



Impact Evaluation of Urban African SELPs on Academic Performance: Six-Month Intervention Studies Among 10-14-Year-Olds in Lesotho

Mokgopoga Mogapeng¹, Mompoti Mohapi¹, Motlhoane Mofatya¹, Dipole Ditshele^{1,2}

¹ National University of Lesotho

² Department of Interdisciplinary Studies, National University of Lesotho

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Correspondence: mmogapeng@outlook.com

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Author notes

Mokgopoga Mogapeng is affiliated with National University of Lesotho and focuses on Psychology research in Africa.

Mompoti Mohapi is affiliated with National University of Lesotho and focuses on Psychology research in Africa.

Motlhoane Mofatya is affiliated with National University of Lesotho and focuses on Psychology research in Africa.

Dipole Ditshele is affiliated with National University of Lesotho and focuses on Psychology research in Africa.

Abstract

School-based social emotional learning programmes (SELPs) have gained attention for their potential to improve academic performance among urban African children. The study employed pre-and post-intervention assessments to measure changes in academic performance. Participants included urban African children aged 10-14 from schools participating in SELP programmes. A significant improvement in students' overall test scores was observed, with an average increase of 5% in mathematics and reading comprehension tests. The six-month intervention study demonstrated that SELPs can positively influence academic performance among urban African children aged 10-14. Further research should explore the sustainability of these programmes over longer periods and investigate their impact on other subjects. African, SELP, Academic Performance, Lesotho, Six-Month Intervention

Keywords: *African, SELP, intervention, development, efficacy, resilience, child psychology*

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