

# Positive Psychology and Cognitive Behavioral Therapy

June 13-14, 2016 Philadelphia, USA

## Hope for the future and literacy achievement in a sample of impoverished South African primary school children: A positive psychology perspective

**Jace Pillay**

University of Johannesburg, South Africa

Adopting a positive psychology perspective this study investigated hope for the future and literacy achievement in a convenient sample of South African primary school children living in poverty. Data was collected through a quantitative survey that was administered with learners (N=160) from four grade 5 to 7 classes in a school in Soweto. Soweto is an urban black township that emerged during the years of apartheid and its people were characterized by extreme poverty and negativity. The survey comprised five literacy tests that were standardized by Do-It- Profiler, a UK based institute, and Shape the Learner, a South African based consultancy. The results show a statistically significant relationship between future hope and literacy scores, with learners who had lesser hope for the future scoring significantly lower on the literacy tests used in this study. Specifically, learners with lesser future hope performed noticeably lower in the real word test, followed by spelling, words spelt correctly, reading fluency, and non-word spelling. Based on positive psychology and hope theory, the author discusses the implications of the findings for literacy achievement in children living in poverty.

### Biography

Jace Pillay completed his PhD from the Rand Afrikaans University, South Africa. He is the South African Research Chair in education and care in childhood in the Faculty of Education at the University of Johannesburg. He has published numerous papers in reputed journals, presented research findings in several international conferences and has been serving as an Editorial Board Member of reputable international journals.

[jacep@uj.ac.za](mailto:jacep@uj.ac.za)

### Notes: