

MOT SA RESEARCH REPORT

TVET COLLEGE STUDENT AND SCHOOL LEARNER RESPONSES TO THE MOT PROGRAMME

Research Report prepared by the Institute for
Post-School Studies (IPSS), University of the
Western Cape

2019



INTRODUCTION

The MOT programme has been growing steadily since it was first introduced to Technical and Vocational Education and Training (TVET) Colleges in South Africa in 2006. Since 2011, MOT SA has annually surveyed students exiting the programme to determine their experiences of the MOT programme and its perceived impact on their lives. The questionnaire has been finessed through successive iterations. The 2019 report will be the seventh successive report since the research was piloted. The 2019 report however will be the first report on schools since the research was piloted. The report is based on responses from students who completed the MOT programme in 2017/2018 and filled out the questionnaire.

The intentions of the MOT programme are expressed in the focus areas of the questions addressed to students in the survey. These focus areas concern culture of the classroom, personal development, personal values and choices. These are in line with MOT programme curriculum themes. A copy of the questionnaire administered to students is available on request.

Scope of Study

From the 533 students who completed the MOT programme in 2018, 364 responded to the research questionnaire.

ANALYSIS OF THE MOT DATA

As with previous questionnaires, the questionnaire covered biographical information, and categories of questions related to how the MOT programme had impacted on students' classroom interactions with other students, personal development, personal values and choices. Students were asked to answer 'yes', 'no' or 'not sure'. A final section asked for written comments on the programme. The questions in each section were based on the content areas that were covered in the MOT curriculum. Students were asked to reflect on their behaviour and attitudes before undertaking MOT and to decide when answering the questions, whether MOT had changed the way they thought, felt or behaved. Students could remain anonymous in the hope that this might make them answer more truthfully.

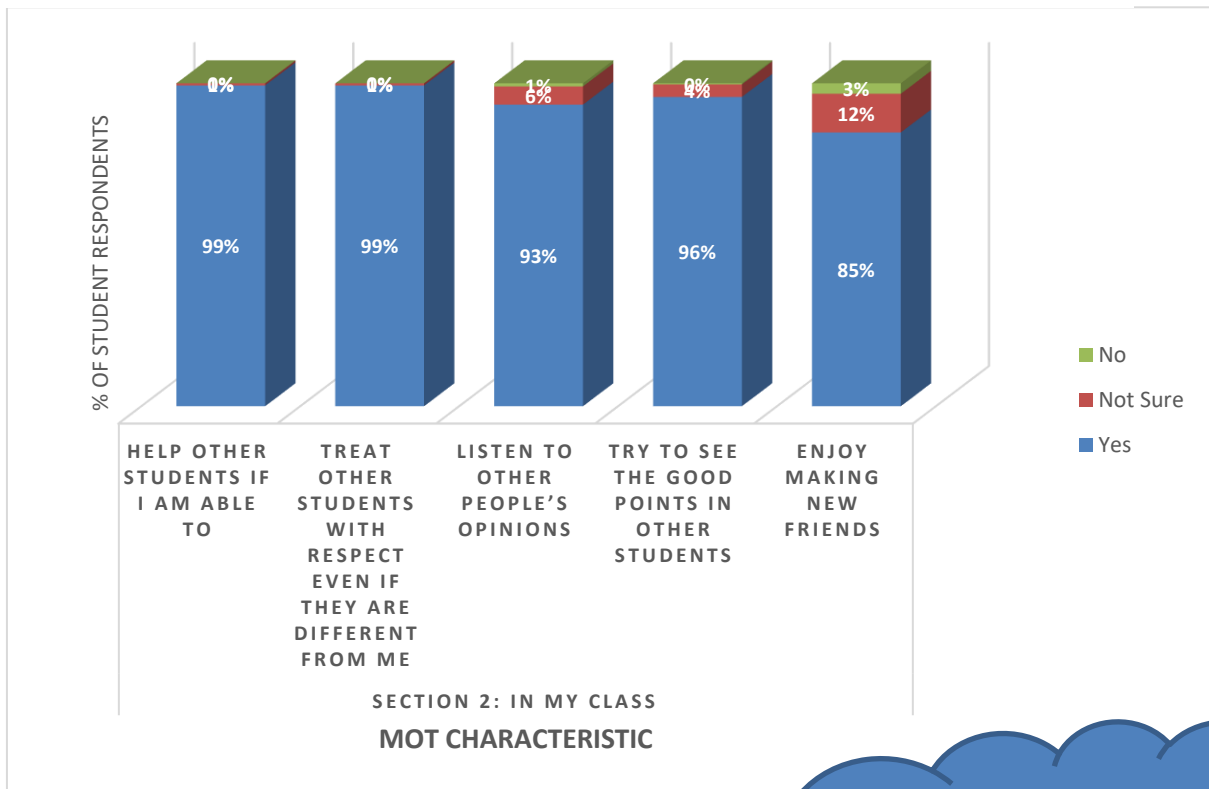
Students were also asked to comment on the MOT programme in an open-ended way. These qualitative comments provided additional insight into how students experienced the programme, and importantly, it provided a window into how MOT impacted on their lives and aspects of the MOT programme which they personally valued. The array of comments provided too many themes to capture in this report, many of which are not included in the quantitative questions, but some illustrative quotes are captured here to capture the meanings that students attributed to different aspects investigated quantitatively.

The following overall findings are set out in the sequence in which questions were answered in the questionnaires.

CLASS CULTURE FOR TVET COLLEGE

This section of the questionnaire asked students individually to assess the impact of MOT on how they treat other people. This had the overall intention of understanding how MOT contributed to the culture of the classroom. As can be seen below, the responses were overwhelmingly positive.

Figure 1: Student responses on positive impact of MOT on Class Culture



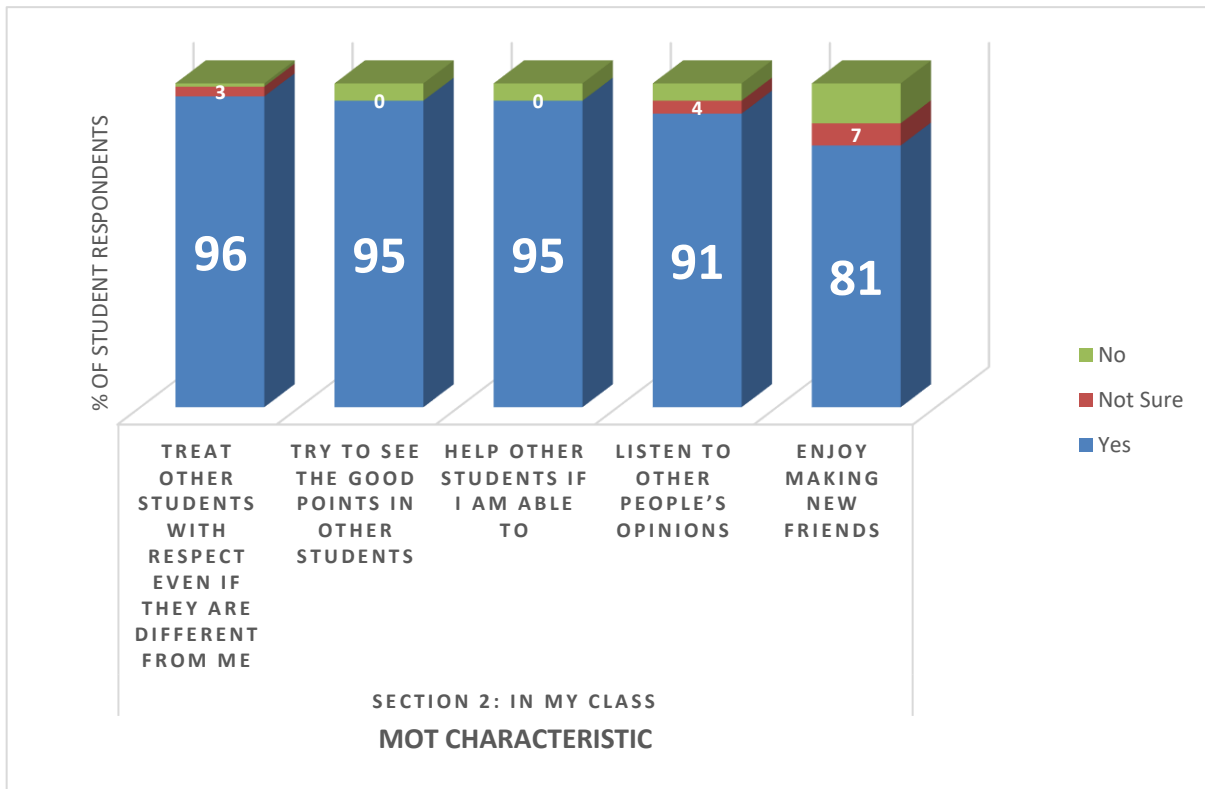
MOT has really helped me become a better person that I was before. I now have the courage which I lacked before. I am more comfortable with myself now. I have made more friends with my classmates and get to know

MOT has helped me a lot. MOT gave me the courage to be myself. I've learnt so many and made a lot of new friends. Thank you, MOT, for helping me find my inner voice and myself.

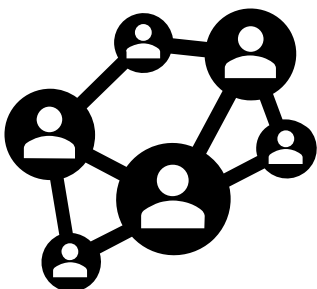
This was a good idea to bring MOT to us, as many of us wanted to give up. It motivated us as a group even if we don't agree on some things.

I really appreciate your session that you have done with us. This really did help us a lot. Some of us was not sure what to do after this course. So now we do believe that we are going to go further in education

CLASS CULTURE FOR HIGH SCHOOLS



The MOT Programme has helped developed me and most of my friends in different ways. It has helped build a strong positive relationship amongst us and with others.

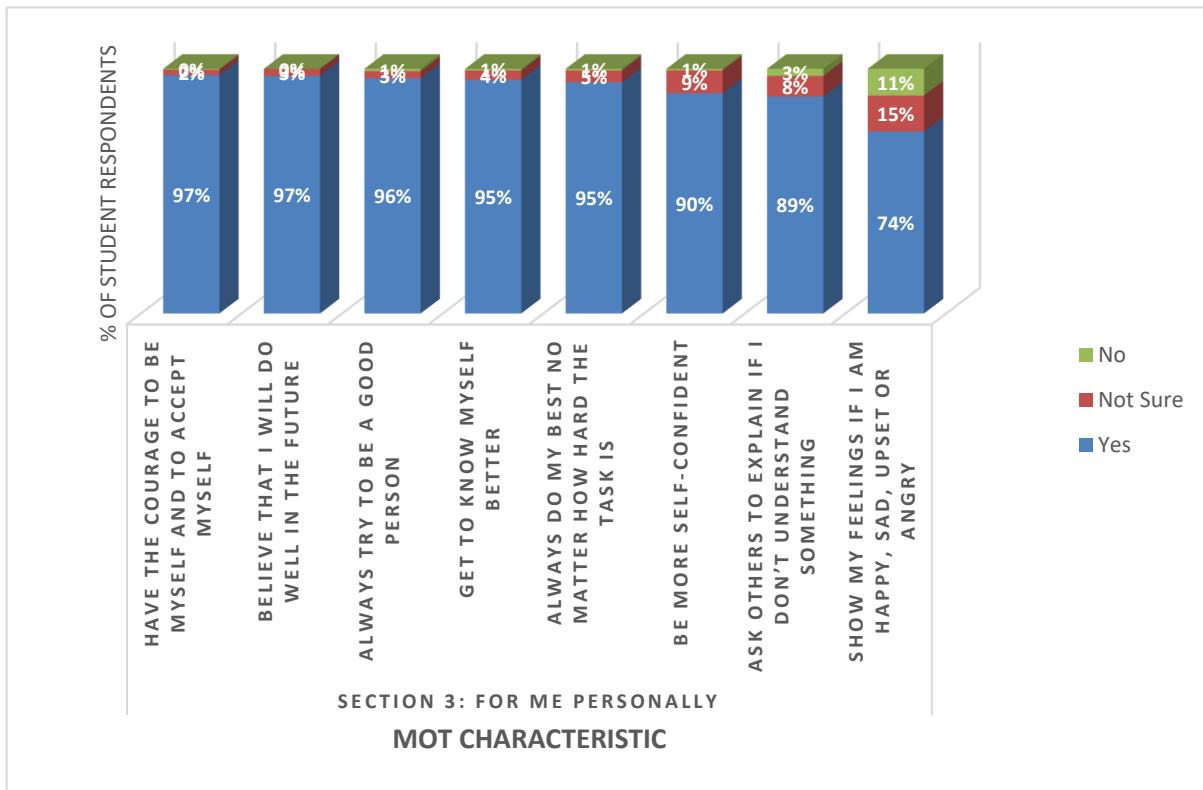


When I started at school, it was hard for me to adapt to other personalities and attitudes, but MOT taught me how to be peaceful with others as everyone comes from different backgrounds.

PERSONAL DEVELOPMENT FOR TVET COLLEGE

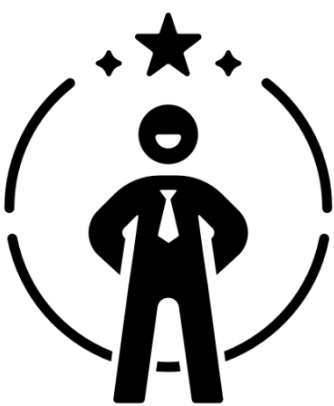
Self-knowledge and personal development were measured through student self-responses as to the current view of themselves. These constructs are held to be key elements of resilience. Figure 2 below shows the percentage of students who held positive views of themselves enabling to have the ‘courage to act’, a key attribute of the MOT programme.

Figure 2: Student responses on positive impact of MOT on Personal Development

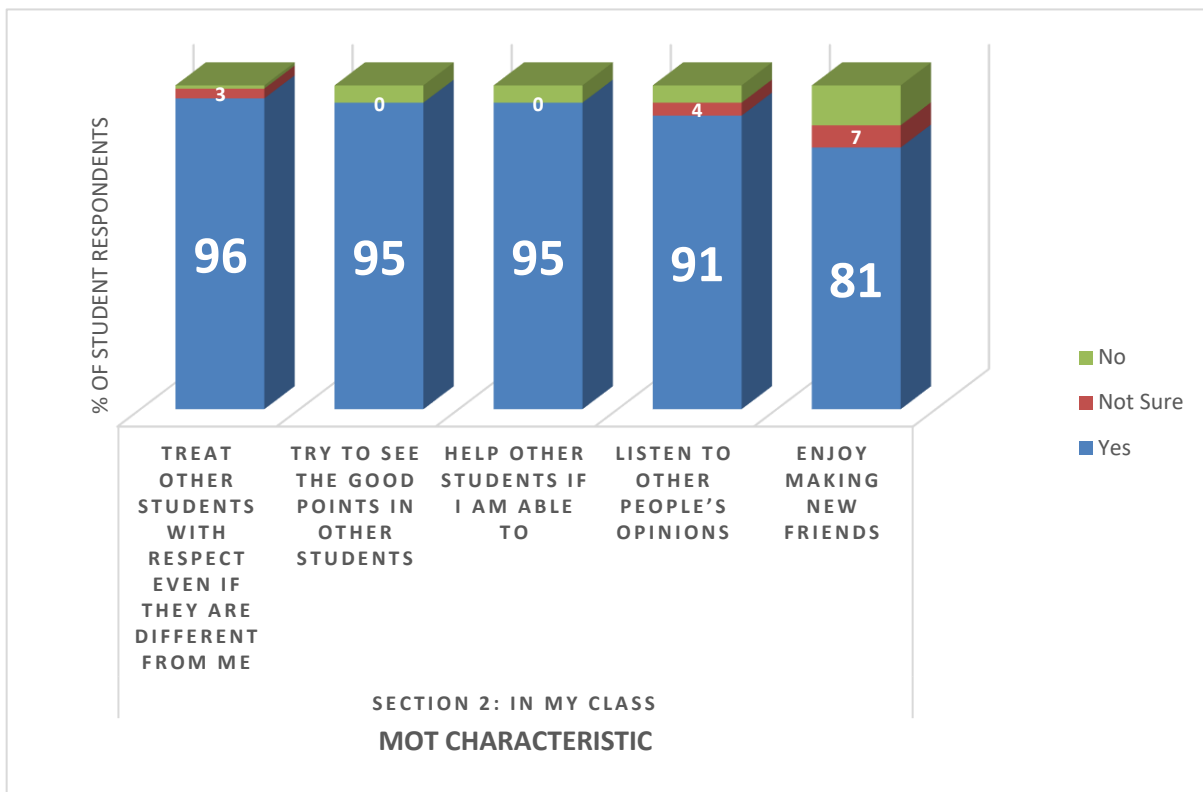


From the MOT sessions I have become more confident than I have been before. I put myself out there and I am not afraid to make mistakes anymore.

I was a very shy person when it comes to presenting in class. I had a low self-esteem. I used to compare myself with other people. In MOT I learnt to be proud of myself, now I can say I have confidence



PERSONAL DEVELOPMENT FOR HIGH SCHOOLS



MOT has taught me to be my best version of myself and love myself and others

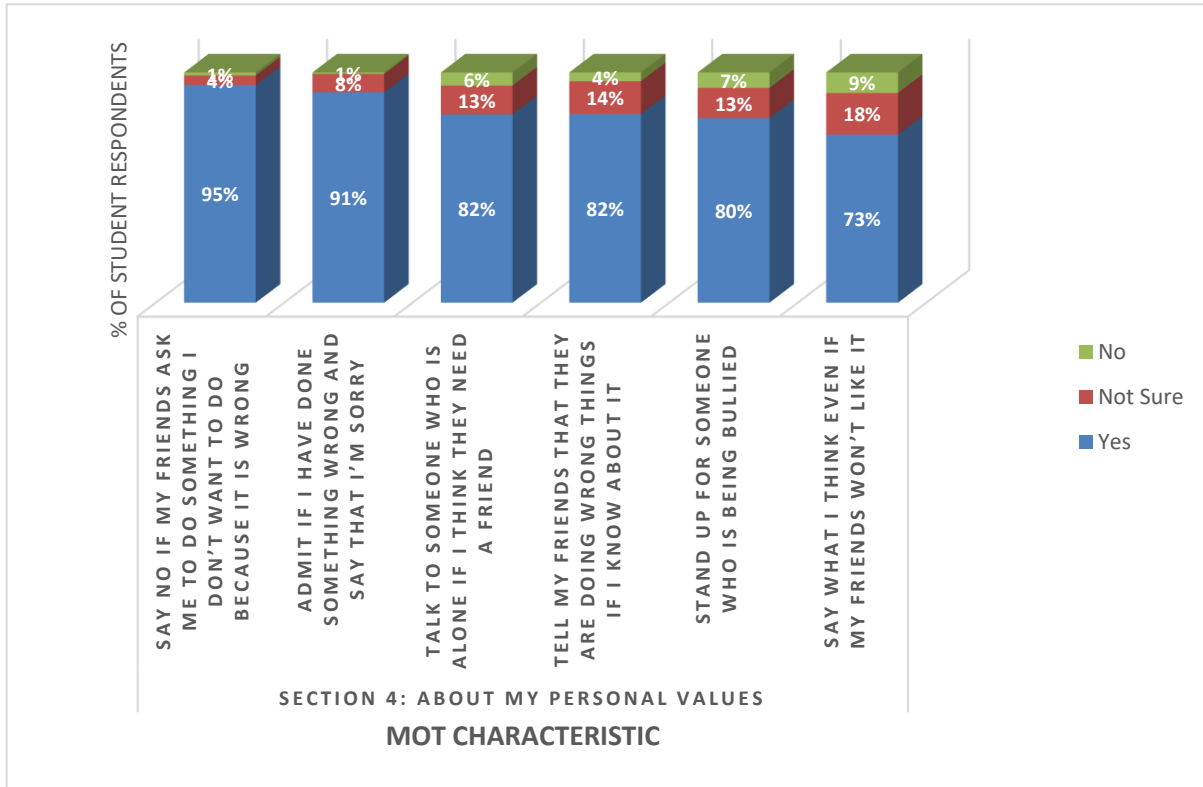
MOT has helped me in many ways. I've learned so many things about myself. I've become a better person and leader, especially after going on the camp. Being chosen as a leader made me realise a lot and that my teachers see potential in me.

MOT has helped me find myself in a way that I thought I knew myself. The MOT educators in my school have also played a big role in my change. I used to be negative, but I have built up my positivity.



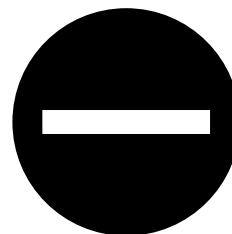
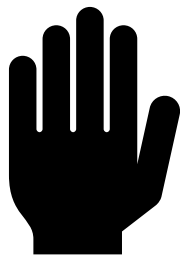
Figure 3: Student responses on positive impact of MOT on Personal Values

PERSONAL VALUES FOR TVET COLLEGES

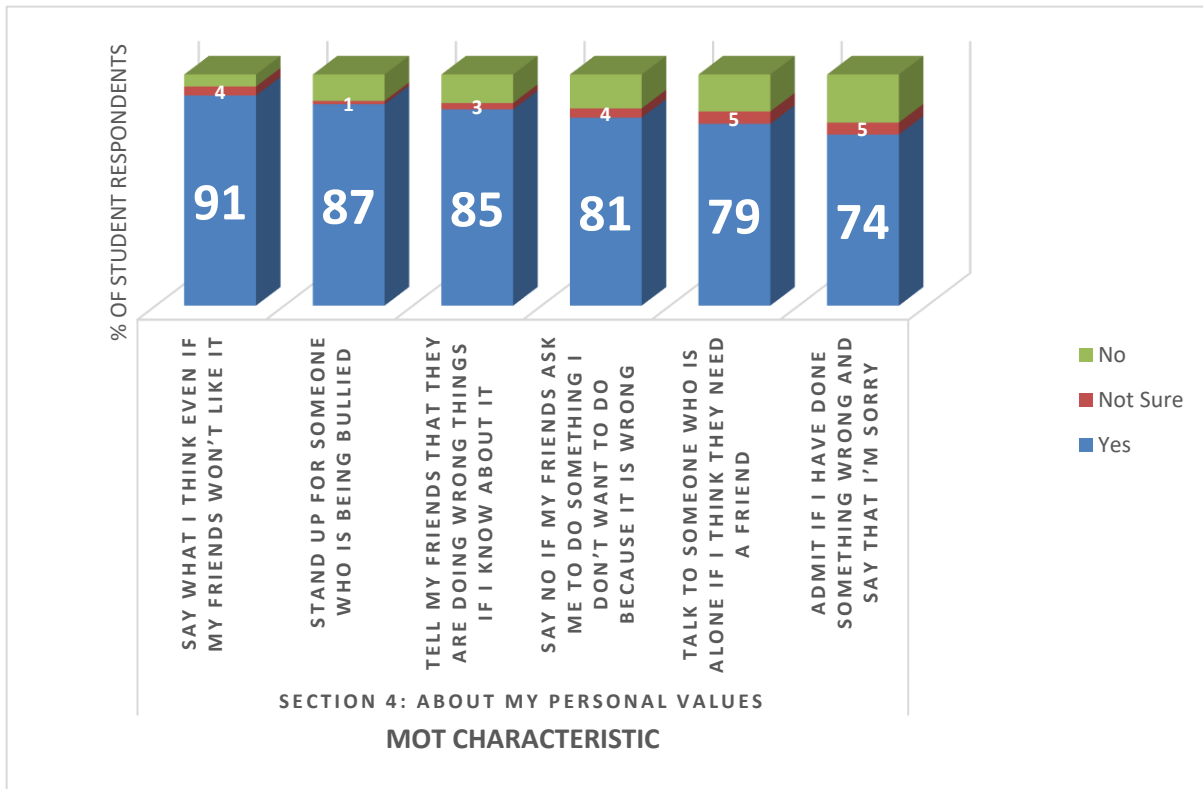


The MOT programme has helped me so much, it helped me gain more self confidence in myself, helped me stand up for myself and say no when I had to

MOT helped me to admit things to myself that I never had before. It helped me realize the things I do and unnecessarily allow



PERSONAL VALUES FOR HIGH SCHOOLS



The MOT programme has really helped me to figure out what I want in life. It made me much more responsible and aware

MOT Programme has helped many kids, including myself. MOT has helped me become a better person. I am more confident and make better decisions about my life. I am also motivated to achieve my goals and complete school.



LIFESTYLE CHOICES FOR TVET COLLEGE

The number of students who have forsaken potentially harmful habits like smoking, drinking and drugs continues to be an area of continuing impressive achievement of the MOT programme. Students were asked whether they smoked, drank or did drugs before and after the programme. The results are shown in Figure 4. As can be seen 16 stopped smoking, 46 stopped drinking, and 7 stopped used illegal drugs.

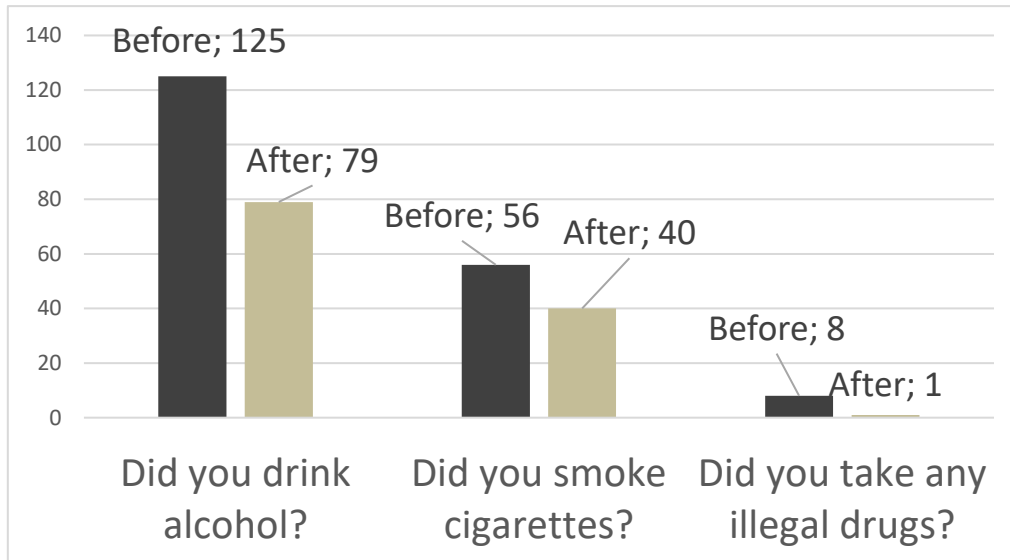
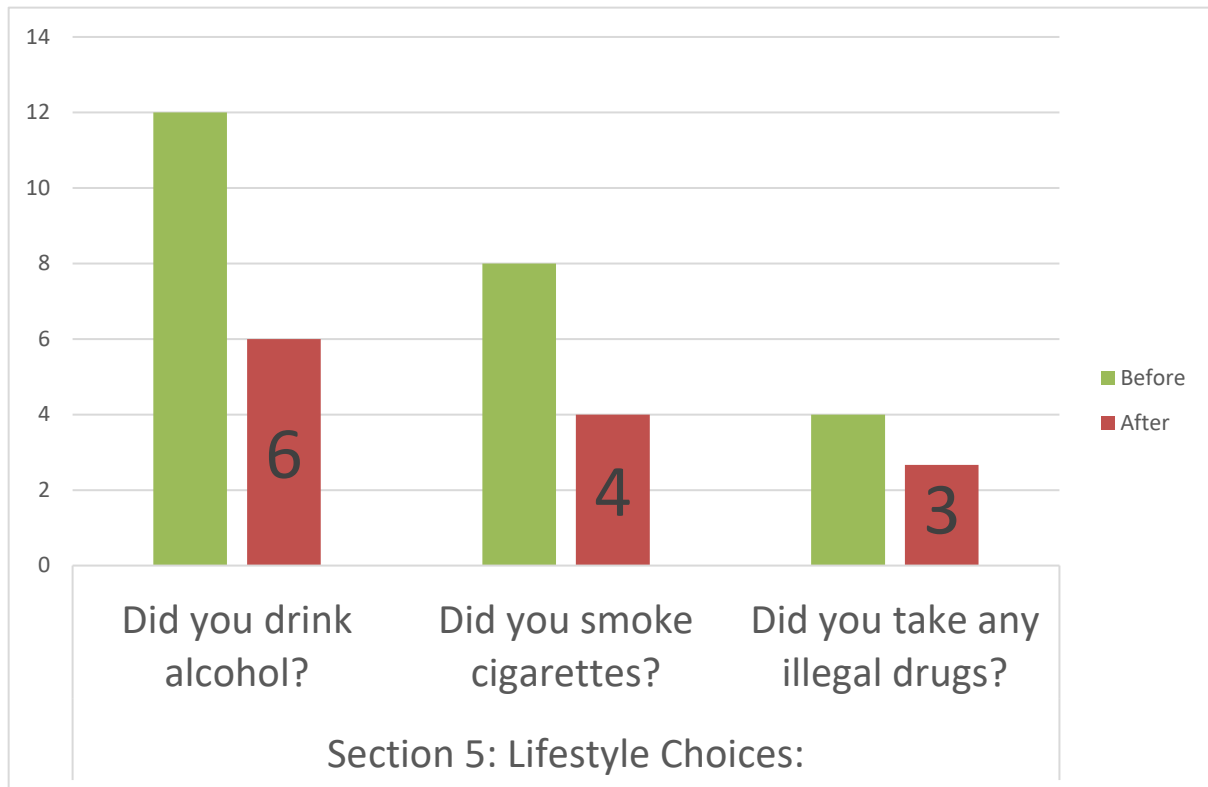


Figure 4: Students engaging in lifestyle choices before and after MOT programme

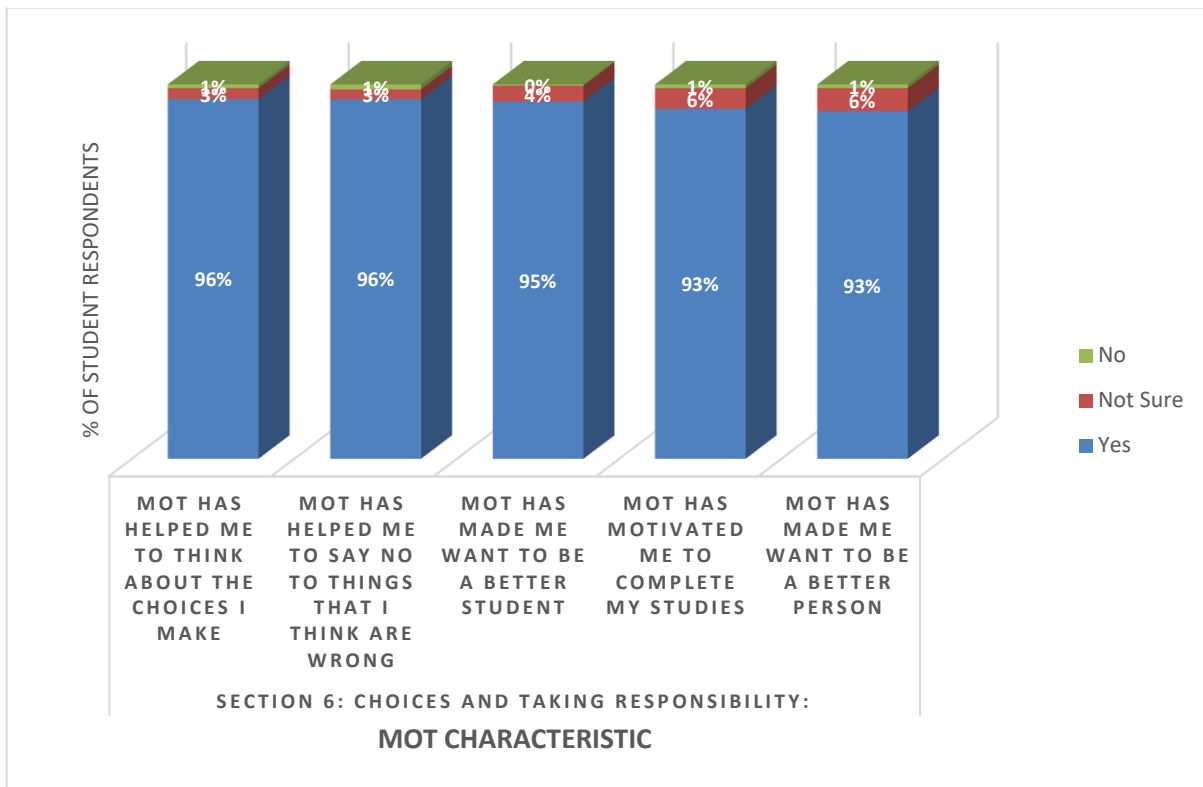
LIFESTYLE CHOICES FOR HIGH SCHOOLS



Whilst not all students stopped these habits, these are regarded as substantial personal successes in the cases of those students who did stop these habits. Given the difficulty that many experience in foregoing these habits, and the generally low success rate that many programmes achieve, the fact that students report having quit these habits at all and in so many cases attests to the impact of the MOT programme

CHOICES FOR TVET COLLEGE

Figure 5: Student responses on positive impact of MOT on Choices



This section focused on the types of choices students made, with the academic persistence choices being particularly interesting. The questions referenced MOT’s role in students making these choices.

MOT has encouraged me to be a better person and motivated me to complete my studies and to think about the choices I make.

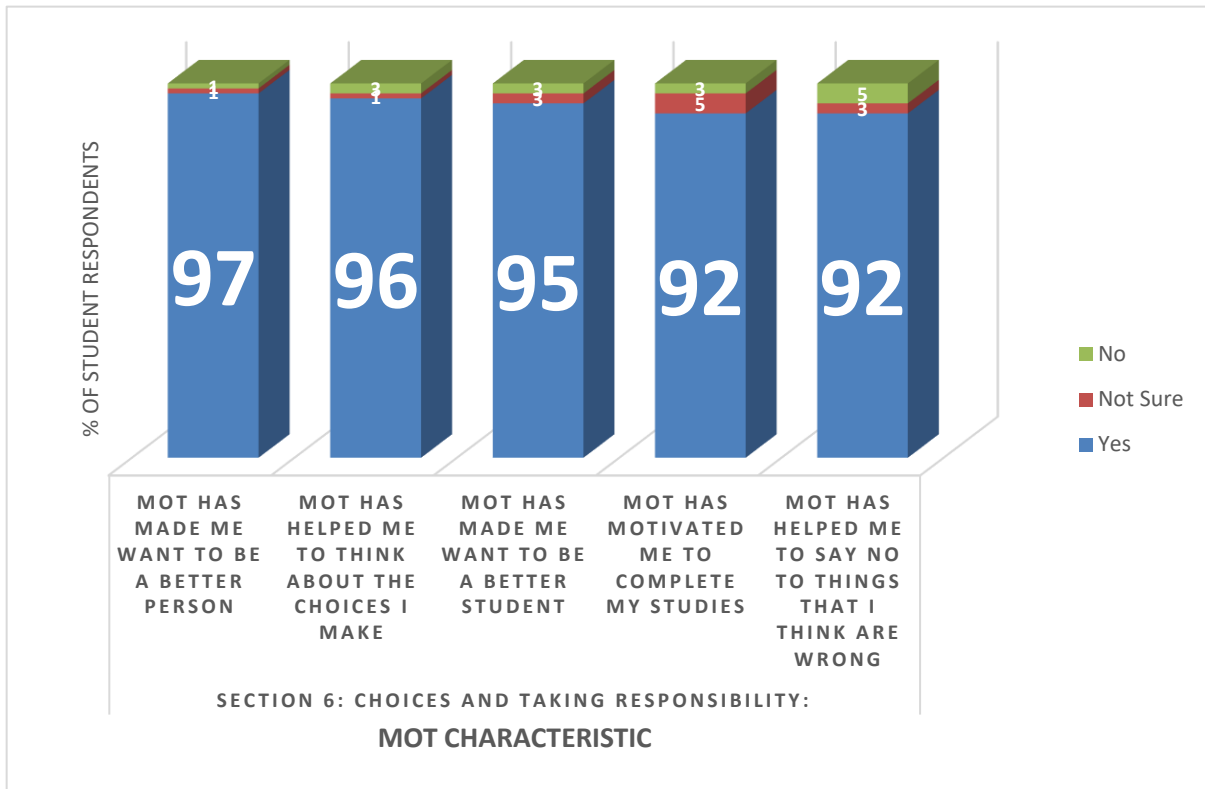
Finally, there was something to look forward to, to come to college.

MOT helped me a lot in life for the past few months in college. It helped me not to give up so easy

[The MOT Coach] was very encouraging when I wanted to drop my studies because of my family indifferences. She showed courage, kindness, motivated me and pushed me to reach the next level of my life.

I have grown as a person while doing MOT. I have completed my studies after giving birth

CHOICES FOR HIGH SCHOOLS



My MOT Coaches have been the best throughout my 3 years in MOT and that is the reason I want to be like them and make a difference in others' lives.

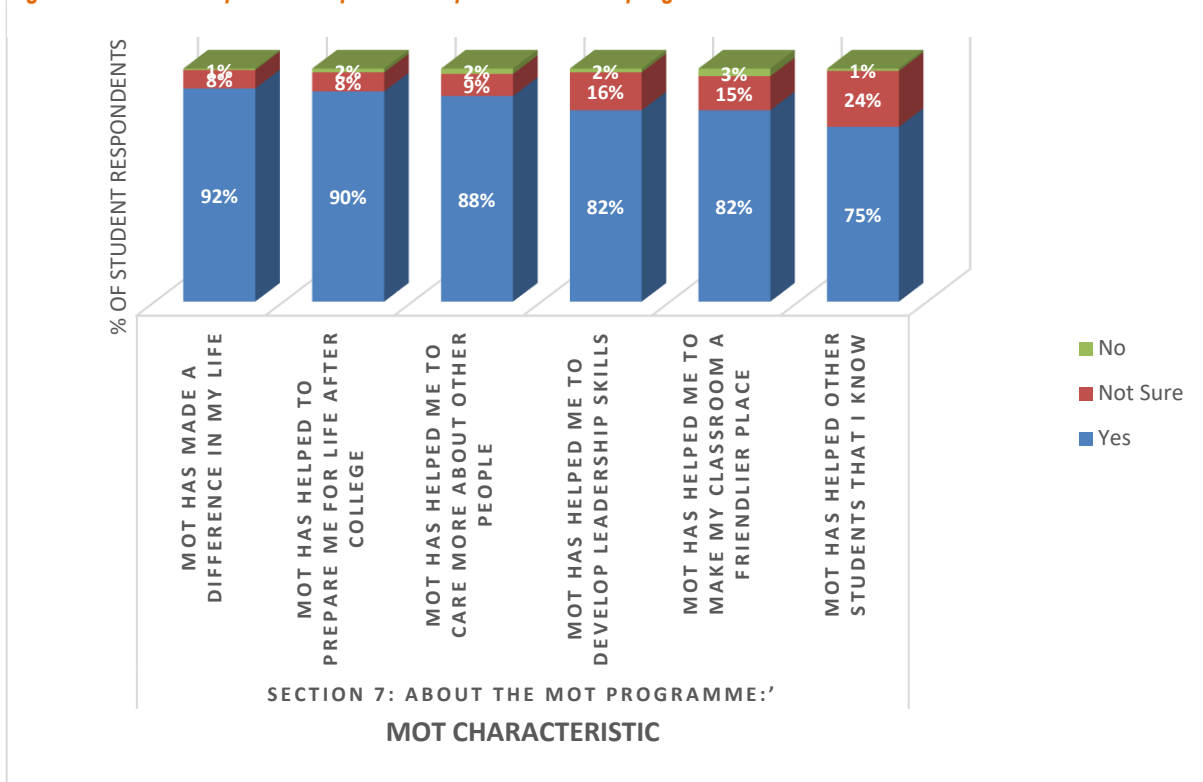


...the right words from the right person really does make a difference in a persons' life. MOT should always keep doing what they do because it really helps people overcome the challenges,



THE MOT PROGRAMME FOR COLLEGES

Figure 6: Student responses on positive impact of the MOT programme overall

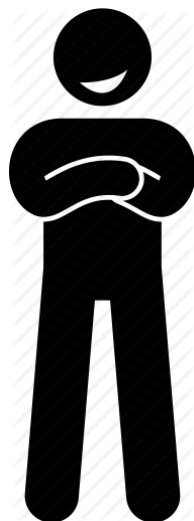


This section asks students to specifically attribute the role that MOT played in their development as reported in previous sections. Students responses are provided in Figure 6. As can be seen in descending order the number of students attributing personal characteristics' development to MOT, the responses were overwhelmingly positive.

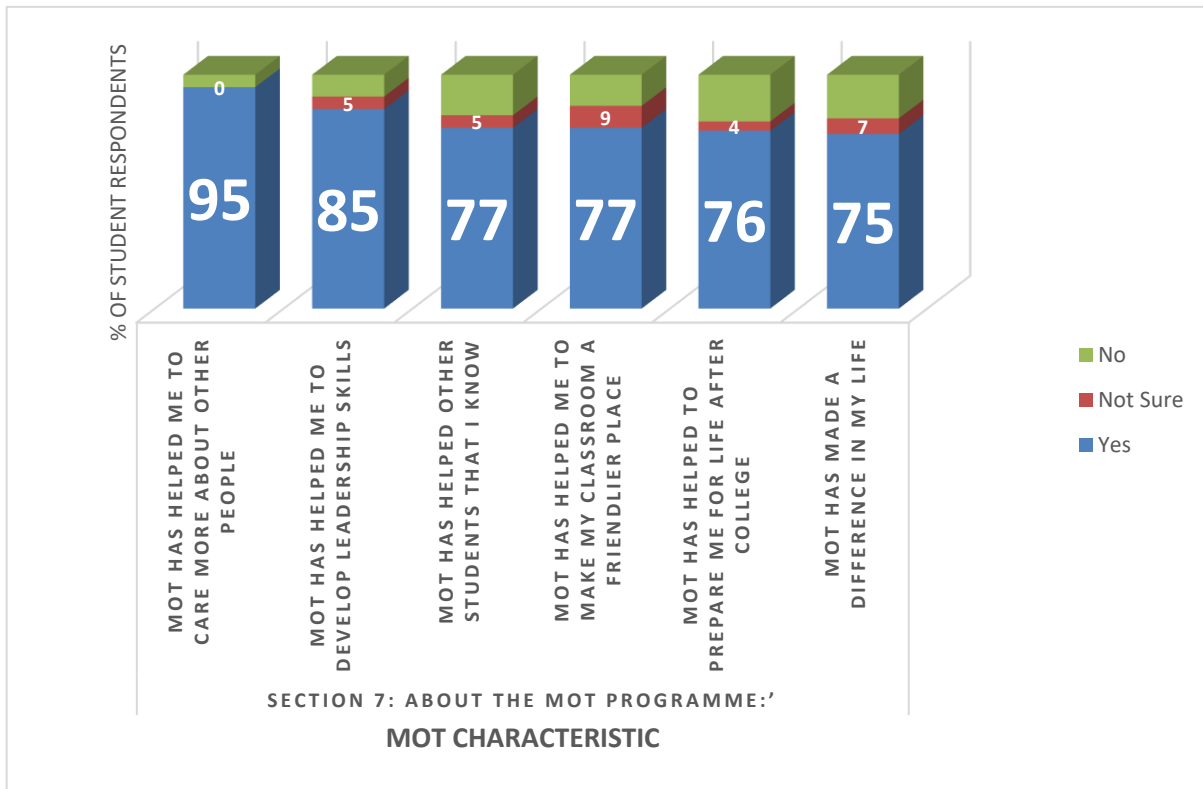
It was very good I learnt a lot about myself ... I also learned new things about myself....they helped me become a better person.

... it helped me to develop personal skills and to know my value and to always take other persons opinions. Today I am a better person than before

The MOT sessions were fun, emotional at times, but it is a safe environment to speak freely about any situation or circumstances



THE MOT PROGRAMME FOR HIGH SCHOOLS



CONCLUSIONS

As reported in previous reports, the results have been consistent across the reports, with marginal differences. From the results, it would appear that the MOT programme continues to make positive gains regarding how TVET college students perceive themselves and others, building positive attitudes, increasing resilience, and influencing better choices. Students in the MOT programme have also reported being more motivated to become better students and to complete their studies, an important influence given the high dropout and failure rates at TVET colleges.

Of the 30 indicators, over 90% of students felt that they had been positively impacted upon in 19 of the indicators, a further 8 indicators had over 80% of students report a positive impact and 3 indicators reported an over 70% positive impact – and even then students had in most cases indicated that they were not sure. On a few indicators however, a number of students indicated a firm ‘no’: mainly in the area of showing their feelings or confronting wrong doing by peers. However, again these results should be taken in the context that vast majority of students indicated that they had been impacted, and the various qualitative comments by students who spoke of the personal value of the course in opening up that aspect of themselves.

As in previous reports, it is suggested that students who have experienced the MOT programme at college are tracked at later points in their lives in order to ascertain whether there have been any lasting impacts of the MOT programme, or whether they have retained the positive attitudes that they reported so soon after their MOT experiences

IMPLICATIONS OF RESEARCH

The results of this report have various implications for policy and practice. The first area is that students highlighted the positive impact of MOT on their academic motivation and persistence. A sister study has been commissioned to this report to ascertain whether these perceptions had been translated into objective gains on a larger scale.

As indicated in an earlier report, another area is that the humane dimension of the curriculum has been left to chance. TVET colleges often harbour a variety of narratives of hurt with students in their comments mentioning their low self-esteems, discovering their value, people believing in them and so on, and how this process of self-discovery has enabled them to discover their connectedness to others too. The evidence presented by students continues to support the conclusion suggested in an earlier report that

Older events in South Africa’s history that have continued into the present suggest a strong need for South Africa and South Africans to be granted opportunities for healing. And those students who have the least protection from disruptive life events and circumstance also tragically have the least access to resources to assist them to cope. Failure to specifically plan for such a curriculum which develops courageous, self-confident and socially aware human beings, and which provides access to a set of tools for the most vulnerable to develop a measure of resilience, runs counter to the history of this country. If the results of feedback from students reported here are any indication, then we can be cautiously optimistic that there are signs ... from which can be drawn seeds of a renewed national conversation about the ‘what’ and ‘how to’ of values being embedded in curriculum.