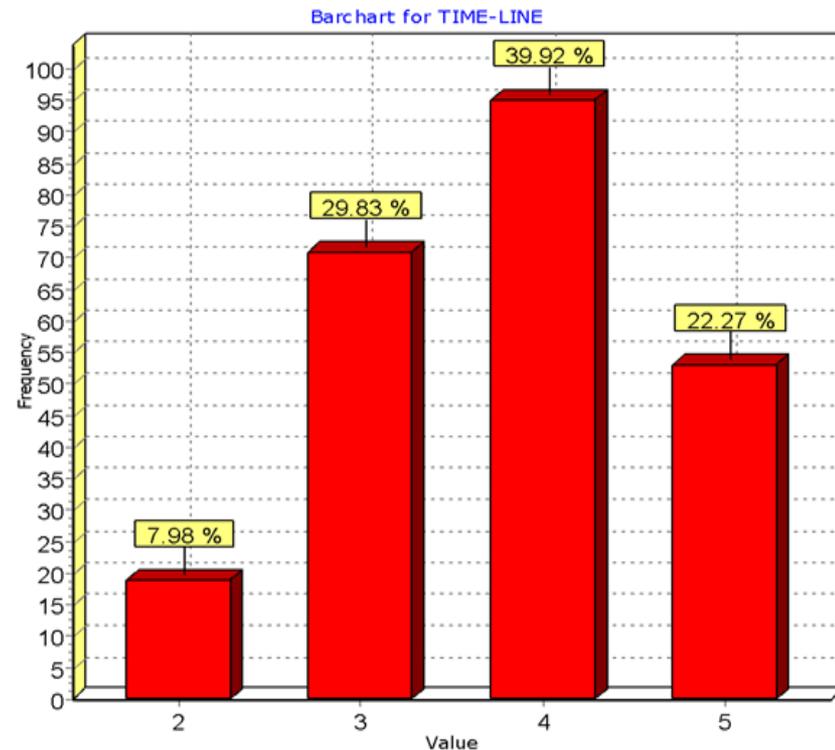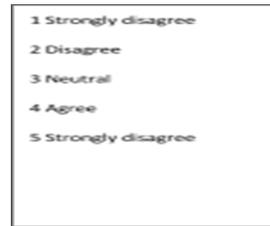3 Neutral
4 Agree
5 Strongly disagree

- A total of 0.42% respondents strongly disagreed, 1.68% disagreed, 21.85% were neutral while 44.12% agreed and 31.93% strongly agreed.

- The majority of respondents felt that they learned how to think about challenges and how to best approach them thereby strengthening their lateral thinking abilities.

- All members in a group fulfil a different role and have particular strengths. By thinking about challenges and providing appropriate solutions could assist and encourage team members along the way to the advantage of the project.

Barchart for DECISION

44.12 %
31.93 %
21.85 %
0.42 %
1.68 %

On completion of Projects: Results of Statements

I know how to create a timeline for a project with specific actions for the team members (238 responses).

- A total of 7.98% respondents disagreed, 29.83% were neutral, 39.92% agreed and 22.27% strongly agreed.
- No respondents strongly disagreed with this statement.
- Learners' time-management ability was possibly advanced as they had to holistically think about the whole project and come up with deadlines that were suitable for the whole team.

1 Strongly disagree
2 Disagree
3 Neutral
4 Agree
5 Strongly disagree

Barchart for TIME-LINE

39.92 %

29.83 %

22.27 %

7.98 %

Frequency

Value

On completion of Projects: Results of Statements

I can apply knowledge for a project action plan that directly relates to the experience of the team (238 responses).

- A total of 1.26% respondents disagreed, 20.17% were neutral, 47.90% disagreed, while 30.67% agreed.

- No respondents strongly disagreed with this statement.

- Majority felt that by working with team members in a group enabled them to apply such knowledge - exposed to managerial decision making principles.

- Learned how to understand objectives and what each member's particular role and strengths in the group was.
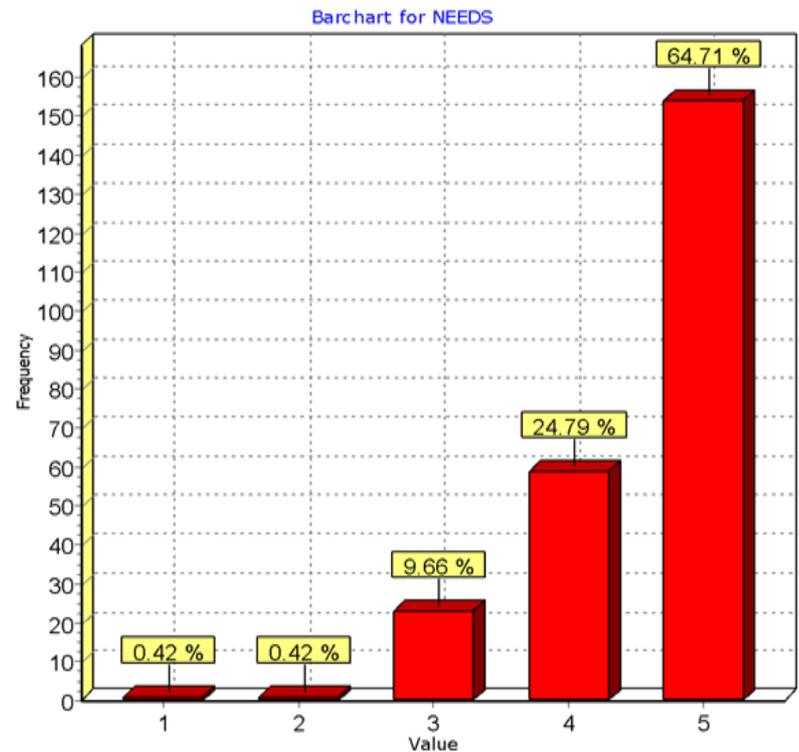
1 Strongly disagree
2 Disagree
3 Neutral
4 Agree
5 Strongly disagree

Barchart for ACTIONPLAN
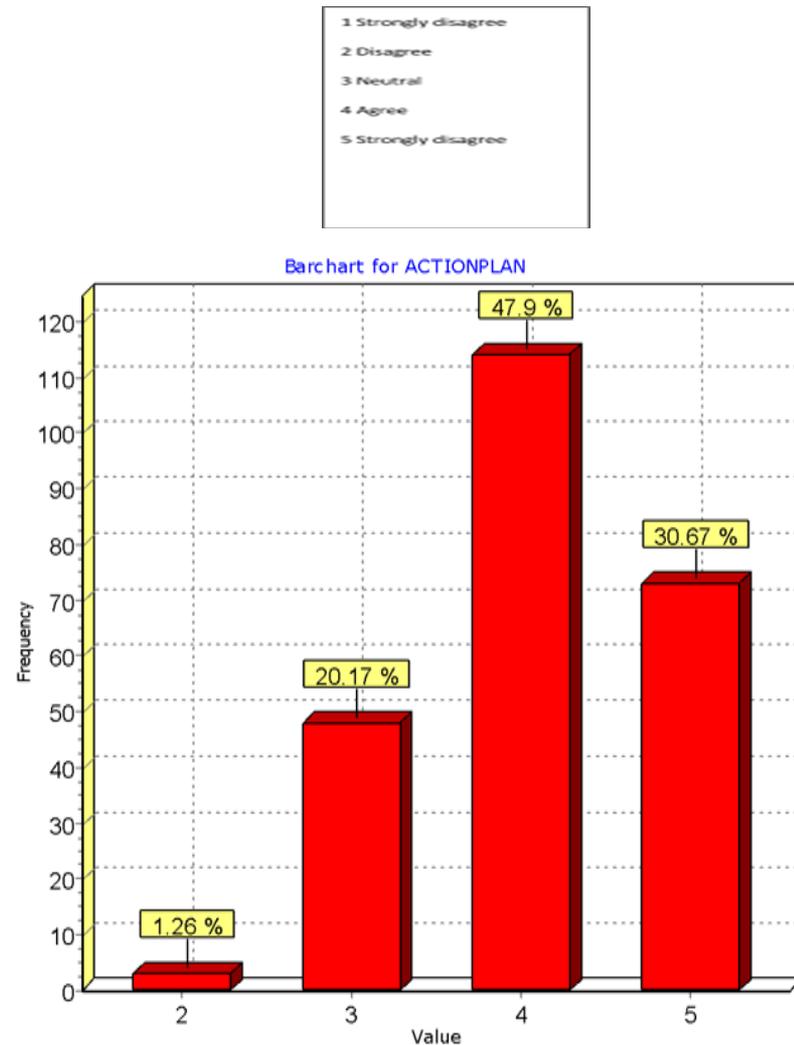
On completion of Projects: Learners' Perceptions

I understand other people's needs (238 responses).

1 Strongly disagree
2 Disagree
3 Neutral
4 Agree
5 Strongly disagree

- A total of 0.42% respondents strongly disagreed 0.42% disagreed, 9.66% were neutral, 24.794% agreed while 64.71% strongly agreed.
- Majority felt that by working in a group for the competition they learned how to accommodate team members' needs in the activities related to the project possibly also resulting into good relationships among group members.

Barchart for NEEDS

64.71 %
24.79 %
9.66 %
0.42 %
0.42 %

Frequency

Value

On completion of Projects: Learners' Perceptions

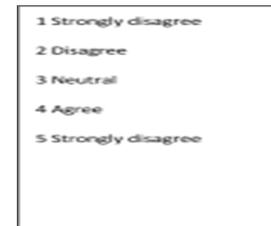**I am able to take the lead in a project** (238 responses).

1 Strongly disagree
2 Disagree
3 Neutral
4 Agree
5 Strongly disagree

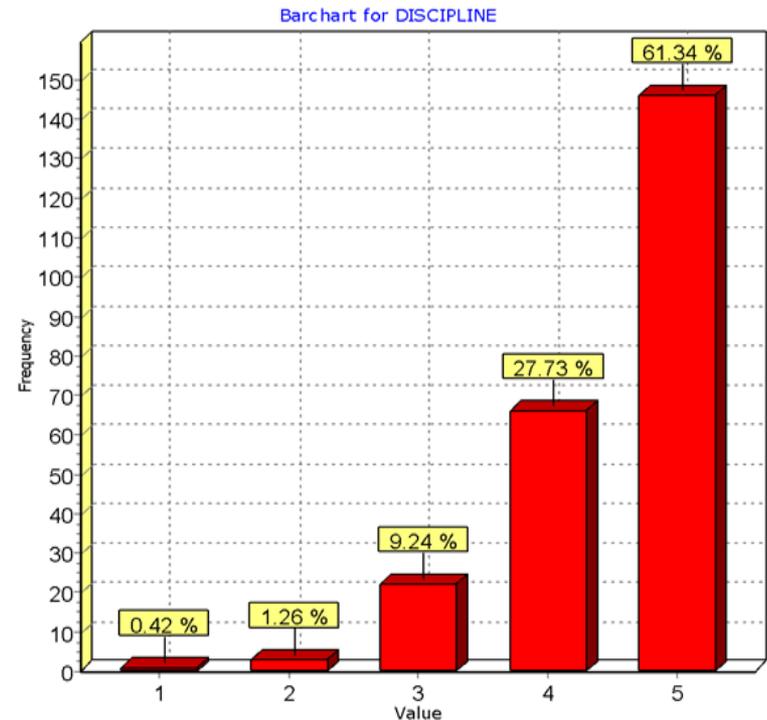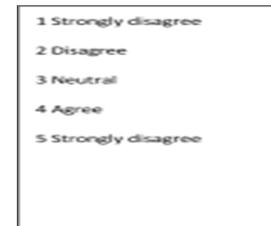- A total of 0.42% respondents strongly disagreed, 5.88% disagreed, 24.79% were neutral, 37.39% agreed and 31.51% strongly agreed.
- The majority of respondents felt that by working in a group for the competition they learned some project management skills as they had to use their interpersonal skills to fulfil a leadership position in a group.

Barchart for TAKELEAD

37.39 %
31.51 %
24.79 %
5.88 %
0.42 %
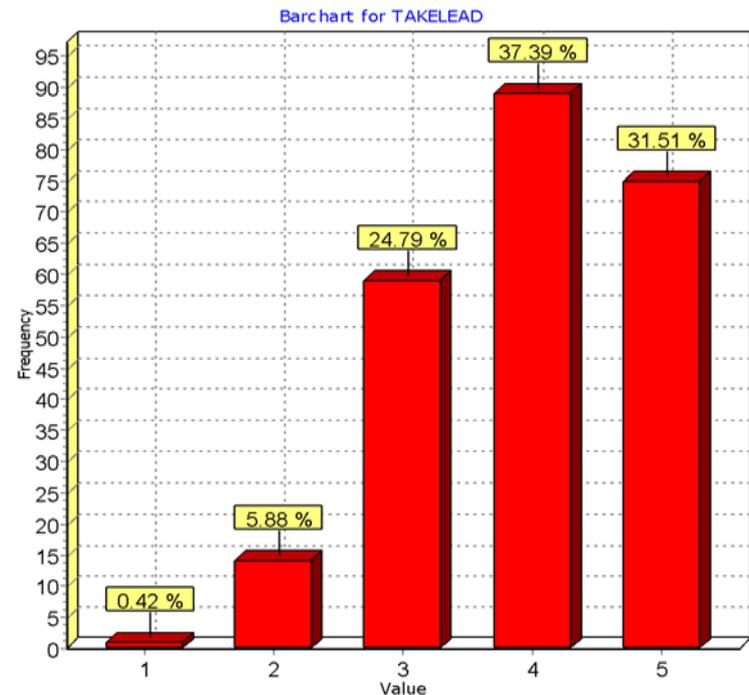
On completion of Projects: Learners' Perceptions

I always have discipline when it comes to doing my schoolwork (238 responses).

1 Strongly disagree
2 Disagree
3 Neutral
4 Agree
5 Strongly disagree

- A total of 0.46% respondents strongly disagreed, 1.26% disagreed, 9.24% were neutral, 27.73% agreed and 61.34% strongly agreed.
- The majority of respondents felt that they display enough self-discipline when it comes to doing their school work.
- This can also positively promote their self-worth and emotional well-being.

Barchart for DISCIPLINE

61.34 %
27.73 %
9.24 %
0.42 % 1.26 %

Frequency
150
140
130
120
110
100
90
80
70
60
50
40
30
20
10
0

1   2   3   4   5
Value

On completion of Projects: Learners' Perceptions

I am confident when I have to speak in public (238 responses).

1 Strongly disagree
2 Disagree
3 Neutral
4 Agree
5 Strongly disagree
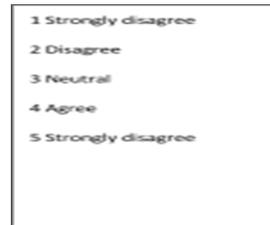
- A total of 2.52% respondents strongly disagreed, 7.98% disagreed, 21.85% were neutral, 34.45% agreed and 33.19% strongly agreed.

- The majority of respondents felt that by participating in the competition, they acquired some confidence when it comes to speaking in public, a skill that is also beneficial when being placed in a leadership position.

- Being able to speak with confidence in public is also indicative of having good communication skills.

Barchart for PUBLICSPEA
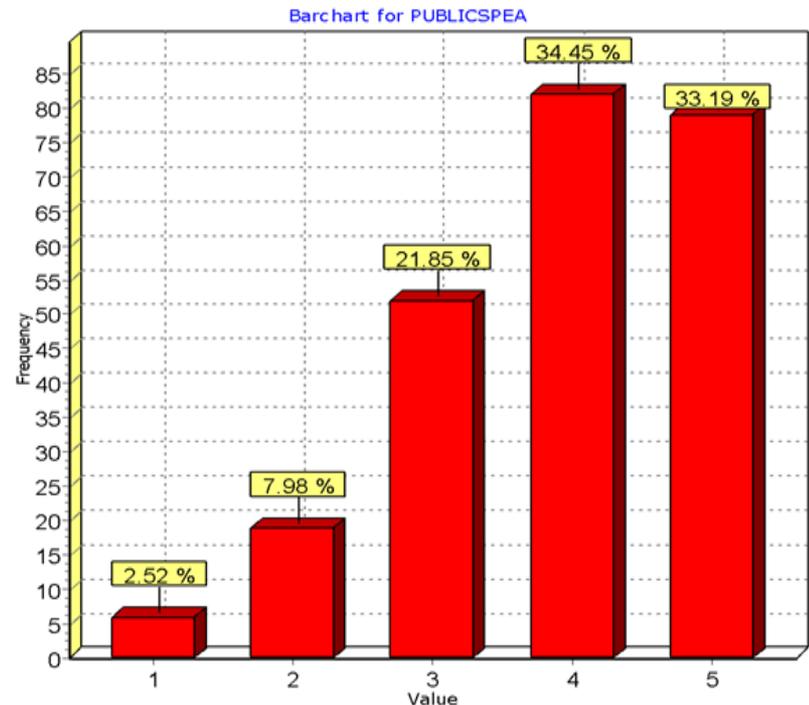
On completion of Projects: Learners' Perceptions

I know how to prepare a presentation to present in front of an audience (238 responses).

1 Strongly disagree
2 Disagree
3 Neutral
4 Agree
5 Strongly disagree

- A total of 0.84% respondents strongly disagreed, 7.98% disagreed, 18.49% were neutral, 40.34% agreed and 32.35% strongly agreed.
- The majority of respondents felt that by working in a group for the competition they learned some presentation layout skills, how to use presentation software as well as techniques to prepare their presentation to captivate the audience.
- Important skills for any speaker to have.

Barchart for PUBLICSPEA

34.45 %
33.19 %
21.85 %
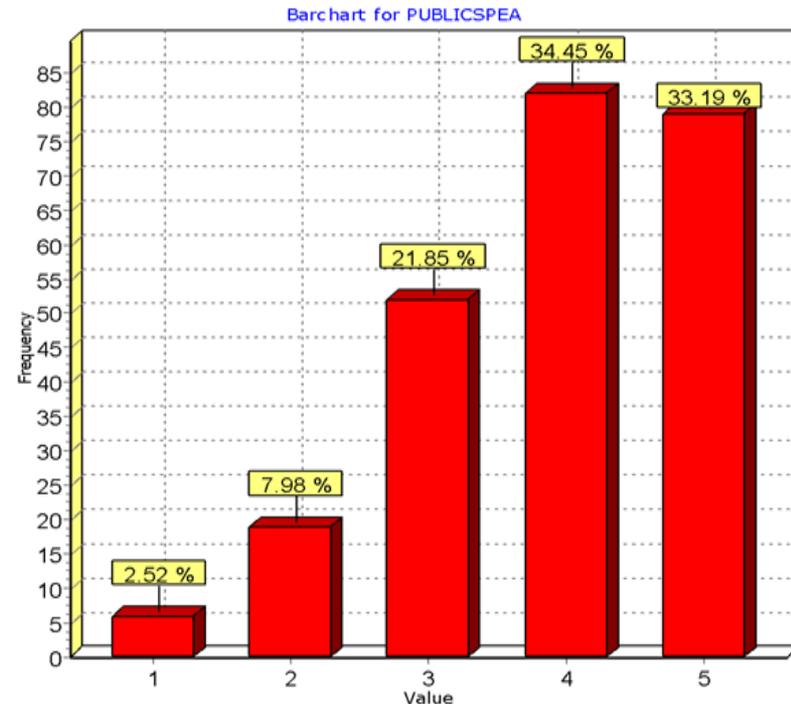7.98 %
2.52 %

Frequency / Value

On completion of Projects: Learners' Perceptions

I am confident that I can make a valuable contribution in the workplace (238 responses).

1 Strongly disagree
2 Disagree
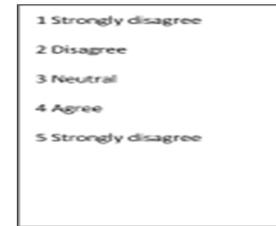3 Neutral
4 Agree
5 Strongly disagree
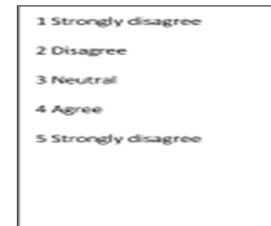
- A total of 0.42% respondents strongly disagreed, 2.10% disagreed, 15.55% were neutral, 39.08 % agreed and 42.86% strongly agreed.
- The majority of respondents felt that by working in a group for the competition they learned some essential skills which can now be to their benefit in the workplace.

Barchart for PRESENTATI
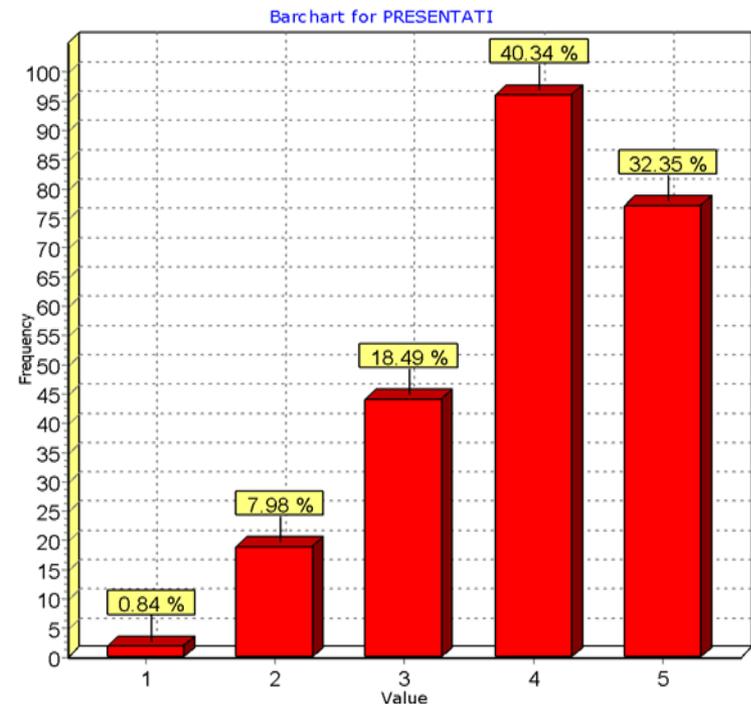
On completion of Projects: Learners' Perceptions

I have skills than can benefit the community (238 responses).
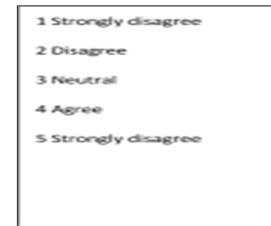
- A total of 0.84% respondents strongly disagreed, 2.52% disagreed, 10.92% were neutral, 34.03% agreed and 51.68% strongly agreed.
- The majority of respondents felt that they learned various skills which they can now also use
  to better the community in which they are living.

1 Strongly disagree
2 Disagree
3 Neutral
4 Agree
5 Strongly disagree

Barchart for CONTRIBUTI
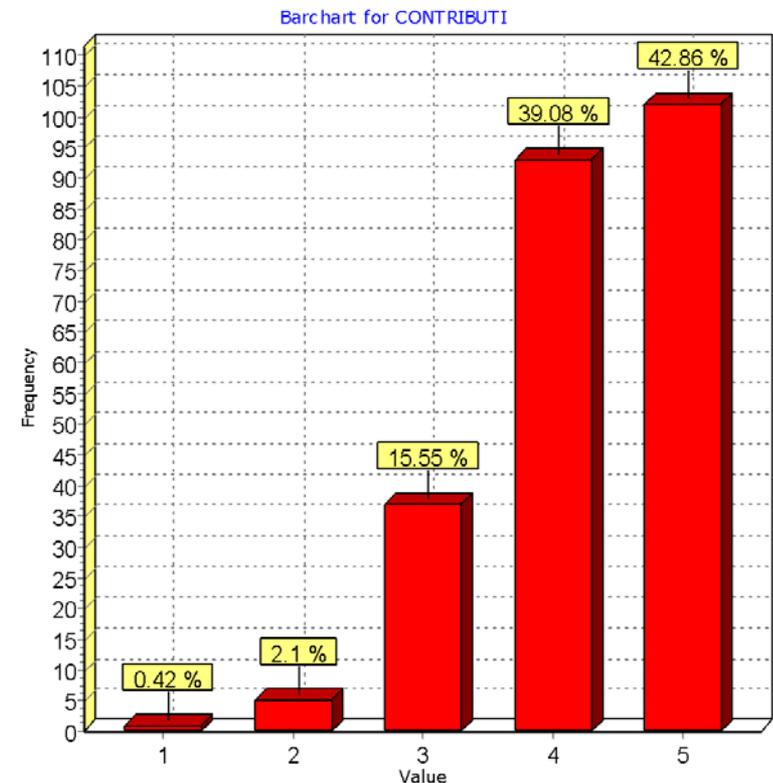
On Completion of Projects: Some Demographics of Learners

Age

TABLE 47: AGE OF LEARNERS ON COMPLETION OF PROJECTS	
Age	**Number**
14 -15	84
16 - 17	137
18 - 19	13
20 years and above	2
No indication	2
Total	**238**

On completion of Projects: Some Demographics of Learners

Gender

TABLE 46: GENDER OF LEARNERS		
Gender	Number	Percentage
Male	70	29.66
Female	166	70.34
Unknown	2	
Total	**238**	**100**

On completion of Projects: Some Demographics of Learners

Racial Distribution

TABLE 48: RACIAL DISTRIBUTION OF THE LEARNERS ON COMPLETION OF THE PROJECTS		
Race	**Number**	**Percentage**
African	214	89.92
Indian	5	2.10
White	3	1.26
Coloured	9	3.78
Other	3	1.26
Prefer not to say	4	1.68
Total	**238**	**100**

On completion of Projects: Some Demographics of Learners

Location of the Schools

TABLE 50: LOCATION OF THE SCHOOLS		
Location	Number	Percentage
Rural/village	108	45.38
Small town	105	44.12
Large town	13	5.46
City	12	5.04
Total	238	100

On completion of Projects: Educators' perceptions

- ■ 21 responses

Statement	Perceptions
Our learners are able to make decisions about the best way to approach a challenge	4.76% disagreed, 19.05% were neutral, **52.38% agreed and 23.81 strongly agreed**
Our learners are able to work successfully in a team	15.79% respondents were neutral, **42.11% agreed and 42.11% strongly agreed**
Our learners know how to create a project time-line for a project with specific actions for the team members	4.76% respondents disagreed, 19.05% were neutral, **57.14% agreed and 19.05% strongly agreed**

On completion of Projects: Educators' Perceptions

- 21 responses

Statement	Perceptions
Our learners can apply knowledge for a project action plan that directly relates to the experience of the team.	4.76% respondents disagreed, 19.05% were neutral, **47.62% agreed and 28.57% strongly agreed**
Our learners are able to understand other people's needs.	9.52% respondents were neutral, **71.43% agreed and 19.05% strongly agreed**
Our learners are able to take the lead in a project.	15% respondents were neutral, **60% agreed and 25% strongly agreed**

On completion of Projects: Educators' Perceptions

- 21 responses

Statement	Perceptions
Our learners always have discipline when it comes to doing their schoolwork.	9.52% respondents strongly disagreed, 33.33% were neutral, **33.33% agreed and 23.81% strongly agreed**
Our learners are confident when they have to speak in public.	23.81% respondents were neutral, **42.86% agreed and 33.33% strongly agreed**
Our learners know how to prepare a presentation to present in front of an audience.	9.52% respondents disagreed, 9.52% were neutral, **33.33% agreed and 47.62% strongly agreed**

On completion of Projects: Educators' Perceptions

- 21 responses

Statement	Perceptions
Our learners are confident that they can make a valuable contribution in the workplace.	4.76% respondents disagreed, 14.29% were neutral, **38.10% agreed and 42.86% strongly agreed**
Our learners have skills to benefit the community.	13.29% respondents were neutral, **42.86% agreed and 42.86% strongly agreed**

On completion of Projects: Some Demographics of Educators

Gender

TABLE 59: GENDER OF EDUCATORS ON COMPLETION OF PROJECTS		
Gender	Number	Percentage
Male	10	47.62
Female	11	53.38
Total	21	100

On completion of Projects: Some Demographics of Educators

Age

TABLE 60: AGE OF THE EDUCATORS ON COMPLETION OF PROJECTS

Age Category	Number	Percentage
20 years and below		
21 – 30 years	2	9.52
31 – 40 years	5	23.81
41 – 50 years	9	42.86
51 years and above	5	23.81
TOTAL	**21**	**100**

On completion of Projects: Some Demographics of Educators

Racial Distribution

TABLE 61: RACIAL DISTRIBUTION OF THE EDUCATORS ON COMPLETION OF PROJECTS		
Race	Number	Percentage
African	16	76.19
Indian	3	14,29
White		
Coloured	1	4.76
Other		
Prefer not to say	1	4.76
TOTAL	**21**	**100**

On completion of Projects: Some Demographics of Educators

Location of the Schools

TABLE 63: LOCATION OF THE SCHOOLS		
Location	Number	Percentage
Rural/village	14	66.67
Small town	1	4.76
Large town	2	9.52
City	4	19.05
Total	**21**	**100**

Qualitative Data Analysis

- Provides meaning and offers deeper insight and understanding into how the educators experienced the YCAP Programme to shape its future.

- Thematic analysis of two-open ended questions answered by educators.

- Two main themes: Anticipated Benefits and Skills Gained.

Themes

- ## Theme 1: Anticipated Benefits

Good values: discipline, honesty, respect for the school premises and property, etc.

Development of life/social skills: awareness of social ills and negotiation, hygiene, etc.

Technical skills: project management, computer skills, etc.

Capacity building: communication, listening, public speaking.

Infrastructure development: because of more respect for school premises.

Recognition/acknowledgement: For the good the school is doing.

Qualitative data analysis: on completion of Projects

- ## Theme 2: Skills gained

Benefits to learners: team work, communication skills (listening), improved self-confidence, problem-solving, leadership skills.

Benefits to schools: Networking, funds received, better values, morals and ethics pertaining to school life.

Benefits to the community: helped improve collaboration and involvement with the community.

Overall Findings

Research question 1: Learners

- Better team player – consider all kinds of ideas, accommodating the needs and the experiences of the different team members as well as improving various leadership capabilities, improved communication, decision making, project management, time management, action plan creation, better discipline for school work, overall confidence and negotiation.

- In particular learners noticed a difference in improved confidence and in understanding the dynamics of team work better.

Overall Findings

Research question 2: Educators

- Learners have acquired skills that benefit themselves, the school and the community.

- Skills = communication, listening, planning and organisation, monitoring, problem-solving, presentation, conflict management, fundraising, negotiation, budgeting and reasoning.

- Educators noticed a difference in learners when it comes to improved listening, team work and more self-confidence.

Thank You