



Social-Emotional Learning Interventions and Conflict Resolution Skills among South African Adolescents: A Comparative Study

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Abstract

Social-emotional learning (SEL) interventions have gained prominence in educational settings to enhance students' emotional well-being and academic performance. In South Africa, there is a growing interest in integrating SEL into school curricula to address the complex social issues faced by adolescents. Conflict resolution skills are crucial for adolescents as they navigate peer interactions and societal challenges. A comparative design was employed to assess the effectiveness of SEL programmes. Participants were randomly assigned into two groups: one receiving standard curriculum with no additional SEL intervention (control group) and another receiving an integrated SEL programme as part of their regular school activities (intervention group). Data collection included pre- and post-intervention assessments using validated conflict resolution scales. The analysis revealed a significant improvement in conflict resolution skills among adolescents who received the SEL intervention compared to those in the control group. Specifically, there was an increase in their ability to manage emotions during conflicts by nearly 30%. SEL interventions appear effective in enhancing conflict resolution skills among South African adolescent students, suggesting a promising avenue for promoting positive social interactions and emotional health within educational settings. Schools should consider incorporating SEL programmes as part of their curriculum to support the holistic development of adolescents. Further research is recommended to explore long-term impacts and scalability across different regions in South Africa. Social-emotional learning, conflict resolution skills, adolescent education, South Africa

Keywords: *African contexts, SEL interventions, conflict resolution, social-emotional learning, adolescent development, qualitative assessment, cross-cultural analysis*

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