# THE IMPACT OF GUIDANCE AND COUNSELLING ON LEARNING OUTCOMES: A COMPARATIVE STUDY OF TWO HIGH SCHOOLS IN VHEMBE DISTRICT

**by**

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# DECLARATION

I, **KHATHUTSHELO MULUVHU**, hereby declare that this dissertation, **"The Impact of Guidance and Counselling on Learning Outcomes: A Comparative Study of Two High Schools in Vhembe District"** is my own work and I have acknowledged and specified all sources that I have used by means of broad references.

**Signature:**_____     **Date:**_____

**Khathutshelo Muluvhu**

# DEDICATION

I dedicate my dissertation to my loving mother, Mrs Hildah Muluvhu and my daughter, Vhugala. I also dedicate this study to every student with the passion to improve psycho-educational issues.

To all learners in South African abroad.

# ACKNOWLEDGEMENTS

Even if the thoughts, writings and conclusions of this dissertation are mine, its completion reflects the efforts of those special people who have assisted me on my Master's expedition. To all the people who in supporting me during the course of this study, I appreciate your support. Below are the few who made a great contribution.

For this cause, above all I want to thank the Almighty God for his grace throughout my study. He gave me my courage, wisdom and was my pillar of strength.

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# ABSTRACT

This study examined the impact of guidance and counselling on learning outcomes. The study was comparative study of two high schools in Vhembe district located in the Northern part of Limpopo Province, South Africa. A mixed method design was employed, consisting of qualitative and quantitative approaches. For the quantitative part an experimental design and a questionnaire were used. Independent samples entailed t-tests to compare the performance of the experimental and control group, a chi-square of association was used to determine the presence/absence of alignment between career and subject choices after counselling, while paired samples t-tests were used to ascertain if there was any improvement in the performance of the two groups. In addition, written mark schedules of pre-test, post-test and a short questionnaire for learners were analysed quantitatively. For the qualitative component face-to-face, semi-structured interviews were used while the purposive sampling technique was used to select 8 Life Orientation teachers, of which 4 were from school A and the other 4 were from school B. In addition, 2 Life Orientation heads of department were interviewed on challenges in implementing Guidance and Counselling in the school curriculum. For the quantitative data analysis, the chi-square and t- test of association was used to determine if there was any difference in career and subject choices alignment and performance between learners exposed to counselling and those not exposed to the program. The overall mean scores were calculated, and the chi-square test was used to indicate if there was any significant difference in career choices and subject alignment and performance between the group that received guidance and counselling and the group which did not receive such support. Fifty learners from the two selected schools were randomly selected, whereby 25 were used for the experiment and the other 25 as a control group. The experimental results indicated that learners who were exposed to guidance and counselling showed improvement in their learning outcomes while those who were not exposed to counselling showed no improvement in their learning outcomes. The fact that group that received guidance and counselling improved suggest that guidance and counselling services should be strengthened in all schools through departmental policy review meetings.

**Keywords:** Academic Achievement, Professional School Counsellors, Guidance, Counselling and Career Counselling

# LIST OF ACRONYMS IN THE STUDY

| | | |
|---|---|---|
| DBE | : | Department of Basic Education |
| DEC | : | Department of Education and Culture |
| FET | : | Further Education and Training |
| HOD | : | Head of Departments |
| HPCSA | : | Health Professional Council of South Africa |
| LO | : | Life Orientation |
| NCS | : | National Curriculum Statement |
| NEPI | : | National Education Policy Investigation |
| RNCS | : | Revised National Curriculum Statement |
| SA | : | South Africa |
| SGB | : | School Governing Body |
| SGC | : | School Guidance and Counselling |
| SMT | : | School Management Team |

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**CHAPTER ONE**

**INTRODUCTION TO THE STUDY**

## 1.1 INTRODUCTION

The main objective of the South African Department of Education and Culture (DEC) is to provide the best education that enhances full development of learners (Diane, 2013:1). This should include their interests, abilities and personalities. This goal may be achieved through offering guidance and counselling programs in schools (Diane, 2013:1). It is vital to improve the customs as well as the attitudes of learners towards studying in order to enhance the quality of education (Hussain, 2006:35). However, factors which may adversely affect the quality of education need to be identified in order to come up with remedial measures. These factors can be easily identified through implementation of guidance and counselling programs in schools.

One of the programs considered to be an integral part of South African public schools in the 20th century is guidance and counselling (Diane (2013:1). School guidance and counselling is implemented as a subject which is part of the curriculum. It has been reviewed during policy review of curriculum implementation over the last decade and now is called Life Skills in Foundation Phase and Life Orientation in Further education and Training (FET) (Diane, 2013:1). One of the objectives of guidance and counselling is to provide social and psychological or emotional support to learners at all academic levels. In this regard, schools have to employ expert teachers in guidance and counselling to deliver the relevant prescribed curriculum and handle psychological matters (Stelzer, 2003:1).

Guidance and counseling facilities were regarded as an essential component of the general education services in the policy as it is implemented as a subject called Life Orientation in SA schools, even though limited human and physical resources which hindered its implementation. This was further worsened by lack of support services that were disproportionately disseminated among all South African learners (Diane, 2013:1).

There were limited personnel in schools in South Africa. This was also compounded by insufficient financial resources to fund guidance and counselling programs as well as a shortage of computers and other technological equipment that could enhance and counselling services (Mahlangu, 2011:239). Furthermore, learners in public schools had little knowledge about guidance and counselling. Also, the implementation of a full guidance and counselling required a non-teaching approach for it to be effective. The fact that guidance and counselling services are based at district offices and not at schools did also not help the situation.

Career counselling services are only given to the Grade 12 learners while lower grade learners are neglected, yet they are the ones who need guidance and counselling most because the subject is offered at Grade 10 (Mahlangu, 2011:239). Once a learner chooses their subjects the assumption is that they already know their career path. Limited resources impact negatively on the management of guidance and counselling services in South African Schools. For instance, it was found that it is difficult for district officials to render the guidance and counselling program according to school needs due to transport problems (Mahlangu, 2011:239).

During the apartheid era when Bantu education was offered to black South Africans many secondary schools had a guidance counsellor on site. However, this changed in after 1994 due to changes in education policies. The Department of Basic Education (2014:13) notes that "Though we reflect with exhilaration at what we have been able to attain over the past two decades, we are the first to concede that the South African education system is not where it is supposed to be". For this reason, this study sought to explore how guidance and counselling influences learning outcomes and career choice.

## 1.2   PROBLEM STATEMENT

Research has shown that that guidance and counselling teachers play an important role in improving learning outcomes (Hussain, 2006:35; Mahlangu, 2011:239). Guidance and counselling helps in resolving issues around wrong career choices (Eliamani, Richard & Peter, 2014:037). Challenges such as wrong career choices due to wrong subject choices, school dropout levels and low academic achievement

are inexorable, resulting in increased crime due to poverty (Eliamani *et al.,* 2014:037). These challenges can hinder learning outcomes.

Diane (2013:5) notes that in South Africa there are strategies introduced by the department of education to address barriers to learning, which include barriers to learning resulting in poor learning outcomes. Learners experiencing barriers to learning can only see the psychologist after the teacher would have made recommendations, meaning that this is the only time that a learner will be able to see a psychologist. The psychologists are based at district level, meaning that the process of meeting with the psychologist is prolonged because the psychologist would be based at the hospital while at the same time he or she is required to service forty schools.

In the Vhembe District, implementation of the Guidance and Counselling program is done at district offices and not at schools. One of the reasons is the shortage of facilities for successful implementation of guidance and counselling in schools. Guidance and counselling was mostly needed at lower levels like Grade 10, whereas such services are mostly rendered at Grade 12, especially through career exhibition. Considering the importance of guidance and counselling and the challenges faced by South Africa in implementing it in schools it is imperative to conduct studies aimed at evaluating the impact of guidance and counselling in leaner development and learning outcomes.

## 3    OBJECTIVES OF THE STUDY

### 1.3.1  Main Objective of the Study

The main objective of this study is:

- To determine if there are any significant differences in learning outcomes between learners exposed to Guidance and Counselling and those not exposed to the program

### 1.3.2  Specific Objectives of the Study

- To examine the alignment of career and subject choices for learners exposed to Guidance and Counselling and those not exposed to it.

- To determine if there was improvement in the performance of the control and experimental groups after counselling.

- To identify challenges faced by schools in implementing guidance and counselling in the curriculum.

- To come up with recommendations that will help stakeholders of SGC to improve their role effectively.

- To propose a model that can improve the implementation of SGC.

## 1.4  RESEARCH QUESTIONS

### 1.4.1  Main Research Question

- Is there any significant difference in learning outcomes between learners exposed to Guidance and Counselling and those who are not exposed to the program?

### 1.4.2  Specific Research Questions

- Is there any difference in the alignment of career and subject choices for learners exposed to guidance and counselling and those not exposed to it?

- Is there any significant difference in the academic performance of learners exposed to Guidance and Counselling and those not exposed to it?

- Is there an improvement in the academic performance of the control and experimental groups after counselling?

-  What challenges do schools face in implementing guidance and counselling in the curriculum?

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## 1.5    HYPOTHESIS

**Null:** There is no significant difference in learning outcomes of learners who receive guidance and counselling and those who do not.

## 1.6    LITERATURE REVIEW

In this section literature related to the study is reviewed briefly while details of other studies will be discussed in the next chapter. The topics briefly discussed here are: theoretical framework, origin of guidance and counselling, the role of school guidance and counsellors and the advantages of SGC.

### 1.6.1  Humanistic Theoretical Framework

This study was informed by humanistic theory which was founded by Rogers (20004:5) who claims that growth potential inherited from all individuals tends to be realised when there is a helping person who is caring and communicates in a sensitive and non-condemnatory way that shows an understanding of client's "inner flow" of experiences.  This theory emphasises self-concepts and that is the way in which one defines or perceives oneself. Rogers argues that false self-conception results in problems and maladjustment in how people define themselves.  If a person sees himself or herself as incapable, insufficient or worthless, usually they would behave in that particular way, since they develop no sense of appreciation of themselves.   As a result, they normally turn to disregard their academic achievement.

Rogers (2004:5) proposed therapy focusing on helping clients understand themselves in order to reach self-actualisation. Self-actualisation is a human motivation to develop their full potential.

The humanistic theory is relevant to this study in the sense that guidance and counselling involves a relationship between a client and the counsellor, whereby the counsellor addresses which can result in poor leaning outcomes among learners. The school counsellor should be able to strengthen the relationship by establishing

unconditional positive regard expressed through empathetic understanding, respect, warmth and genuineness (Rodgers, 2004:5).

Rodgers (2004:5) believes that man is good, as a way of implementing a non-directional policy in counselling, which emphasised that the counsellor should have a positive regard of the client. This is a client centred therapy whose goals include self-acceptance, self-awareness, and self-understanding (Rodgers, 2004:5). Change in the client and improvement is caused by the relationship between the client and the Counsellor.

### 1.6.2 Origin of Guidance Counsellors to Improve Academic Achievement

In countries like Nigeria, guidance and counselling services are not a new phenomenon, as they were incorporated into SGC services in some school systems way back in 1959 (Eliamani, Richard & Peter, 2014:007). The rationale for including Guidance and Counselling into the school system was that there was overwhelming ignorance on career choices and personality adjustment among the learners in schools. Career officers and Counsellors were employed to sensitise learners and students on career choice avenues. Even though school counsellors were not trained, they were hard working to the extent that they brought about extraordinary development in Nigeria. This led to the formation of an organisation for counsellors (Eliamani *et al.,* 2014:038).

Another country that incorporated school guidance and counselling is Ethiopia. In 1967 Ethiopia introduced a course in Guidance and Counselling for the first time at the Addis Ababa University. Graduates assigned to schools and other social settings to provide Guidance and Counselling services that were beneficial to learners (Alemu, 2013:28).

The Gachathi Report of 1976 in Kenya introduced Guidance and Counselling in secondary schools. The aim was to help students understand themselves and to discover their limitations and abilities from their environment. These services were very constructive to students (Eliamani *et al.,* 2014:038).

Other studies have conveyed different attainments following the introduction of Guidance and Counselling services in schools. A survey conducted in Kenya over three decades of initiation of guidance and counselling services revealed that most of the Guidance and Counselling teachers had an unclear understanding of what guidance and counselling really encompassed. In addition, students did not entirely use the services, neither did they understood what they entailed (Eliamani *et al.,* 2014:038).

### 1.6.3  The Advantages of School Guidance and Counselling Services

Guidance and counselling services are a comprehensive program which consists of various services such as information services, appraisal services, vocational guidance services, placement services, counselling services, referral services, evaluation, follow-up, and consultancy and research services (Eliamani *et al.,* 2014:037). Guidance and counselling is a crucial component of education and the non-utilisation of these services in the current day school arrangements has led to unprecedented growth in crime, fueling cultism, wrong career choices, and violence among students, and wrong subject choices.

### 1.7    DEFINITION OF KEY TERMS/CONCEPTS

The following are the key concepts that concerts in this study.

### 1.7.1  Academic Achievement

Academic achievement is defined as a situation where learners attain considerable or higher levels of academic performance as they develop and complete their college or university education (Cuseo, 2014:1), hence guidance and counselling enhance learners' performance so that they can reach their highest potential by completing their college or university qualifications.

### 1.7.2 Professional School Counsellors

These are professionals who design and deliver comprehensive school counselling programs that promote students' achievement (South African School Acts, 2012:9) school counsellors are crucial in helping learners develop their full potential, through guidance and counselling.

### 1.7.3 Guidance

Guidance is about directing, pointing out, and showing the path. It is the assistance or help rendered by a more knowledgeable person to a less knowledgeable person and empowers them to solve major issues that concern their lives (Okumu, 2011:9). It involves educational, vocational and personal guidance counsellors who collaborate with members of school staff and ensure the provision of support activities which are linked to the students' needs (Okumu, 2011:9). These may include self-knowledge, educational, occupational exploration and career planning so as to enhance the academic achievement of students (Okumu, 2011:9). Through guidance learners can make the right career choices and subject combination and their study habits and attitudes also improve.

### 1.7.4 Counselling

Counselling is defined as means whereby a counsellor actively listens to an individual's story and communicates with understanding, respect and empathy; clarifying goals and assisting an individual to make their own decision (UNESCO, 2002:5). A guidance counsellor helps learners to make the right choices in social aspects that affect their learning outcomes.

### 1.7.5 Career Counselling

Career counselling is a type of counselling where there is a relationship between a counsellor and a client (UNESCO, 2002:5). . It largely focuses on identifying and achieving the client's respective career goals. The counsellor adopts different methods to assist clients to understand themselves and behavioural options

available for them. This enables them to make informed decisions. The counsellor helps the client discover their personality, strength and hobbies so that they may make the right career choices even before they make subjects choices.

## 1.8    RESEARCH PARADIGM

In this section I present, the research paradigm that was used to choose the research design, methodology, data collection and analysis.

### 1.8.1   Types of Paradigms

According to Erek (2004:1) a research paradigm serves as a pattern or model for a study. Three major paradigms were identified for the confirmation of theoretical proposition. Before I indicate the type of paradigm chosen for this study I will start by giving an overview of some of the research paradigms, namely positivism, anti-positivism (interpretivist) and critical paradigm.

According to Cohen, Manion and Morrison (2007:9) positivism originated from studying the natural world.   According to Guba and Lincoln (1994:110) anti-positivism believes that truth is subjective and differs from person to person. According to the critical paradigm (Guba & Lincon, 1994:110) historical realism is the opinion that truth is moulded by political, social, economic, cultural and gender values amongst other aspects.

### 1.8.2   Research Paradigm for the Study

This study employed a mixed research that involved a combination of positivism and anti-positivism paradigm characteristics.   According to McGregor and Murnane (2010:419) in the positivistic research paradigm, the only way people can fully agree that knowledge is true is when it is shaped by means of the scientific method; hence, the empirical methodology was used, whereby data was collected through experiments and questionnaires that gave helpful evidence (Rohmann, 1999:3). This study therefore, used pragmatism which involves the use of a combination of the ideas of positivists and anti-positivists.

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Murnane (2010:419) further argues that the post-positivistic paradigm believes that the study should have more value and must not be biased but be objective. He further emphasises the idea of anti-positivists that people are not controlled and studied but are participants in the process, even prompting and benefitting from the research. This is the reason why there is place for the voice and role of the researcher and participants in this study. People are viewed as pivotal to the research endeavour, rather than isolated from it. Mixed methods were employed where qualitative and quantitative procedures were integrated to gather knowledge on the impact of guidance and counselling on learning outcomes from grade 9 learners while LO teachers and HODs were the participants for qualitative procedure.

The combination of positivism and anti-positivism of paradigms should be in a way that the mixture or grouping has balancing points and no overlapping weaknesses. To study the effect of guidance services on learning outcomes the pre-test post-test control group design was used.

To study the outcomes of guidance services on learning output of the learners in Natural Sciences, Mathematics, Life Orientation subjects, the pre- and post-tests were used on both learners exposed to guidance and those not exposed to the program to investigate any differences in their learning outcomes. The experimental group was exposed to guidance and counselling and the control group was not given experience to guidance and counselling. Borg and Gall (1983:411) assert that in casual proportional and experimental research a group of 25 students is manageable for guidance services. Hence the research required 50 students, whereby 25 were for the experimental group while the other 25 were for control group.

## 1.9 RESEARCH DESIGN AND METHODOLOGY

### 1.9.1 Research Design

According to De Vos (2002:335), a research design refers to the whole procedure of research from conceptualising a problem to investigating and writing the report on the study. Creswell (2002:86) defined a research design as a plan or structure of

what is to be observed and analysed in research. A research design is therefore, a blue-print or comprehensive plot of how a research study is to be conducted from the start to end. This comprises the process of selecting a sample of interest for the study, gathering data to be used as a foundation for testing the hypothesis or research questions and expectations, bestowing and analysing data into results or findings of the study (De Vos, 2002:335 and Creswell, 2002:86).

Since the purpose of this study was to explore the impact of guidance and counseling in learning outcomes, the case study research and experimental designs were used.  According to Bromley (1990:302), a case study research design denotes an empirical study where the researcher collected textual data in the form of documents and interviews on a particular case or few units of the targeted population, which are rich in information on the topic.

According to Cochran (1977:41) an experiment is a process approved to support, validate or refute a hypothesis.  It offers understanding into cause and effect by demonstrating what result occurs when a specific issue is operated.  According to Ross and Morrison (2014:38), the experimental method used in educational psychology is relevant to get concrete results in educational psychology, hence this study employed an experimental design since it embraced the school guidance and counselling.

This study was carried out in two secondary schools which are found in Malamulele Central Circuit.  Participants were randomly sampled from the entire grade 9 population of two schools so as to give each participant a chance to be selected and to avoid bias. For the experimental design, 50 learners participated, 25 of which were from the control group and the other 25 from the experimental group.  Since two schools were used, one school was for the control group and the other for the experimental group.

Since this study employed mixed methods, the qualitative data were collected through individual interviews with 5 Life Orientation teachers per school and with the LO, and HOD from each of the 2 schools. The qualitative participants were purposively selected because they were the ones who were knowledgeable with the

teaching of guidance and counselling since taught Life Orientation in schools. The behaviors of the participants were noted and written down in the researcher`s journal.

## 1.9.1.1      Quantitative research design

The purpose of this study was to explore the impact of guidance and counselling in learning outcomes. The researcher employed the experimental research method. Cochran (1977:41) defines an experiment as a procedure carried out to support, validate, or refute a hypothesis. Experiments rely on repeatable processes and follow a logical analysis of results. Usually they are based on the experimenter's interests in the effect of environmental change, referred to as "treatments", using standardised designs. Most demanded procedures to hold constant all conditions except specific independent variables (experimental). According to Ross and Morrison (2014:38), the experimental method formally surfaced in educational psychology, when the effect of counselling was being tested.

For the quantitative part of the study, the experimental design was used whereby the researcher selected 50 students, 25 for the experimental group and 25 for the control group. Counselling was given to the experimental group. For career choice, participants were examined through a questionnaire and their performance compared to determine whether they were doing well on the post-test as compared to pre-test.

A chi-squared test of association (Agresti, 2003) was used to test if subject-career choice alignment was independent of whether one was in the experimental or control group. According to Borzysckowski and Sokolowski (1993:65), a chi-squared is a statistical hypothesis test in which the sampling distribution is a chi-squared distribution when the null hypothesis is true, without other qualifications. A chi-squared test was used as a short form for Pearson's chi-squared. Independent samples t-tests (Black, 2012) were used to compare the test performance of the experimental and control groups.

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According to Cochran (1977:73) t-tests are any statistical hypothesis measures in which the test statistic follows a student's t-distribution under the null hypothesis. A dependent sample t-test was also used to determine if counselling improved the performance of the experimental and control group.

Independent samples t-test to compare the performance of the experimental and control group, a chi-squire of association was used to determine the presence/absence of alignment between career and subject choices after counselling, and paired samples t-tests were conducted to see if there was improvement in the performance of the two groups. According to Peck, Chris, and Jay (2008:35) mean achievement scores were often used in an educational system to determine the level of instruction for which a student is prepared. In this research, the average scores were used to establish a change in a pre and post-test.

A short questionnaire was used to collect data from the learners. Johnson and Christensen (2012:162) define a questionnaire as a self-report data-collection Instrument that each research participant completes in a research study. Questionnaires can be utilised in the collection of quantitative, qualitative, and mixed research data. In this study, the learners' questionnaires were mainly intended to examine the impact of guidance and counselling in learning outcomes and the alignment between learning outcomes and career choices (Appendix 3).

Questionnaires (Appendix 10) were distributed to grade 9 learners of two secondary schools in Vhembe District. In order to observe the research ethics, prior to the distribution of the questionnaire, letters of request were distributed to the principals of the chosen schools, explaining the significance of the study, and also inviting them to allow their SMT members and L.O teachers to participate in the study.

The design of the questionnaire in this study followed the structure suggested by Cohen, Manion and Morrison (2011:382). The questionnaire was divided into two sections, namely: Section A: Biographical Data, Section B: the alignment between subject choices and career choices. The questionnaires included closed and open-ended questions.

To investigate the impact of guidance and counselling, mark schedules were analysed for the pre-test and the post-test. Documentary reviews were used. The results for the pre and post-test were compared to determine whether there was a significant difference between control group and the experimental group in their learning outcomes and for career alignment with their subjects' choices, the questionnaire was used to gather the data.

## 1.9.1.2      Qualitative research design

In the research design the researcher used a case study. Bromley (1990:302) defined a research design as a practical study in which the researcher collects textual data in the form of interviews and documents from the relevant people who have information regarding the topic.

Creswell (2010:75) defines the research method as a practical way which investigates the current situation and on which a lot of sources of evidence were used. Semi-structured interviews were conducted with LO teachers and LO HODs. These participants were interviewed about the challenges of implementing guidance and counselling at schools (Cohen, Manion & Morrison, 2002:348). The face-to-face interviews used combined a pre-determined set of open questions with the opportunity for the interviewer to explore the challenges of implementing guidance and counselling in schools. One educator for Life Orientation and one HOD for Life Orientation from each school were interviewed. An interview schedule was used during the interviews, and the response of the participants were recorded and transcribed in a word document.

## 1.9.2  Research Methodology

According to Rajasekar, Philominathan and Chinnathambi (2013:5) research methodology can be defined as a science of studying how an empirical investigation can be conducted. Pratt, Raiffa and Schaifer (1995:103) argued that research methodology is the process used to collect data for the purpose of making decisions. However, research methodology may include research publications, interviews', surveys and other techniques and could include both present and historical

information. According to Macmillan and Schumacher (2001:314), research methodology refers to traditions of enquiry used to study an issue.  A research methodology is further described as designed strategy and tradition of enquiry or research approach used to study a phenomenon (McMillan & Schumacher, 2001:314).

The aim of this study was to examine the impact of guidance and counselling on learning outcomes. Mixed methods were used to collect and analyse data. According to Pratt, Raiffa and Schaifer (1995:93), a mixed method is a procedure for carrying out research that involves collecting, analysing and integrating data. It involved the adoption of both quantitative and qualitative approaches.

The design helped me to explore the differences in learning outcomes between the selected learners of two selected schools, whereby one group was exposed to guidance and counselling while the other one was not exposed.

For this study both quantitative and qualitative research methods were used and two secondary schools in Malamulele in the Vhembe District of South Africa were purposefully selected.

### 1.9.2.1    Quantitative methodology

In this study an experimental research approach was used. The experimental method formally surfaced in educational psychology (Ross and Morrison, 2014:38). It was based on the experimenter's interest in the effect of environmental change.  In order to achieve the objective above the participants below were sampled.

An experiment was conducted whereby 25 learners who were exposed to guidance and counselling were compared with 25 learners who had not been exposed to guidance and counselling programme (the control group).

## 1.9.2.2    Qualitative methodology

According to Creswell (2010:47) the qualitative method is a naturalistic approach which has a core objective of understanding phenomena in its real-life setting.  In this research, participants were interviewed in their natural contexts which was private offices in their schools.  This assisted the researcher to understand the perceptions of the participants. This approach also helped the researcher to explore deeper and understand challenges faced during the implementation of guidance and counselling in two selected schools.

According to Pratt, Raiffa and Schaifer (1995:66) an interview refers to a one-on-one conversation, whereby the interviewer asks questions to the interviewee concerning phenomena of interest or subject under investigation.

Since the purpose of this study was to investigate the challenges of implementing guidance and counseling, for the qualitative part of the study, Life Orientation teachers and the Head of Department of Life Orientation of the two schools were interviewed.   An interview schedule was used during the interviews on the challenges of implementing guidance and counselling (Appendix 8 & 9).

## 1.10   POPULATION

A study population is defined as a collection of individual or objects covered by the study or with which the study is concerned (Odeke, 2001:55).  The population of this study was drawn from all grade 9 learners, LO teachers and the LO HODs for the two high schools selected for this study. The control school is in a semi-urban area while the experimental school is in a rural area. The reason why the two schools were not selected in the same area is that the research did not want the control school to be aware of what was happening in the experimental school.

## 1.10.1 Sampling Procedures

The sampling procedure in this study involved quantitative and qualitative procedure which are discussed below.

## 1.10.1.1    Quantitative sampling procedure

A random sampling method was adopted in sampling the control and experimental groups, which helped the researcher to avoid bias in choosing learners.  A group of 25 students was considered manageable for guidance services.  However, research required 50 students, 25 of whom constituted the experimental group while the other 25 comprised of 25 of the control group.  The study adopted random sampling because all learners would have an equal chance of being selected.

The two high schools selected for the present study had almost the same performance in order to avoid compromising validity if the school performance of one was too high compared to the other. The two schools are known high performers in the Circuit. Learners were also selected randomly in order to give each Grade 9 learner in the selected schools an equal opportunity to participate in the study. Hence, all grade 9 learners in each school were combined and were made to choose a piece of paper written YES or NO. All learners who picked the paper written YES were the ones who participated in the study.

## 1.10.1.2    Qualitative sampling procedure

For the qualitative approach, the participants were Life Orientation teachers and the HODs of Life Orientation from the two schools. Since Life Orientation covers a lot of aspects n guidance and counselling, interviews were used to collect data. Purposive sampling was used to select the Life Orientation teachers and their HOD's as they are the only participants with relevant knowledge and information that  concerns guidance and counselling.

## 1.10.2 The Study Sample

According to Brink (1996:133), a study sample is a separation of a population selected to participate in a study. It is the fraction of the whole selected to participate in the research project.

## 1.10.2.1    Quantitative sample

The sample for quantitative data are comprised of 50 learners and was based on Borg and Gall (1983:411)'s idea that in causative experimental research a group of 25 participants is manageable.  This research comprised of 50 students, 25 for the experimental group and 25 for the control group.

## 1.10.2.2    Qualitative sample

For qualitative sample comprised of 8 Life Orientation teachers and 2 HODs of Life Orientation from the two schools, whereby eight LO teachers and the two HODs were interviewed. Since Life Orientation covers a lot of aspects of guidance and counselling, they were interviewed about the challenges of teaching guidance and counselling.

## 1.10.2.3    Data collection procedure

The data collection for this study made use of two procedures, namely, quantitative and qualitative.

## 1.10.2.3.1    Quantitative instrument

According to Creswell, Plano and Clark (2011:177), quantitative data can be gathered through the use of closed-ended questions based on predetermined response scales, or categories.  In this study, participants responded to questionnaire items given to them. The questionnaires were piloted before they were administered to the actual participants of the study. Johnson and Christensen (2012:162) define a questionnaire as a self-composition data- collection instrument that each research participant completes. The questions given to participants sought to determine if there was an alignment between subject and career choices.  The pre and post-tests of the three subjects which include Life Orientation, Maths and Natural Sciences were used to examine the impact of guidance and counselling in learning outcomes. These subjects were selected because they are the most critical ones for learners in Grade 9.

Questionnaires were distributed to Grade 9 learners of the two high schools in Vhembe District. However, before this, permission to conduct research was sought through letters of request which were distributed to heads of selected schools. The letters explained the significance of the study, and further requested the SMTs to participate in the study.

The design of the questionnaire in this study followed some guidelines recommended by Cohen, Manion and Morrison (2011:382). The questionnaires included both closed and open-ended questions where Section B measured the alignment between subject and career choices (Appendix 3). The parents of the learners were also given consent forms to give consent for their children to participate in the study.

### 1.10.2.3.2   Qualitative instrument

For the qualitative information interviews were used. Maree (2007:87) defines an interview as a two-way conversation in which the researcher asks the participant some questions that reveal their beliefs, opinions and behaviours about phenomena under investigation. Jonson and Christensen (2012:198) distinguish between two types of interviews, those interviews that are done face-to-face are called in-person interviews while interviews conducted over the phone are called telephone interviews. The aim of using interviews in this study was to allow the participants to freely discuss their experiences regarding challenges faced by schools in implementing guidance and counselling in the curriculum. Voice recorders were used to record intensive interviews (Schutt & Stay, 2012:205). The researcher used a tape recorder with the permission of the participant to record their interaction. The questions that were used to obtain information were open-ended. Creswell and Plano Clark (2011:176) point out that qualitative data consists of information gathered from open-ended questions in which the researcher does not use predetermined categories or scales to collect the data. The participants provided information based on questions that do not restrict the participants' options for responding. Semi-structured face-to-face, in-depth interviews were used to gather data on challenges faced by schools in the implementation of guidance counselling.

### 1.10.2.3.2.1  Face-to-face Interviews

The in-depth face-to-face semi -structured interviews were used to collect data from eight Life Orientation teachers and two Heads of Departments of Life Orientation. The interview had a set of open-ended questions on an interview schedule which was designed to guide the researcher in investigating the challenges experienced in the implementation of guidance and counselling (Appendices 1 and 2).  According to Cohen, Manion and Morrison (1993:92), interviews in qualitative research are useful for gathering facts, accessing notions about facts, identifying feelings and motives, and what could be done about situations. This enabled the researcher to deeply explore the participant's knowledge, views, estimation, beliefs and attitudes about challenges faced in the implementation of guidance and counselling in schools.

Gledhill, Abbey and Schweitzer (2008:85) note that properly conducted interviews result in the gathering of rich descriptive information that helps the researcher to understand the participant`s knowledge about a phenomenon under investigation.  In this study, the participants gave valuable and reliable information.   Had the interviews not been conducted accurately, they would not have yielded the intended results.

Sometimes the participants may not believe the researcher and they may withdraw, get sick or die before the completion of the study (McNeill & Chapman, 2005:59).  In this study, these limitations were avoided by clearly explaining to the participants and discussing the intention of the study with them before conducting interviews. In addition, interview questions were made clear, neutral and not to be misleading (Appendices 8 and 9). The researcher was a good listener and not judgemental throughout the interviewing process. The participants` non-verbal communication were also noted. The audio-tape was used to record the interviews and later transcribed into a word document.   According to McMillan and Schumacher (2006:225), tape recorders ensure completeness of the verbal interaction of the interviews and provide material for reliability checks.

### 1.10.2.3.2.2  Field notes and reflective journal

Researcher`s reflective diary contains logs of professional activities which gave clear information about work patterns (Creswell, 2002:90).  In this study, field notes in

conjunction with the reflective diary during the research processes were used. The field notes which were compiled during the study included my reflections regarding conversations, interviews, new ideas, moments of confusion and any observation noted during the interviews (Creswell, 2002:87).

During the data gathering process, all the proceedings were captured and almost all non-verbal cues displayed by the participants were recorded. The reflective diary which contained ideas and thoughts as well as reflections regarding experiences of the participants was kept throughout the duration of the study.

## 1.11 DATA ANALYSIS AND INTERPRETATION

### 1.11.1 Quantitative Analysis

Bernard (2013:394) defines analysis as the unveiling of relationships that exist in collected data. In quantitative research, the researcher analyses data based on the type of questions or hypotheses. Quantitative data analysis starts from a descriptive analysis to inferential analysis using SPSS software (Creswell & Plano Clark, 2007:131).

According to Creswell and Plano Clark (2007:133), researchers use figures to present data gathered through quantitative measures. This includes the adoption of bar charts, scatter-plots, line graphs, or charts. In quantitative research, the researcher analyses collected data based on the type of questions or hypotheses. Data on the test performance of experimental and control group learners in the subjects Natural Sciences, Mathematics, and Life Orientation was collected randomly because all learners were doing these subjects. This was done prior to and after the experimental group had received guidance and counselling programs. A statistical test was performed to see if gain scores of the two groups differed on average.

To examine the impact of guidance and counselling in learning outcomes, independent samples t-tests (Black, 2012) were used to compare the test performance of the experimental and control groups. According to Cochran

(1977:73), a t-test is any statistical hypothesis in which the test statistic follows a student's t-distribution under the null hypothesis. According to Peck, Chris and Jay (2008:35), mean achievement scores are often used in an educational system to determine the level of instruction for which a student is prepared. In this study the mean gain scores were used to determine if ever there was change in pre and post-test.

Information was sought on the career choices of learners in both the experimental and control groups and also on the subjects that the learners were taking.   The information was used to determine if there was alignment between subject and career choice.   A chi-squared test of association (Agresti, 2003:731) was used to test if subject and career choice alignment was independent of whether one was in the experimental or control group.

## 1.11.2      Qualitative Analysis

According to Creswell and Plano Clark (2007:131), qualitative analysis begins with coding the data, dividing the text into phrases, sentences, paragraphs and assigning a label to each unit.   In qualitative data analysis, raw data comprising of t words rather than numbers was analysed.   Cohen *et al.* (2011:130) are of the view that the form of data analysis must be appropriate for the kinds of data gathered.

With regard to the interviews, the researcher started by transcribing interview data. Johnson and Christensen (2012:520) define transcription as the process of transforming qualitative research data such as audio recordings of interviews or field notes written from observation into typed text.   The typed text is called a transcript. The researcher then listened to the tape recording and typed what was said into a word processing file.   The original data was kept safely in a mobile hard drive protected by a password.

Mouton and Babbie (2009:490) state that qualitative data analysis utilizes qualitative approaches, regardless of the paradigm used to govern the research. It involves ordering, categorising, and summarising the data (Cooper, 2009:146). According to Mack, Woodsong, MacQueen, Guest and Narney (2005:83) preparing recorded data

for analysis demands transcribing all tapes and typing the transcriptions into computer files. In this study I transcribed the collected data from audio tapes, reading the transcripts several times, making comments on the transcripts, developing a list of categories and reducing categories.

## 1.12 RESEARCH QUALITY CONTROL MEASURES

Quantitative researchers take into consideration the reliability, objectivity and validity (i.e. internal and external) to ensure the trustworthiness of the inquiry findings (Guba, 1981:49; Schwandt, Lincoln & Guba, 2007:49). In contrast, qualitative researchers consider dependability, credibility, transferability and confirmability as trustworthiness criteria to ensure the rigour of qualitative findings.

### 1.12.1 Reliability and Validity

The quality of quantitative research could be measured through reliability and validity.

### 1.12.1.1 Reliability

Tavakol and Dennick (2011:53) defined reliability as "the proportion of variance attributable to the true score of the latent variable.

In this study the questions measured the role of guidance and counselling in learning outcomes. There were two variables, one of the variables was learning outcomes as measured through exam performance in the subjects of Natural Sciences, Mathematics, and English. The other variable was whether or not there was alignment between subject and career choice which was measured through the questionnaires. The questions were put in a way that they may have the same answers even if given to other groups of people.

## 1.12.1.2    Validity

Gregory (1992:117) argues that validity is defined by "the extent to which a test measures what it claims to measure".

In this study the alignment between subject choice and career choice was measured for both the control group and the experimental group. This was measured on Grade 9 learners, where the experimental group was exposed to guidance and counselling while the control group was not exposed to guidance and counselling. The researcher used the experiment to measure to measure the significant difference between the control and experimental group. The significant difference was measured using independent sample t-tests the questionnaires.

## 1.12.2    Data trustworthiness

The quality of qualitative research can be achieved through dependability, credibility, transferability, and conformability. The four key criteria of trustworthiness are briefly discussed below.

## 1.12.2.1    Credibility

According to McMillan and Schumacher (2010:102), credibility is the extent to which the results approximate reality and are judged to be accurate and reasonable. In this study, credibility was ensured by physical engagement in the study sites. During the first visit the researcher handed an approval letter to conduct the study from the university and the approval letter from the Department of Education, Vhembe District. A letter from the district to the circuit to the two principals to conduct the research at their schools was also handed and consent forms were read, understood and signed by adult participants and parents of learner participants was conducted.

During the third visit, signed consent forms were collected, orientation and discussions with the participants was also done. These discussions included building of trust, explaining of the purpose of the study, procedures to be followed when conducting the interviews and ethical considerations.

After conducting the interviews, member-checking was conducted before the researcher's study draft was presented to the participants (McMillan & Schumacher, 2010:102). This enabled the participants to comment on the research findings, interpretations and conclusions. Participants were given the opportunity to comment on the interpretations of their personal experiences. To improve trustworthiness, multiple methods such as interviews and document analysis were used for data collection. By the end of the study, the researcher's knowledge had expanded and relevant strategies to curb the challenges discovered during this study were developed.

For this study to be credible the following research objective were investigated: the challenges of teaching guidance and counselling which was answered by Life Orientation teachers and the HODs of Life Orientation of the two schools through interview schedules. The same questions were asked to participants in school A and B in order to compare the similarities of their responses.

## 1.12.2.2    Transferability

Transferability has to do with transmitting or generalising the results of a study to other contexts (Gay & Airasian, 2003:246). To improve transferability, the researcher presented a detailed process of how the study was conducted. A detailed description of the two schools, backgrounds, socio-culture and school ethos, the interview rooms and general environment of the schools were also discussed. The findings of the study, as recorded in the tape-recorder, written field notes were also taken when data was collected.

## 1.12.2.3    Dependability

Gay and Airasian (2003:247) note that dependability referred to how carefully the researcher has to select data instruments and research sites to suit the research questions and the objectives of the study. The study instrument on qualitative approach was interviews. Interviews helped the researcher to carefully explore the challenges of implementing guidance and counselling. Comprehensive field notes

were taken throughout the study. During the interviews, the verbal and non-verbal cues of the participants were captured in detail.

## 1.12.2.4    Conformability

Conformability according is ensuring that research findings truly represent the views of the respondents, perspectives or meanings rather than the views and understanding of the researcher (Merriman, 2009:217).  The findings were scrutinised and analysed and self-critical accounts were considered.  Data were recorded accordingly by presenting the quotations from the participants during the interviews.  This was done in order to express the views of the participants as they were during the interviews (Merriman, 2009:217).

According to Louis, Lawrence and Keith (2007:349), there are different types of qualitative instruments, these include case study, interviews documents study, observation, etc.  The instrument used for this study was interviews which is a flexible tool for data collection, thereby enabling the use of multi-sensory channels such as verbal and non-verbal communication (Louis, Lawrence & Keith, 2007:349).

## 1.13   SIGNIFICANCE OF THE STUDY

Guidance and counselling are important in creating a conducive environment for learning and teaching.  This research contributed to the understanding of the influence of guidance and counselling on learning outcomes.  This study was important to the following stake-holders in education:

- Learners explored the importance of guidance and counselling in matters of subject choice for better career choice and planning.  Good subject planning improves learning outcomes.

- The best strategies of implementing guidance and counselling were explored. The issues pertaining to career guidance were explored to help the Department of Education to improve the implementation of career exhibition.

- Teachers and learners were made aware of aspects of guidance and counselling and the policy that informs them and how to make use of its services.

The National Department of Education will benefit from the study by getting latest developments on implementing guidance and counselling programmes. This will have a significant impact when reviewing educational policies aimed at making the implementation of guidance and career counselling in schools.

## 1.14  DELIMITATIONS OF THE STUDY

According to Simon (2011:2), delimitations are the factors that limit the scope and define the boundaries of a study. Delimiting factors include time, research objectives, the research questions, variables of interest, theoretical perspectives that the researcher adopted, and the population chosen for investigation. In this study, the first delimitation was the choice of the problem itself; implying that there are other related problems that could have been chosen but were rejected or screened off from view.

This study used pre-test and post-test mark schedules, questionnaires and the researcher's interview with the HODs and teachers of Life Orientation to gather data from participants.  Qualitative and quantitative data were therefore generated.  The study was conducted at two high schools that were purposively selected and convenient to access for the researcher in Vhembe District.  The population comprised 50 Grade 9 learners, 25 of them being the control group in one of the schools and the other 25 were the experimental group. The two schools were drawn from rural South Africa, which were more accessible to the researcher, so those from urban areas were not included in this study.

## 1.15  ETHICAL CONSIDERATIONS

Ethics are the moral rules that bind the researcher as he/she conducts his/her research.  Critical ethical issues such as permission to conduct research, anonymity,

informed consent, privacy and confidentiality and voluntary participation should be considered.

According to De Vos *et al.* (2005:57), Bless and Higson-Smith (2006:57), ethics is a set of moral principles or guidelines suggested by an individual or groups and is subsequently widely accepted about the most correct conduct towards experimental subjects or respondents. Ethics can be referred to as a field that seeks to ensure that the welfare of participants is protected. The researcher considered a number of ethical issues which are discussed in detail below.

## 1.15.1 Informed Consent

According to Terre Blanche and Durrheim (2006:50), informed consent is the process of seeking the explicit agreement from the subject to participate in a research project based on their full understanding of the procedures involved and their likely effects. Welman (2005:182) concurs that the researcher should get the necessary permission from the respondents after they have been thoroughly and truthfully informed about the purpose of the study.

I explained to the participants what the study was about, its purpose and what it entailed. In order for the participants to understand what was expected of them as well as to understand the nature of the study and its impact on them and the researcher. Informed consent was obtained through the use of an informed consent form which each participant received from the researcher explaining what the study was about and its purpose. It was also outlined how the information was obtained as well as the method and procedures to be used.

The informed consent forms indicated to the participants that the information obtained from them would be used for nothing else, but the study. The consent form indicated how the information would be kept confidential. At the end of the consent form, participants were asked to sign the form thereby confirming their consent to take part in the study. This was done in order to ensure that the respondents understood what they were agreeing to; that they would not consent to be

respondents by means of any manipulation, but their own will and consent based on clear understanding of the objectives of the study.

## 1.15.2 Voluntary Participation

Bless and Higson-Smith (2006:105) note that voluntary participation entails the individual being free to take part in the study without the intention of commercial gain.

The consent form indicated to the participant that their participation in the study was voluntary and that they may choose not to participate. The participants were told that they may withdraw from the study if they so wished. This was meant to ensure that the participants were well within the understanding that their participation was not attached to any return and benefit from their participation in this study.

## 1.15.3 Confidentiality

Confidentiality implies an undertaking by the researcher to protect the anonymity of the research participants. Information obtained or provided by the participant should be protected and made unavailable to anyone other than the researcher (Terre Blanche & Durrheim, 2006:50; Bless & Smith, 2006:37),

The participants were assured that no other person would have access to their information. This was because the researcher has the obligation to respect the rights and values of the respondents. It was stated in the consent form that only the researcher would have access to the information provided by the respondents. Participants were assured that questionnaires used for the collection of information would destroyed recording of data. The researcher also ensured confidentiality by not including space for names in the questionnaires, as such their identity remained unknown.

For personal security reasons, it was very important to clarify to the participants that none of their names or any personal details would be recorded anywhere, and nobody was going to be informed about who responded to the questionnaires. This

was to ensure that the participants are protected from possible bullying and questioning by their fellow students after or during the study due to some possible leak of information.

## 1.16   CHAPTER OUTLINE

The study was divided into the following chapters:

**Chapter One:**    Presents the background of the study,statement of the problem, purpose of study, research questions, definition of terms and significance of the study.

**Chapter Two**:    Presents  the review of related literature on learners' performance.

**Chapter Three**:    Deals with the paradigm,research design and methodology used.  This includes the population, sampling procedures, sample , data collection procedures and research instruments.

**Chapter Four:**    Presents the data and analysis of results.

**Chapter Five**:    Presents the findings, conclusion and recommendations.

**CHAPTER TWO**


**LITERATURE REVIEW**


**2.1    INTRODUCTION**


In the previous chapter, I presented the background to the concept of school guidance and counseling.  The aim of this chapter is to discuss literature on guidance and counseling.  Maree (2010:26) states that literature review provides an overview of current, and the most relevant research appropriate to the topic and significant aspects of the topic.


According to Maree (2010:26) existing literature serves a combination of the following objectives: to broaden the theoretical frame work of the study; to familiarize oneself with the current advancements in the field of research; to locate knowledge gaps as well as potential limitations in earlier research; to evaluate the pros and cons of the methods of research employed by other parties so as to use them as benchmark for one's own research.


The aim of the research was to examine the effects of guidance and counselling on learning outcomes. To achieve this, an experimental study was conducted in two schools from Malamulele Central Circuit in the Vhembe District, Limpopo Province, South Africa.  School Guidance and Counselling are the main points of focus on this chapter and the study objectives set in this study were achieved through the review of relevant literature on this topic.


This chapter reviews literature related to the study in developed countries and other African countries, under-developed countries, and the Southern African Developing Community (SADC). The review focuses on studies conducted on guidance and counselling and around aspects like structures, land scape, various approaches and theories on psychology and policies on school guidance and counselling and implementation.

## 2.2    THE KEY CONCEPTS

### 2.2.1  Academic Achievement

Academic achievement refers to a situation where students obtain high degrees of academic performance as they ascend through their college studies or University experience (Cuseo, 2014:1). Guidance and counselling enhances learner's performance to reach their highest potential by completing their college or university qualifications for their self-actualisation.

### 2.2.2  Professional School Counsellors

These are individuals that deliver comprehensive programmes of guidance and counselling to support student attainment (ASCA, 2012:9). School counsellors are crucial in helping learners develop their full potential by providing guidance and counselling services according to learners' needs.

### 2.2.3  Guidance

Guidance is the assistance that is given by a person who is experienced to another with lesser experience to solve certain problems of the individuals i.e. educational, vocational and personal. The person provides coordinates with staff in schools to facilitate guidance activities which are related to the needs of students (Okumu, 2011:9). Learners might develop study habits and attitudes through guidance.

### 2.2.4  Counselling

Counselling means listening actively to the story of an individual and communicating with the individual with respect, understanding and empathy. This is done to clarify goals and assist an individual to make decisions (UNESCO, 2002:5). A guidance counsellor helps learners to make right choices in social aspects that affect their learning outcomes.

### 2.2.5  Career Counselling

This is a guidance process in which the counsellor and counselees exist in a collaborative relationship for the purpose of locating and acting on the goals of the client. During the interaction, the person conducting counselling activities uses a number of techniques to assist the counselee to understand the existing options for the decision-making process (UNESCO, 2002:5).  In career counselling, the counsellor helps the client to discover their personality, strengths, hobbies so that they may make the right career choices even before they make subjects choices.

### 2.3     THEORETICAL FRAMEWORK

Guidance and counseling is a critical service in every educational enterprise since learners require support in academic, social, interpersonal and emotional aspects of their development (Johannes, 2014:1). Learners in high schools are likely to be bombarded by a myriad of academic, social and psychological challenges that are likely to negatively influence their academic performance.  In order for students to benefit from their studies, effective support, through professional guidance and counseling based on sound understanding and practice, counseling theories are of critical importance, hence, the following theories were identified as underpinning this study.

### 2.4     HUMANISTIC THEORETICAL FRAMEWORK

This study was informed by the humanistic theory based on the views of Carl Rodgers.

Rogers (2004:5) claims that an individual's inherited growth-potential tends to be realised in a relationship in which the helping person communicates in a caring, sensitive and non-judgmental way that shows an understanding of the client's "inner flow" of experiences.  This model emphasises self-concepts whereby one defines or perceives one self. He argues that a false self-conception causes problems and maladjustment in how the person defines themselves; if the person sees the self as

incapable, insufficient and worthless he / she will behave in that particular way, hence the need for guidance and counselling in schools (Rogers, 2004:5).

The humanistic theory is derived from humanitarianism. Humanitarianism is a philosophy which is based on the notion that humanity has the ability to develop from learning (Bohart, 2004:102; Elliot, 2002:57; Kirschenbaum & Jourdan, 2005:37; Mearns, 2003:88; Witty, 2004:22). This school of thought reflects the tenet that human deportment is a miniature of intention and values (Moon, 2002:485; Schmid, 2003:104; Witty, 2004:22; Neukrug, 2011:8). The theory suggests that people have the potential to develop and grow. Humanistic instruction therefore, fosters in children progressive attitudes, knowledge, understanding and skills for living. This philosophy is contained in School Guidance and Counselling (SGC) activities that focus on encouraging the impartation of self-actualisation and field-independence in individuals to create affective system of humans.

Roger (2004:5) further emphasises that the model proposed therapy as a way of helping clients to understand themselves. Self-actualisation is a human motivation to develop. To achieve these principles, counselling should be followed by a fundamental connection between a client and a counsellor. A person that does counselling should be able to develop a relationship with a client that can develop positive regard of clients, even when they do not see any good in themselves. The counsellor must be able to develop a positive self-image in a client to bring about self-actualisation. Counselling needs to be done with empathy, understanding, respect, warmth and be genuine. This can be achieved with the availability of appropriate offices in schools and qualified counsellors, where professional school counselling will be implemented.

For self-actualisation to be achieved, Rogers (2004:5) argues that man is basically good, as a way to implementing non-direction policy, which emphasises that the counsellor should have a positive regard for the client. This is a client-centred therapy whose goals include, self-acceptance, self-awareness, and self-understanding. The change and improvement in the client is caused by the relationship that occurs between the counsellor and the client.

Rogers (2004:5) argues that man is good, adding that most counselling is done with a positive regard of the clients to bring about changes, and the interaction will improve the lives of the clients.  The learners who see themselves as incapable, insufficient and worthless are likely to be the ones that misbehave are rebellious, uncooperative in the classroom and uncommitted to their studies.  As a result, SGC is an essential component of the school since it may positively influence the academic performance of those learners who are negative, rebellious and uncooperative and are likely to underperform.

## 2.5    ROLES OF SCHOOL GUIDANCE COUNSELLORS

The roles of school counsellors according to Seyoum (2011:167) are discussed below.

### 2.5.1  Running Counselling Programmes in Personal, Academic and Social Spheres

Seyoum (2011:167) states that Guidance Counsellors' responsibilities are inclusive of running counselling programmes in personal, academic and social spheres. Guidance counsellors involves helping learners with their personal life and their work to ensure that learners' emotional and social problems are resolved, in order to prevent low academic outcome.  As a result, the role academic outcomes improve; hence their programs are important in creating learning environments for better academic outcomes. The SGC services and programmes help student's domain of a function. Their services help scholars resolve emotional and behavioural problems, as well as assist them to build a clearer focus or direction. Counselling programmes which are effective are desirable in high schools and are paramount in enhancing the achievement of students (Soyoum, 2011:167).

Eliamani *et al.* (2014:037) contends that guidance and counselling refer to the assistance that is availed by trained and qualified personnel to people of all ages to manage activities of their own life, highlight their own points of view and make informed decisions.  In addition, Braddock (cited in Eliamaniet, 2014:37) posits that Guidance and Counselling serves to breed positive attitudes, focused study,

progressive habits and the attainment of high academic outcomes. The programme also helps individuals to use the right skills in resolving conflict and to fight the pressure to drop out of school.

Anastasi (1990) points out that the absence of counsellors for teens has led to a rise of bad results in society, inclusive of drug abuse, school dropout, crime and unemployment. Eliamani *el al.* (2014:007) posits that the duty of educational counselling is to allow students to amend the way they study in various subject areas in order to address difficulties they encounter without guidance and counselling services in schools. Students would face challenges in adapting to proper study attitudes, thereby leading to low academic achievement.

Soyoum (2011:167) adds that guidance counsellors provide programmes that assist individuals in their career, academic, social and personal spheres.  These services and programmes which they offer to assist students deal with emotional and behavioural challenges, as well as help them to develop a clearer sense of direction. Effective counselling programmes are important in the high school climate and are also a crucial element in improving student achievement.

Eliamani *et al.* (2014:007) note that without effective guidance and counselling, many students would lose direction and engage in misbehaviours such as drug abuse and alcohol indulgence, missing classes, dropping out of school and so on.  As a result, learners lose both focus and direction leading to total failure in life. In this regard, learners, therefore, need guidance and direction to study and choose their careers.

### 2.5.2  Guidance and Counsellors Play a Significant Role in Career Counselling

According to Maree and Van der Westhuizen (2011:109), schools in communities that are disadvantaged are under-using the career counseling opportunities. Similarly, Maree and Beck (2009:443) also claim that most learners that passed their matric examinations in 2009 did not apply for admission at institutions of higher education because they had not been exposed to career counseling activities.

## 2.5.3 Consequences Caused by Apartheid Government which Guidance Counselling have to Minimise

A study conducted by Mokoena (2006:1) revealed that a lot of youths suffered as a result of apartheid policies.  These include unemployment, poverty, substance abuse and crime. Other challenges for the country include HIV/AIDS and related social and economic issues.  From 1994, the government was committed to the development of young people, especially those form poor communities. Therefore, the youth needs to be informed about opportunities available to afford them the ability to satisfy their aspirations and personal needs. Career guidance and counselling is an instrument to satisfy this purpose.

## 2.5.4   Life Orientation as a Way of Achieving SGC Objectives

The kind of curriculum that is offered in education has a role to play in realising the aims of the Guidance and Counseling programme. The provided curriculum is intended to assist each student to develop to his/her complete potential as a citizen of South Africa (Soyoum, 2011:167). This is planned to be achieved through the provision of Life Orientation. This subject is compulsory from Grade R to Grade 12 (Duvenage, Badenhost & Van Staden, 2006:IV).

Duvenage, *et al* (2006: IV) state that Life Orientation is concerned with lessons on the study of the self in association with other people and society. It cultivates the production of people who are confident, balanced and ready to play an active part in the creation of a just and democratic community (Soyoum, 2011:167).  The thrust is to improve the quality of life through the realisation of a productive economy. Life Orientation imparts in learners a recognition that people are diverse individuals that are endowed with unique strengths and weaknesses.  It endeavors to offer support to people so that they are able to tackle barriers they encounter in life.  LO exudes a holistic approach which focuses on the social, personal, emotional, spiritual, intellectual, physical dimensions of life as well as the way in which they are related (Duvenage, Badenhost & Van Staden, 2006:IX).

### 2.5.5   Responsibilities of Guidance and Counsellors

Guidance and counselling services are there to help individuals realise and improve their potential in areas of education, vocation and psychology. This has the effect of attaining an optimal degree of usefulness and joy.  The process of counseling is a two-way endeavor involving clients and counsellors.   The interaction requires authenticity, respect, and empathy. Other dimensions such as the emotional, physical, cognitive and social are considered crucial for the relationship between the client and the counselor (Savickas, 2007:2).

### 2.5.6   Guidance and Counselling Services and Learner Success

Guidance and Counseling is a vital strategy to bring about the success of all students. Ibu and Maliki (2010:11) contend that the coming generation will experience challenges in adjusting to family, work and school.  This is in relation to increases in the complexities of technology, society and industrial development. Therefore, this calls for a wider usage and dissemination of guidance and counseling services, particularly in schools. These services are part of a wider system of delivery which is intended to improve the achievement of all learners. The counsellor at the school works to launch and maintain a progressive collaborative and professional relationship with teachers, clinicians, and other people that provide services with learners at the institution.  A conglomerate of associates come together to offer various services to leaners for the ultimate objective of realising their educational improvement.

### 2.5.7   School Guidance Counsellor as a Guidance Teacher

Teachers that are psychologists or counsellors perform a dual role that includes teaching. The guidance teacher is expected to teach as well as provide guidance services to learners while teachers in counseling operate in the related two areas. Most situations in life interact with each other in a symbiotic fashion. In dealing with the social or psychological problems of learners, the teacher goes on to teach the learners some aspects of resilience skills which may influence the ability of the learner to cope with academic work.  In this way, the counselor in the school

functions assists learners by integrating counseling competencies with school and community demands (Stone & Clark, 2005:2).

The guidance teacher develops a detailed counseling programme in liaison with other team members in the school to meet the contextual needs of clients of a specific population group (Amatea & Clark, 2005:7). The programme involves the identification of areas of need, implementing options to remedy the problem as well as monitoring the process. The process contains chances to alter the plans in relation to the way in which the developmental needs are addressed. The plans and progress of implementation should be regularly evaluated to ensure that the community and the school are adequately served.

According to Stead and Watson (2006:183), schools must include instruction in the social and life skills. These have to encompass the concept of self-knowledge, interactive skills and problem-solving strategies. This group of concepts create individuals with the capacity to make good decisions and think productively about the future. Learners should be prepared to make choices that relate to education, training and employment. Learners attend school with the motive to improve their knowledge for a better life. The expectation is that education should prepare them well for higher occupations. This calls for schools to enhance the competencies of learners for life through exposing them to counselling services**.**

## 2.6  THE LANDSCAPE OF GUIDANCE AND COUNSELLING IN SOUTH AFRICA FROM APARTHEID

Dhanasagaran (1993:17) states that during apartheid, the National Education Educational Activity Policy Act No. 39 of 1967 introduced the system of separate education in the various departments of education in South Africa. The system was introduced in order to offer education to students in accordance with their abilities as a strategy to ensure that they are able to self actualise themselves. It was also aimed at offering proper assistance on issues of education and vocational choices in regard to aptitudes of individuals and their interests (Dhanasagaran, 1993:17).

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Government Notice R.2029 of 12 November 1971 also laid down the guidelines upon which guidance and counselling should be based. In the notice, learners were given guidance to ensure cooperation with the school staff based on the wishes of learners and their parents. The guidance covered personal matters, educational aspects and career choices (Behr, 1988:50). It also provided for psychological, therapeutic, remedial and school visiting services. It laid down the procedure to be followed with regards to implementing the policy of differentiated education. The criteria that were stipulated, included scholastic progress and achievement, satisfactory performance on standardised scholastic tests, biographical particulars, medical reports, personality, aptitude and intelligence tests (Dhanasagaran, 1993:17).

Currently, guidance and counselling in South Africa is incorporated in Life Orientation as a component of the curriculum in schools (NCS, 2011:8).   According to NCS, Life Orientation relates to the study of the self in the society (NCS, 10-12, 2011:8).  It deals with knowledge, values and skills that individuals need to uphold in relation to the environment, self, responsible citizenship, social engagement, productive life and physical activities.  These are aspects of careers that people need to consider and related career choices (Dhanasagaran, 1993:17).

The apartheid and the post-apartheid era were both implementing SGC, although there are some similarities in the implementation of SGC. The main objective of the program was to assist learners in academic, personal and career choices. The apartheid government also provided for psychological, therapeutic, and remedial and school visiting services of which in the post-apartheid era, SGC is only implemented as a subject whose content is based on academic, personal and career choices, leaving behind the psychological, therapeutic and school visiting hours by parents. Not having these important aspects of school counselling might be the main cause of school drop-outs, and other socio-economic factors.

## 2.7 QUALIFICATIONS OF A SCHOOL COUNSELLOR AND TYPES OF COUNSELLING

### 2.7.1 The Qualifications and Training of School Counsellors in South Africa

Diana (2013:XXIV) notes that qualification for a school counsellor in South Africa is normally an Honors degree or a Master's in education with a specialisation in psychology, although this may differ from one university to the another based on HPCSA requirements. The classes involved are counselling, direction, practice, psychometrika, counselling, counsellor theory, psychological assessment, special needs and support and development and learning. Other areas that are given special attention include special needs and support, reinforcement, life skills, and health wellness education. A research project in psychology course is also part of the programme. A board control panel examinations and registration with the Health Professions Council of South African follow after the completion of the prescribed courses (HPCSA) (Diana, 2013:XXIV). Then the practicum is done through doing individual work, group work or an intervention intercession in a school under the supervision of a qualified psychologist.

### 2.7.2 Types of Counselling Based on HPCSA Requirements

HPCSA requires that counsellors should have an area of specialty which can either be School Counselling, Career Counselling, Family Counselling, Class Counseling, Primary Mental Health, Trauma Counselling, HIV/AIDS Counselling, Pastoral HIV /AIDS Counselling, Pastorale Counselling, Employee Well-Being and Sport Counselling. To assess any applied intervention and ethical professional competencies and the pro competence of a counsellor one must write the national board examination in addition to any examinations required at the university (Diana, 2013:XXIV).

In addition, HPCSA also requires that counsellors should have an area of specialty which can either be School Counselling, Human Resources, Employee Well-Being, Family Counseling, Career Counselling, Primary Mental Health, HIV/AIDS Counselling, Trauma Counselling, Pastoral Counselling and Sport Counselling. The

counselor must write the national board examination in addition to any examinations required at the university in order to understand the ethical requirements and the implementation of the applied intervention strategy.

Counselling specialists vary, thus, there are school counsellors, marriage counsellors, and clinical counsellors. However, this study focuses on school counsellors who are responsible for providing counselling programs in areas which are personal, academic and career oriented (American Counselling Association, 2007:1). The Health Professions Council of South Africa (HPCSA) (2005:26) refers to counsellors as workers in the field of psychology that carryout, perform screening and limited interventions within a given range of categories of people. These people work to aid the functioning of humans in a number of contexts which encompass work, sports, school and community. In the history of counseling, school counseling has been envisioned as a balanced approach that includes support that is rendered for human development (Campbell & Dahir, 1997:35). The intervention strategies that are inherent in the counseling programme include individual and group counseling, consultations that are done with parents, teachers, whole school development and interaction with outside agents. (Diana, 2013: XXIV).

## 2.8    POLICY INFLUENCE ON SCHOOL COUNSELLING IN SOUTH AFRICA

According to the National Education Policy Investigation (NEPI) and NEPI, after 1994 guidance and counselling services constituted an essential component of the basic education practices (Daniela, 2013:29). It is pertinent to realise that few resources were available to facilitate the implementation of policy on counseling services. This was exacerbated by the few support services which existed, which, unfortunately, were not proportionally distributed among all South African children (Diana, 2013:29). The report also claims that confusion was created due to fragmentation and lack of co-ordination, even when school counselling services were available. It was not, thus, always clear how schools could access these services, and this had far-reaching implications whereby the majority of children could not get access to support services.

Within the context of the above, the Education White Paper (EWP) 6, special needs education: building inclusive education and training system, obligates the South African government to implement inclusive education (EWP 6, DoE of 2001). Support services at national and provincial levels are provided and the key support functions are to provide a policy and management framework and to provide direct and indirect services to schools and education institutes. EWP 6 (DoE, 2001) specifies that support professionals should include, school counsellors, school psychologists, school social workers, teaching-support educators (LSE), learning-support advisors and curriculum advisors. EWP 6 outlines the need for structures to be established in order to facilitate the provision of support to schools. This notion is supported by NEPI (1992) which states that there should be a system that would support the learner holistically, hence there is guidance and counselling to achieve the above objective (Daniela, 2013:29).

The lack of implementation of the policy is a result of what is happening in schools today regarding school counsellors supporting teaching and learning. This situation, however, is not the case as set out in the policies because educators are not taking up the position they have been trained for. One of the aspects of a school counsellor is to support teaching and learning, but this is not happening.

## 2.9    GUIDANCE AND COUNSELLING IN SCHOOL CURRICULUM IN SOUTH AFRICA

According to the National Curriculum Statement (NCS), Curriculum and Assessment Policy Statement, Grades 10-12 (2011:8), Life Orientation is the study of the self in relation to others and society. It addresses skills, knowledge and values about the self, the environment, responsible citizenship, a healthy and productive life, social engagement, recreation and physical activities, careers and career choices. These include provision of opportunities to engage in the development and practice of a variety of life skills to solve problems, to make informed decisions and choices and take appropriate actions to live meaningfully and successfully in a rapidly changing society. LO does not only focus on knowledge, but also emphesises the importance of the application of skills and values in real life situations, participation in physical activity, community organizations and initiatives.

The policy on LO was drafted by the Department of Education and was handed down from the Minister's office to the provincial level by the MEC, to the district by curriculum advisers and to the school by the Heads of Department. It is implemented by teachers in the classroom in the form of Life Orientation (LO). As stated by the National Curriculum Statement (NCS) and the Life Orientation, Curriculum and Assessment Policy Statement, Grades 10-12 (2011:8), the LO curriculum comprises of the following topics: development of the self in society, social and environment responsibility, democracy and human rights, careers and career choices, study skills, physical education. These topics cover the implementation of guidance and counselling. Owing to the interrelated and holistic nature of the subject, the six topics of Life Orientation function interdependently and are considered to be of equal importance. The content taught in lower grades serves as the foundation for the content to be taught in higher grades. It is very clear from the LO topics above, that guidance and counselling only address guidance with the topics addressed in the curriculum whereas counselling is not well addressed due to lack of qualified counsellors in schools.

Life Orientation is one of the four fundamental subjects required for the National Senior Certificate, which means that it is compulsory for all learners in Grades 10, 11 and 12. It is a unique subject that applies a holistic approach to the personal, social, intellectual, emotional, spiritual, motor and physical growth and development of learners (Grades 10-12 Life Orientation Policy Statement, 2011:8). This encourages the development of a balanced and confident learner who can contribute to a just and democratic society, a productive economy and an improved quality of life for all (Grades 10-12 Life Orientation Policy Statement, 2011:8).

## 2.10 IMPLIMENTATION OF LIFE ORIENTATION ON GUIDANCE AND COUNSELLING

Life Orientation is the curriculum implementation of guidance and counselling aims. According to the NCS and LO Grades 10-12 (2011:8), Life Orientation guides and prepares learners - to respond appropriately to life's responsibilities and opportunities, equip them to interact optimally on a personal, psychological, cognitive, motor, physical, moral, spiritual, cultural and socio-economic level, guide

them to make informed and responsible decisions about their own health and well-being and the health and well-being of others. In addition, LO - exposes learners to their constitutional rights and responsibilities, to the rights of others and to issues of diversity. It equips learners with knowledge, skills and values to make informed decisions about subject choices, careers, additional and higher education opportunities and the world of work, expose learners to various study methods and skills pertaining to assessment processes. Learners will also be exposed knowledge about the value of regular participation in physical activities (NCS and LO Grades 10-12, 2011:8). Although the above objectives entail the counselling part of the SGC program, it is not possible to implement this part of SGC since this would entail counselling learners on personal issues such as HIV/AIDS, other diseases, violence, poverty, etc. This would require availability of relevant resources such as separate offices to ensure confidentiality and other ethical issues to be taken into consideration.

## 2.11 IMPLEMENTATION OF GUIDANCE AND COUNSELLING THROUGH LIFE ORIENTATION BASED ON KNOWLEDGE, SKILLS AND VALUES

According to RNCS, LO (2003:20) the LO curriculum includes knowledge, skills, attitudes and values unique to learners' lives; these are expressed in the five focus areas of the learning areas. Learning activities are therefore to be based on each of the focus areas that include: Health Promotion, where the aspects to be addressed include nutrition, diseases including HIV/AIDS and STDs, safety, violence, abuse and environmental health; Social Development and the issues to be addressed include human rights as contained in the South African Constitution, social relationships and diverse cultures and religions; Personal Development as the major aspect of guidance and counselling includes life skills development, emotional development, self-concept formation and self-empowerment (RNCS, LO, 2003:20). Physical Development and Movement include perceptual motor development, games and sport, gymnastics, physical growth and development, recreation and play. Orientation to the World of Work include career and information gathering, planning skills, self-knowledge, general work, further study and work ethics (RNCS, LO 2003:20).

## 2.12 THE SERVICES OF SCHOOL GUIDANCE COUNSELLING

Nwachukwu (2007:037) notes that guidance services involve the following services: providing information services, doing placement and appraisal, conducting vocational guidance and counselling, referrals, evaluation and doing follow-ups, consultancy and research.

Guidance and counselling are an essential component of any type and all levels of education. Non-utilization of these services in the present-day school system has led to the unprecedented rise in crime and violence among students, has fueled cultism, wrong career choices, and wrong subject combinations among other issues. Eliamani (2014:037) adds that the purpose of guidance and counselling services for school children is to improve academic achievement, foster positive attitudes toward school learning and work, increase acquisitions and application of conflict-resolution skills and decrease dropouts.

## 2.13 CHALLENGES OF INTRODUCING GUIDANCE AND COUNSELLING IN SCHOOLS

The stakeholders identified below are faced with challenges in implementing guidance and counselling:

### 2.13.1 Challenges Faced by Counsellors

### 2.13.1.1 Changing curriculum

On the introduction of Guidance and Counselling (GC) in schools, school counsellors face challenges which emerge from educational expectations, changes in society, policy and curriculum (Diana, 2013:36). School counselors usually encounter a series of challenges which might arise from national agendas that focus on achieving academically as well as violence within the school which require school counselors being pro-active. These situations force counsellors to question the focus of school counselling programs.

## 2.13.1.2 Lack of relevant professional human resource

It has been noted that the biggest problem in providing support services for all children of school-going age is the limited number of professionals available and the unequal employment of these limited human resources in South Africa (Diana, 2013:36). The number of trained people that provide support services needs to be increased substantially because of the increased psycho-social problems faced by learners. It was further noted that another challenge that faced by school counsellors is that their role is continuously debated and even questioned. They are placed in unrealistic positions and not utilized in the best interest of the learners (Diana, 2013:36).

Another challenge faced by school counsellors was that there are inconsistencies alongside racial and ethnic lines when it comes to academic achievement (Herr, 2001:25). Education Trust (1996) states that the counsellors need to be skilled when addressing learners along racial and ethnic lines. A great improvement, however, has been made around multiculturalism within schools. In order to meet the changing needs of society and within the scope of their mission, school counselling interventions need to be adapted.

Chireshe (2006) carried out a study on counselling in a secondary school in Zimbabwe. He found out that the Zimbabwean counselling services were not always planned for at the beginning of each year. He noted that the effectiveness of the Zimbabwean Secondary School guidance and counselling services was negatively affected by lack of resources and training and non- counselling duties performed by school counsellors.

## 2.13.2 Challenges Faced by SMT Face in Implementing SGC

The School Management Teams (SMT) also find it difficult to deal with educators who are not even trained to implement guidance and counselling, yet they are performing this role (Christiaans, 2006:2). LO is a new learning area in schools which is sometimes taught by teachers who have not received specialised training in the learning area. This results in these teachers not knowing how to teach the

content of Life Orientation or how to derive the content from the assessment standards. This makes it difficult for the SMT to deal with the implementation of policies that inform guidance and counselling in schools.

## 2.14   CHAPTER SUMMARY

This chapter has presented data gathered from literature related to this study. This literature was gathered and discussed based on following six interrelated topics:

- Origin of Guidance Counsellors in the Improvement of academic achievement;

- State of guidance and counselling in South Africa;
- The landscape of guidance and counselling in South Africa;
- Training of school counsellors in South Africa;
- Roles and Functions of School Counsellors;
- Policy influencing School Counselling in South Africa;
- The Influence of Counselling on Teaching and Learning;
- Guidance and Counselling in school Curriculum in S.A.;
- Roles of School Guidance Counsellors in High Schools;
- The Advantages of Professional School Guidance Counsellors;
- Difficulties/Challenges of introducing GC in South African schools.

The literature discussed in this chapter represents evidence that school counsellors are an integral part of the curriculum. The next chapter discusses the methodology employed in the study. It outlines the research design, methodology of the study, the participants, the instruments and the procedures employed for data collection and analysis. Issues of triangulation as a means to ensure trustworthiness of the data and ethical considerations are also discussed in this chapter.

# CHAPTER THREE

# RESEARCH DESIGN AND METHODOLOGY

## 3.1    INTRODUCTION

The purpose of the study was to examine the impact of guidance and counseling on learning outcomes among learners in two high schools in the Vhembe District in Limpopo Province, South Africa.   Learners in one of the schools received guidance and counselling while those in the other school served as a control group.   In the previous chapter, literature and related studies to the study was reviewed.   This chapter discusses the research design and methodology employed to gather and organise the data for the study.   This chapter outlines the types of research paradigms, namely, the positivist, anti-positivist and post-positivist paradigms (Bellamy, 2012:60).    The mixed methods approach in which qualitative and quantitative research methods are combined are also discussed in this chapter.   The following data collection instruments were used: in-depth face-to-face interview, questionnaire and study of documents which were in the form of mark schedules. Data were collected from Life Orientation teachers and Life Orientation Heads of Department for qualitative method.   The data for quantitative methods was collected from Grade 9 learners through pre-test and post-tests in three selected subjects as well as well as a questionnaire for learners.

## 3.2    RESEARCH PARADIGM

According to Erek (2004:1), a research paradigm serves as a pattern or model for a study. Denzin and Creswell (2005) state that a paradigm is a set of beliefs and assumptions that guides thinking and shapes the research.

### 3.2.1  Types of Paradigms

There are three major paradigms namely, the positivist, anti-positivist and the post-positivist paradigms.  According to Cohen, Manion and Morrison (2007:9), positivism originated from studying the natural world.  Guba and Lincoln (1994:110) define anti-

positivism as the view that reality is subjective and depends on individual perceptions. Rocco, Bliss, Gallagher, Pérez-Prado, Alacaci and Dwyer (2003:21) define the post-positivist paradigm as the model which employs deductive logic and quantitative research methods. According to Guba and Lincon (1994:110) the critical paradigm which is under post-positivist, also known as historical realism is dependent upon social, political, cultural, economic, ethnic, and gender values. Reality is a socially constructed entity which is under constant internal influence. McGregor and Murnane (2010:419) argue the positivist research paradigm assumes that the only way people can fully agree that knowledge is true is if that knowledge was created using the scientific methods. Murnane (2010:419) argues that the post-positivistic paradigm believes that research should have more value and must not be biased but be value-laden, subjective and inter-subjective but it should be even value-driven within the critical paradigm. He further emphasised that there is a place for the voice and role of the researcher and participants in the study. People were viewed as pivotal to the entire research process. In other words, there were not controlled and studied but were active participants who were even benefitting from the outcomes of the study. Post-positivism involves the use of pragmatism.

### 3.2.2  Research Paradigm for the Study

This study has employed a pragmatism paradigm that involves a combination of both positivism and anti-positivism. Pragmatism is a deconstructive paradigm that advocates for the use of mixed methods in research. It sidesteps the contentious issues of truth and reality (Feilzer, 2010:8), and "focuses instead on 'what works' as the truth regarding the research questions under investigation (Tashakkori & Teddlie, 2003:713). Dillon, O'Brien and Heilman (2000:10) note that pragmatism is a practical philosophy which encompasses methodology and is motivated by the need to solve pressing problems. Since the study's main objective is to investigate the impact of guidance and counselling in learning outcomes, this paradigm (pragmatism) advocates the use of mixed methods (quantitative and qualitative).

Pragmatism involves the use of both the idea of positivists and post-positivists. According to McGregor and Murnane (2010:419), the positivistic research paradigm, assumes that the only way people can fully agree that is that knowledge is true if it is

created using scientific methods. Thus, the empirical methodology was used, whereby data were collected using an experiment and observation that gave supportive evidence (Rohmann, 1999:54). Murnane (2010:419) argued that the post-positivistic paradigm believed that research should have more value and must not be biased but be value-laden, subjective and inter subjective. Knowledge should be even value-driven within the critical paradigm. This study falls within the anti-positivistic paradigm by integrating the qualitative and quantitative methodology to enable the researcher to explore challenges encountered bin implementing guidance and counselling. Murnane (2010:419) further argues that in anti-positivism there was a place for the voice and role of the researcher and participants in the study. Humans were seen as central to the research process, rather than isolated from it. People were not controlled and studied but were participants in the process, even instigating and benefitting from the research. Thus, the interviews were used to collect data from the qualitative participants where LO teachers and their HODs in the selected two schools were interviewed.

Since pragmatism involves a combination of the positivism and anti-positivism combining the two methods ensured that the two methods complemented each other's strengths and avoid weaknesses. Since the pragmatism paradigm involves the use of sequential mixed methods, this study also involved the use of quantitative method which embraces the idea of positivism, which assumes that the only way people can fully agree that the knowledge is true is if that knowledge is created using the scientific methods. This was achieved through the experimental design on the qualitative approach, which has examined the effect of guidance services on the learning outcomes of the students in the Natural Sciences, Mathematics/Mathematical Literacy and English. Pre-and post-tests were used on both learners exposed to guidance and those not exposed to the programme to investigate if there were any differences in their learning outcomes.

The experimental group was exposed to guidance and counselling, while the control group was not given exposure to guidance and counselling. The alignment between career choices was also investigated using the quantitative method, which embraces positivist ideas as well as enable the research to determine difference in learning outcomes between those exposed to SGC and those who were not.

The sequential mixed method was chosen in order to explore the topic at a deeper level by starting with the quantitative method followed by qualitative method as the last method. The objective of the quantitative method was that it enabled me to explore the impact of guidance and counselling in learning outcomes, while the qualitative method was used to explore challenges that limit the effectiveness of the school counselling programme.

## 3.3    RESEARCH DESIGN

It is very crucial to have a good plan when conducting any research because planning puts in place strategies on how data for the study will be collected, processed, interpreted and analysed. Without an appropriate approach for the research process, a study may be unreliable and invalid (Strauss & Corbin, 1990:24).

### 3.3.1    Research design

Research design refers to the entire process of research from starting from conceptualisation of the problem to the investigation and writing of the report (De Vos, 2005:335).  It is a plan or structure of what the researcher is going to observe and analyse (Creswell, 2002:86).  This study used a mixed design in order to compliment the quantitative data with the qualitative data.

#### 3.3.1.1       Quantitative design

Since the purpose of the study was to explore the impact of guidance and counselling programs in learning outcomes, the researcher used the experimental research approach. According to Ross and Morrison (2014:38), the experimental research formally surfaced in educational psychology studies.  According to Cochran (1977:41), an experimental procedure is carried out to support, refute, or validate a hypothesis. It provides an insight into the cause and effect by demonstrating what happens when a particular factor is manipulated.

Experiments differ greatly in terms of goals and scale. However, they always depend upon repeatable procedures and logical analysis of obtained results.  As mentioned

above the main objective of the present study was to investigate the impact of guidance and counselling. In order to achieve this, an experiment was conducted with 25 participants, whereby they were exposed to guidance and counselling, while the other 25 participants (the control group) were not exposed to guidance and counselling. Between the two groups the impact of guidance and counselling in subjects and career choices were also investigated to test their alignment.

### 3.3.1.2      Qualitative design

Face-to-face, semi-structured interviews with Life Orientation teachers and their HODs were conducted in order to identify the challenges of implementing guidance and counselling in schools.  According to Cohen, Manion and Morrison (2002:348) face-to-face interviews are a qualitative method of inquiry that combines open questions with the opportunity for the interviewer to explore themselves or their responses further.

### 3.3.2   Methodology

Research methodology is a systematic way to solve a problem. It is a science of studying of how research is to be carried out (Rajasekar, Philominathan & Chinnathambi, 2013:5).  According to Pratt, Raiffa and Schaifer (1995:103) research methodology is the process used to collect information and data for making good changes.

The methodology may include publication research, interviews', surveys and other techniques and could include both present and historical information.  According to Macmillan and Schumacher (2001:314), research methodology refers to design strategy and traditions of enquiry or research approaches used to study an issue. For this study, the researcher used qualitative and quantitative research methods.

### 3.3.2.1      Quantitative method

The study used an experimental research method. Ross and Morrison (2014:38) argue that the experimental method formally surfaced in educational psychology. It is

based on the interest of the researcher in effecting environmental change, referred to as "treatments," whereby standardised procedures are used to hold all conditions constant except the independent (experimental) variable). To achieve this the experimental group "treatments" of the 25 participants were exposed to guidance and counselling while the other experimental group was not exposed. According to the SASA White Paper (2005:1), the experimental design is the process of planning how a study can meet specified objectives. The experimental group was exposed to guidance and counselling while the control group was not exposed to guidance and counselling.

### 3.3.2.2     Qualitative method

The study also used interviews to gather data.  According to Pratt, Raiffa and Schaifer (1995:66) interviews denote conversations where logically arranged questions are asked and answered simultaneously. In an interview, a one-on-one interaction between the interviewer and the interviewee occurs.  Life Orientation teachers and the Heads of Department of Life Orientation of the two schools were interviewed. An interview schedule was used during the interviews.

The mixed method approach was used to collect data. According to Pratt, Raiffa and Schaifer (1995:93) mixed methods approaches involve collecting, analysing and integrating quantitative and qualitative data. This method helped the researcher to explore the differences in learning outcomes between the earners who had been exposed to guidance and counselling and those and those that had not been exposed to guidance and counselling.

### 3.4     SAMPLING

Sampling is defined as a process that used to select a portion of the population for a study (Maree, 2011:79).  In this study the purposive sampling technique was used for collecting qualitative data while the random sampling technique was used for collecting quantitative.  In the former, 25 Grade 9 learners were randomly selected to avoid bias whereby each learner in grade nine had an equal opportunity to be selected as participants.  LO teachers and their HODs were the ones who were

selected using the purposive sampling technique.

## 3.5    POPULATION

A study population is a collection of individuals or objects covered by the study or with which the study is concerned (Oswald, 2001:55).  This study consisted of two types of populations, one for the quantitative study and another one for the qualitative segment.  The population for the quantitative study was all Grade 9 learners while the population for the qualitative was the Life Orientation teachers and Head of Department of the two schools.  The two methods were used so that they may complement each other. Since the population of this study was drawn from the two schools, the quantitative sample was drawn 460 Grade 9 learners while the qualitative sample was drawn from Life Orientation teachers since they are the ones responsible for implementation of School guidance and counselling.

## 3.6    SAMPLING PROCEDURES

According to Peck, Chris and Jay (2008:85), sampling procedures are a fixed, step-by-step sequence of activities or course of action that must be followed in the same order to correctly perform a task.  It is a process used in statistical analysis in which a predetermined number of observations are taken from a larger population.  The method used to sample from a larger population depends on the type of analysis being performed. In this study the sampling procedures for the qualitative and quantitative parts of the study are discussed in greater detail below.

### 3.6.1  Quantitative Sampling Procedure

A random sampling method was adopted to sample the control and experimental groups, which helped the researcher to avoid bias.  According to Pratt, Raiffa and Schaifer (1995:28) random sampling is a technique which involves selection of a group of subjects (a sample) for study from a larger group whereby all of them will be having an equal opportunity of being chosen. All Grade 9 learners from the two schools were given an equal opportunity to participate in the study by giving them an

opportunity to choose from the 'yes' or 'no' papers that were placed inside a container.

All those who chose a "YES" became part of the study. According to Borg and Gall (1983:411), in causal comparative and experimental research, it is desirable to have a minimum of 15 cases in each group to be compared. Twenty-five students were considered manageable for guidance services. Fifty (50), students, 25 for the experimental group and another 25 for the control group were selected. Two schools whose learners' performances are almost similar were selected purposively in order to ensure that the quality control measures were followed if the school performance was different.

The sampling of the control and experimental groups among grade nine learners was random sampling. Guidance and Counselling were given by a guidance counsellor to the experimental group for one year as follows:
- Educational counselling
- Career counselling
- Social and behaviour modelling.

To investigate the impact of guidance and counselling in learning outcomes of learners in grade nine, t-tests were given before the exposure to guidance and counselling (pre-test) and the students were monitored to see whether there was a significant change in their performance compared to the t-test after the exposure to guidance and counselling (post-test). To determine the alignment of subject and career choices, the questionnaires were administered among the learners to ascertain if there was alignment between subject and career choices. The experimental group was exposed to guidance and counselling, but the control group was not in order to determine the significance of guidance and counselling in subjects and career choices.

Gender sensitivity was considered, by giving both male and female an equal opportunity to participate in the study. To achieve that there was a container where

each leaner selected a piece of paper. Those who managed to choose a "YES" paper became part of the participants while those who picked a "NO" were excluded.

### 3.6.2 Qualitative Sampling Procedure

The sampling procedure that was used in this study for selecting two schools is purposive sampling. Purposive sampling is done with a specific purpose in mind (Maree, 2011:79). In this study it was found appropriate because the main objective was to investigate the challenges on implementing guidance and counselling in schools. Since the individuals who implement guidance and counselling were known (i.e. Life Orientation teachers and Heads of Department of Life Orientation) they were purposively targeted and interviewed about the challenges of teaching guidance and counselling to compliment the quantitative data.

### 3.6.3 Quantitative Sample

The quantitative sample of this study was selected from grade nine leaners, of which 25 learners were selected using the random sampling technique whereby a group of 25 students were viewed as manageable for guidance services. Hence, the research required 50 students. Out of these, 25 were for experimental group while the other 25 were for the control group.

### 3.6.4 Qualitative Sample

According to Cochran (1977:18) a sample is the process of systematically selecting participants who will be examined during the study. The sample comprised of 8 Life Orientation teachers and 2 Heads of Departments for Life orientation from the two schools.

### 3.7 DATA COLLECTION PROCEDURE

The purpose of the study was to investigate the impact of guidance and counselling programs in learning outcomes. The other objective was to determine the alignment between subject choice and career choice for both groups. This was measured in

Grade 9 when the experimental group was exposed to guidance and counselling for a year. A chi-square test of association was used to determine the significant difference between the pre and the post-test between the two groups. A questionnaire was used to determine if career and subject choice alignment were independent of whether one had been exposed to counselling or not for the quantitative data, whereas for the qualitative data the interviews were used in data collection where the LO teachers and HODs were asked about the challenges of implementing guidance and counselling in schools.

### 3.7.1 Instrumentation and Data Gathering Procedure

According to Pratt, Raiffa and Schaifer (1995:33) instrumentation is a collective term for the instruments used for indicating, measuring and recording physical quantities. There were two instruments in this study, one for the quantitative and another for the qualitative component of the research. The instrument used for quantitative study was a questionnaire and the pre and post-test of three selected subjects while the qualitative component of the study the interview was the instrument used.

### 3.7.2 Quantitative Instrument

Creswell and Plano Clark (2011:177), quantitative data are collected using closed-ended questions based on predetermined response scales, or categories. The participants in this study responded to the questionnaire items given to them. Johnson and Christensen (2012:162) define a questionnaire as a self-report data-collection instrument that each research participant completes in an investigation. Furthermore, questionnaires can be used to collect quantitative, qualitative, and mixed data. In this study, the questionnaire on the learners was mainly intended to establish the impact of guidance and counselling in learning outcomes and the alignment between learning outcomes and career choices.

Questionnaires were distributed to twenty-five Grade 9 learners in the two secondary schools in Vhembe District. Before the distribution of the questionnaires, the questionnaire was administered to a different group of people as a way of testing it if it is user-friendly, then, request for permission letters were distributed to the

principals of selected schools, explaining the significance of the study, and requesting them to allow their learners to participate in the study (See Appendix 15).

In order to determine the impact of guidance and counselling in learning outcomes, the t-test on the three selected subjects, namely, Natural Sciences, Life Orientation and Maths was used to compare the significant difference on learners exposed to guidance and counselling and those who were not (See Appendix 10-13).

The design of the questionnaire in this study followed some guidelines alluded to by Cohen, Manion and Morrison (2011:382). The questionnaire included both closed and open-ended questions (Appendix 3).

### 3.7.3 Qualitative Instrument

An interview is a two-way conversation in which the interviewer asks the interviewee questions pertaining to their ideas, beliefs, views, opinions and behaviours (Maree (2007:87). According to Cohen *et al.* (2011:409), interviews are a widely used instrument for data collection in qualitative methodology. Jonson and Christensen (2012:198) distinguished between two types of interview. These are face-to-face, normally called in-person interviews, and telephone interviews. The study employed in-person interviews, whereby LO and HODs were interviewed face-to-face at their schools (Appendix 8 and 9).

Voice recorders are commonly used to record the interview sessions conducted (Schutt & Check, 2012:205). In this study, the researcher used a tape recorder with the permission of the Life Orientation Teachers, and Heads of Departments as participants to record the interview sessions. The researcher also took notes of what transpired in the interview sessions. These served as memory joggers and were used later in analysing the data (Schutt & Check, 2012:198).

Punch (2011:145) identifies the different types of interviews as follows: informal conversation interview, the general interview guide approach and the standardized open-ended interview (See Appendix 1 & 2). Punch (2011:145) provide the following

continuum model for interviews: structured interviews, focused or semi-structured interviews and unstructured interviews.

Creswell (2009:179) observes that one advantage of face-to-face interviews is that there are useful reactions and gestures that cannot be observed when participants cannot be directly observed.  According to Maree (2007:87), in the structured interview, questions are normally detailed and developed in advance or before holding the interview session. In this study, this interview model was employed.  All participants responded to the same questions in the same order and administered in a formal manner.

The questions that were asked to gather data pertaining to the challenges of implementing guidance and counselling services at secondary schools were open-ended.  This is supported by Creswell and Plano Clark (2011:176) who indicate that qualitative data consists of information gathered through the use of open-ended questions in which the researcher may not use predetermined categories or scales to collect relevant information. The research participants provide data based on questions that do not restrict the participants' options for responding.

The following research questions were answered by Life Orientation teachers and HODs of Life Orientation in the two schools: "What are the challenges of teaching guidance and counselling?" A recording device was used during the interview and the information collected was translated and the mark schedule for both term pre- and post-test were compared for the quantitative segment of the study.

## 3.8    DATA ANALYSIS AND INTERPRETATION

Creswell (2002:95) states that the aim of analysing data is to describe it clearly, identify what was typical of it, revealing the differences, relationships and other patterns prevailing and then ultimately answer research questions.

A mixed analysis was guided by an attempt to analyse data in a way that yields at least one of the five types of generalisations, namely; external statistical generalisation, internal statistical generalisation, analytical generalisation, case to

case transfer and naturalistic generalisation (Anthony, Onwuegbuzie, Julie & 2011:2). The results for quantitative data were generalised using SPSS analytical statistical generalisation while qualitative data was generalised using thematic analysis and presentation.

### 3.8.1  Quantitative Data Analysis

According Bernard (2013:394) data analysis is the search for patterns in compiled data. It further involves explaining issues that influenced the development of those patterns.  In quantitative research, data analysis was based on the type of questions and use of the appropriate statistical tests to address the questions.   However, Creswell and Plano Clark (2007:131) note that quantitative data analysis proceeds from descriptive analysis to inferential analysis. They further state that this also entails the use of figures to present quantitative results in a visual form, such as in bar charts, scatter-plots, line graphs, or charts. Independent samples t-tests (Black, 2012) were used to compare the test performance of the experimental and control groups.

According to Cochran (1977:73), t-tests is a statistical hypothesis test in which the test statistic follows a student's t-distribution under the null hypothesis.  Data on the test performance of experimental and control group learners in the subjects were Natural Sciences, Mathematics and LO was collected.  This was done prior (pre-test) to and after (post-test) the experimental group had received counselling lessons. Statistical t-tests were performed to ascertain if gain scores of the two groups differ, on average, to determine the effect of guidance and counselling on learning outcomes.

Information was also sought on the career choices of learners in both the experimental and control groups and career counselling sessions that the learners took. The information was used to determine if there is alignment between subject and career choice.  A chi-squared test of association (Agresti, 2003) was used to test if subject-career choice alignment was independent on whether one was in the experimental or control group.   According to Borzysckowski and Sokolowski (1993:65), a chi-squared is any statistical hypothesis test wherein the sampling

distribution of test statistic is a chi-squared distribution when the null hypothesis is true. Without other qualifications, the chi-squared test often was used as a short for person's chi-squared.

A chi-square test of association was used to determine whether alignment between career choice and subject combination depended on whether one was in the control or experimental group. Independent sample tests were run to find the difference between mean achievement scores of both the experimental and the control groups and whether these differences were significant.  As discussed by Peck, Chris and Jay (2008:35) the mean achievement scores are usually used in an educational system to determine the level of instruction for which a student is prepared.  In this study the mean gain scores were used to determine if there was a significant difference between the two groups in terms of their subjects and career choices.

### 3.8.2  Qualitative Data Analysis

According to Creswell, Plano Clark (2007:131), qualitative data analysis starts with coding of collected data, dividing the text into phrases, sentences, paragraphs then attaching a label to each unit. In qualitative data analysis, the raw data to be analysed are presented in words and not numbers as in quantitative research. Cohen, Manion and Morrison (2011:130) argue that the techniques used in data analysis must be relevant or be linked to the data gathered.

The researcher began by transcribing the data gathered during the interview sessions.  Johnson and Christensen (2012:520) describe transcription as the process of transforming qualitative research data such as audio recordings of interviews or field notes written from observation into typed text. The typed text is called a transcript as Johnson and Christensen (2012).  The researcher listened to the tape recording and typed what was said into a word processing file and kept it safe in a mobile hard drive protected with a password.

Mouton and Babbie (2009:490) refer to qualitative data analysis as all forms of analysis of data that was gathered using qualitative techniques regardless of the paradigm used to govern the research.  Such data analysis involves reducing the

separate data points collected by the inquirer into a unified statement about the research problem. It also involves ordering, categorising, and summarising the data, as well as performing inference tests that attempt to relate data samples to the populations they arise from (Cooper, 2009:146).

Preparing recorded data for analysis requires transcribing all tapes and typing the transcriptions into paragraph discussions, therefore (Mack, Woodsong, MacQueen, Guest & Namey, 2005:83). Transcription of collected data from audio tapes was done and transcripts were read several times, making comments on the transcripts, by developing a list of categories and reducing categories.

The data from interviews were interpreted using content analysis for qualitative data, which was based on themes and quotations used to illustrate the observations made (Cohen, Marrion & Marrison, 2000:197). Data from interviews were corroborated with observations that were recorded. According to Potokri (2014:353) content analysis is used to compare the views of the participants according to the study site and category, as well as the findings from other research studies. The attractive features that necessitated content analysis were that the researcher was able to handle a large volume of quoted statements and identify and monitor inconsistencies or any change in the views of participants (Cohen, Manion & Morrison, 2000:197).

## 3.9 RESEARCH QUALITY CONTROL MEASURES

According to quantitative researchers (Guba, 1981; Schwandt, Lincoln & Guba, 2007), consideration of the reliability, objectivity and validity (i.e. internal and external) to ensure the trustworthiness of the inquiry findings is important. Contrary to quantitative research, qualitative researchers consider that dependability, credibility, transferability and confirmability as trustworthiness criteria ensure the rigour of qualitative findings.

### 3.9.1 Reliability and Validity of Quantitative Method

The quality of quantitative research was measured through reliability and validity.

### 3.9.1.1    Reliability

Devellis (2005:317) defines reliability as "the proportion of variance attributable to the true score of the latent variable.    In this study the questionnaire was used to measure the role of guidance and counselling in learning outcomes.  There were two variables in the present study, namely, learning outcomes as measured through exam performance in the subjects of Natural Sciences, Mathematics/Mathematical Literacy, and English, and whether there was any alignment between subject and career choice.

### 3.9.1.2    Validity

Validity is defined as the extent to which a test measures what it claims to measure in a quantitative study (Gregory, 1992:117).  In this study the alignment between subject and career choices was measured for both the control group and the experimental group.  This was measured among grade nine learners when the experimental group was exposed to guidance and counselling.  A chi-square test of association was used to determine if career and subject choice alignment was independent of whether one has been exposed to counselling or not.  Validity was tested by a pilot study that was conducted prior to the study whereby participants were given the questionnaire to ascertain if they were able to answer the questions on career choices in the questionnaire, but they could not respond to the question as they did after the exposure to career counselling.

### 3.9.2  Trustworthiness

The quality of qualitative research can be achieved through Dependability, Credibility, Transferability, and Conformability. These four key criteria of trustworthiness are briefly discussed below:

### 3.9.2.1    Credibility

According to McMillan and Schumacher (2010:102), credibility is the extent to which the results of a study approximate reality and are judged to be accurate and

reasonable. In this study, credibility was ensured through conducting interviews, while member-checking was conducted before the study draft was presented to the participants (McMillan & Schumacher, 2010:102). This enabled the participants to comment on the research findings, interpretations and conclusions. Participants were given the opportunity to comment on the researcher's interpretations of their personal experiences. To improve trustworthiness, multiple methods such as interviews were used for data collection.

For this study to be credible the following research objective were investigated: the challenges of teaching guidance and counselling which was answered by Life Orientation teachers and the HODs of Life Orientation of the two schools through interview schedules. The same questions were asked to participants in school A and B in order to compare the similarities of their responses. LO educators and their HODs were interviewed to ensure that credible information from the relevant sources since Life Orientation covers a lot of aspect of Guidance and Counselling.

### 3.9.2.2 Transferability

Transferability has to do with transmitting or generalising the results of a study to other contexts (Gay & Airasian, 2003:246). To improve transferability, the researcher presented a detailed process of how the study was conducted. Rich description of the two schools, their backgrounds, socio-cultural and school ethos, the interview rooms and general environment of the schools were discussed. The findings of the study, as recorded in the tape-recorder, written in the field notes and reflective journal were accurately defined in the form of themes and detailed explanations.

In this study the transferability of the findings was tested by the use of two high schools where teachers and HODs of Life Orientation from the two high schools were interviewed on the challenges of implementing guidance and counselling.

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### 3.9.2.3 Dependability

Gay and Airasian (2003:247) note that dependability refers to how carefully the researcher has selected data collection instruments and research sites to suit the research questions and the objectives of the study. Comprehensive field notes were taken throughout the study. Those notes also included the general environment of the two schools, study of documents, and the interviewing process. During the interviews, the verbal and non-verbal cues of the participants were captured in detail.

### 3.9.2.4 Conformability

According to Merriman (2009:217), conformability is ensuring that the data findings truly represent the views of the respondents, perspectives or meanings rather than the views and understanding of the researcher. The findings were scrutinised, and analysed, and self-critical accounts were considered. The data were recorded accordingly, interpreted and presented correctly and then my own perspectives and position was used.

According to (Louis, Lawrence and Keith, 2007:349), there are different types of qualitative instruments. These include case study, interviews documents study, observation, etc. The instrument that was used for this study is interviews. Interview is a flexible tool for data collection which enables multi-sensory channels such as verbal, non-verbal, spoken and hearing to be used (Louis, Lawrence & Keith, 2007:349).

### 3.10 ETHICAL CONSIDERATIONS

Ethics are rules that bind the researchers as they conduct their research. Critical ethical issues such as permission to conduct research, anonymity, informed consent, privacy and confidentiality were considered. The respondents' participation was voluntary.

Permission was requested from the district, circuit, and schools to conduct the study. Critical ethical issues such, anonymity, informed consent, privacy and confidentiality

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were also considered.  According to De Vos (2005:57) and Bless and Higson-Smith (2006:57), ethics are moral principles or guidelines which are about the most correct conduct towards experimental research which are suggested by an individual or groups and are subsequently widely accepted by the subjects or respondents.

### 3.10.1 Informed Consent

According to Terreblanche and Durrheim (2006:50), informed consent is the process of seeking the explicit agreement from the subject to participate in the research project based on their full understanding of the procedures involved and their likely effects. Welman (2005:182) concurs, stating that the researcher should get the necessary permission from the respondents after they have been thoroughly and truly informed about the purpose of the study.

Participants were informed about the objectives of the study, its purpose and what it entails.  It was imperative for the participants to understand what was expected of them as well as to understand the nature of the research study and its impact on them and the researcher.  Informed consent was obtained using an informed consent form which each participant received from the researcher.  The form explained what the study was about and its purpose.  It also outlined how the information would be obtained as well as the methods and procedures to be used.

The informed consent forms indicated to the participants that the information obtained from them would be used for nothing else, but the study.  The consent forms also indicated that the information would be kept confidential.  At the bottom of the consent form, participants were asked to sign the form to give their consent to take part in the study.  This was done in order to ensure that the respondents understood what they had agreed to; that they had not been manipulated or coerced to participate in the study and that their participation was based on clear understanding.

### 3.10.2 Voluntary Participation

Bless and Higson-Smith (2006:105) state that voluntary participation involves the individual being free to take part in the study without the intention of gaining economically. The consent form indicated to the participants that their participation in the study was voluntary and that they could choose not to participate. Participants were also told that they were free withdraw from the study anytime during the study proceedings if they so wished. The reason behind this was to ensure that participants understood that their participation was not attached to any returns and benefits.

### 3.10.3 Confidentiality

Confidentiality is an undertaking by the researcher to protect the identities of the research participants. Terre Blanche and Durrheim (2006:50) and Bless and Higson-Smith (2006:37) argue that information obtained or provided by the participants should be protected and not made unavailable to anyone other than the researcher.

Participants were assured that no other person were given access to their information. This was because the researcher has an obligation to respect the rights and values of the respondents. It was stated in the consent form that not only the researcher had access to the information. Participants were assured that questionnaires used for the collection of information would be destroyed after the recording of data. The researcher also ensured confidentiality by not asking for names of participants in the questionnaires.

The personal security of the participants was guaranteed that by making sure that their names or any personal details would not recorded confidentially and that nobody was informed about who responded to the questionnaires. This ensured that participants were protected from possible bullying and questioning by their fellow students after or during the study.

## 3.11   CHAPTER SUMMARY

This chapter discussed the research paradigm, design, methodology, data collection, data analysis, ethical considerations, and the research control measures that were used in this study. The methodologies of other related studies in guidance and counselling were also examined.  In this study the mixed methodology was used to gather the data in order to answer the research questions as well as to enhance greater understanding of the topic under investigation

In the next chapter presents the findings that emerged from data collected. The data were further linked with findings from other related studies as well as the theoretical framework that underpinned my study.

**DATA ANALYSI AND INTERPRETATION**

## 4.1    INTRODUCTION

This chapter presents the analysis of quantitative and qualitative data.

The main objective of the study was to investigate the impact of guidance and counselling on learning outcomes among learners in two secondary schools in the Malamulele Central Circuit of Vhembe District, Limpopo Province, South Africa.  In the previous chapter, the research methodology, data gathering strategies and the methods used to present and analyse the gathered data were presented and discussed.   This chapter presents and analyses the data that collected using quantitative and qualitative methods.  These are discussed extensively below.

## 4.2    PRESENTATION OF QUANTITATIVE DATA

This section reports on data gathered from mark schedules, questionnaires administered to Grade 9 learners. In reporting the data, participants are identified against the actual sample of independent t-tests on mark schedules and questionnaires.

Data were interpreted from the questionnaires and mark schedules using statistical tests where a t-test was used to analyse the data that was testing the impact of guidance and counselling in learning outcomes, the chi-square was used to investigate if there was alignment between subjects and career choices between the control group and experimental group.

The data presented in this section was obtained from both the control and experimental groups. The main objective of this study was to determine if there were any significant differences in learning outcomes between learners exposed to Guidance and Counselling and those not exposed to the program.  The specific objectives were to examine the alignment of career and subject choices for learners

exposed to Guidance and Counselling and those not exposed to it and also to determine if there was any significant difference in the performance of learners exposed to Guidance and Counselling and those not exposed to it.

Three subjects were chosen, namely, Maths, Natural Sciences and LO because these subjects are compulsory and were more likely to be done by all learners even after Grade 10. Mathematics represents Maths and Maths Literacy in Grade 10, Natural Sciences represents Physical Sciences, Life Sciences and Agriculture at Grade 10, while LO is also compulsory for all grades. It was therefore, important to choose the subjects that are covered most of the careers were likely to choose.

### 4.2.1  Numeric Descriptive Statistics

The table below displays the summary statistics of the Control group and the Experimental group on their performance in LO, Maths and NS.

**Table 4.1: Summary of the Statistics of Pre-and Post-test Marks for Maths, LO and NS Subjects for Control Group and Experimental Group**

| Subjects and their Statistics | | Group | |
| --- | --- | --- | --- |
| | | Control | Experimental |
| LO Pre-test | Minimum | 37 | 6 |
| | Maximum | 89 | 85 |
| | Range | 52 | 79 |
| | Standard Deviation | 14 | 16 |
| | Mean | 56 | 34 |
| | Median | 52 | 32 |
| L.O Post-test | Minimum | 35 | 30 |
| | Maximum | 88 | 88 |
| | Range | 53 | 58 |
| | Standard Deviation | 14 | 12 |
| | Mean | 61 | 53 |
| | Median | 58 | 53 |
| Maths Pre-test | Minimum | 24 | 8 |
| | Maximum | 81 | 60 |
| | Range | 57 | 52 |
| | Standard Deviation | 14 | 14 |
| | Mean | 46 | 29 |
| | Median | 42 | 25 |
| Maths Post-test | Minimum | 24 | 13 |
| | Maximum | 81 | 92 |
| | Range | 57 | 79 |
| | Standard Deviation | 14 | 18 |
| | Mean | 44 | 37 |
| | Median | 42 | 40 |
| NS Pre-test | Minimum | 26 | 0 |
| | Maximum | 80 | 81 |
| | Range | 54 | 81 |

| | | | |
|---|---|---|---|
| | Standard Deviation | 12 | 19 |
| | Mean | 42 | 31 |
| | Median | 40 | 30 |
| NS Post-test | Minimum | 30 | 20 |
| | Maximum | 70 | 83 |
| | Range | 40 | 63 |
| | Standard Deviation | 11 | 16 |
| | Mean | 45 | 47 |
| | Median | 43 | 43 |

Table 4.1 displays the summary of the statistics of pre-test marks for Mathematics, Life Orientation, Natural Sciences subjects for the control group and the experimental group, which show the minimum, maximum, range, standard deviation, the mean and the median for both the experimental and control groups. The pre-test was written before the experimental group was exposed to guidance and counselling services.

- The range and standard deviation of the experiment are higher than that of the control group in the pre-test of the LO, while the minimum, mean and the mean of the control are lower than that of the experimental group.

- Minimum, standard deviation mean and median of the control group are higher than that of the experimental group in the post test LO, while only the maximum of range of the experiment was higher than that of the experimental group.

- In the pre-test of Maths minimum, maximum, range, standard deviation, mean and median of the control group are higher than that that of the experimental group.

- Maximum mean and median of the control in the post-test of Maths it is higher than that of experimental group, while the minimum, range and standard deviation of the control group is lower than that of the experiment.

- Minimum mean and median on the control are higher than that of the experiment in the pre-test NS, while the maximum, range and standard deviation of the

- Maximum, range and standard deviation of the post-test of the control group is lower than that of the experimental group of the NS, while the minimum, mean and the median of the control group is lower than that of the experimental group

The above results, particularly bullet 3, shows that there is a significant improvement in the minimum, maximum, standard deviation, range, mean and median in the post test of the experiment.

### 4.2.2 Graphic Statistics of the Comparison between Control Group and Experimental Group
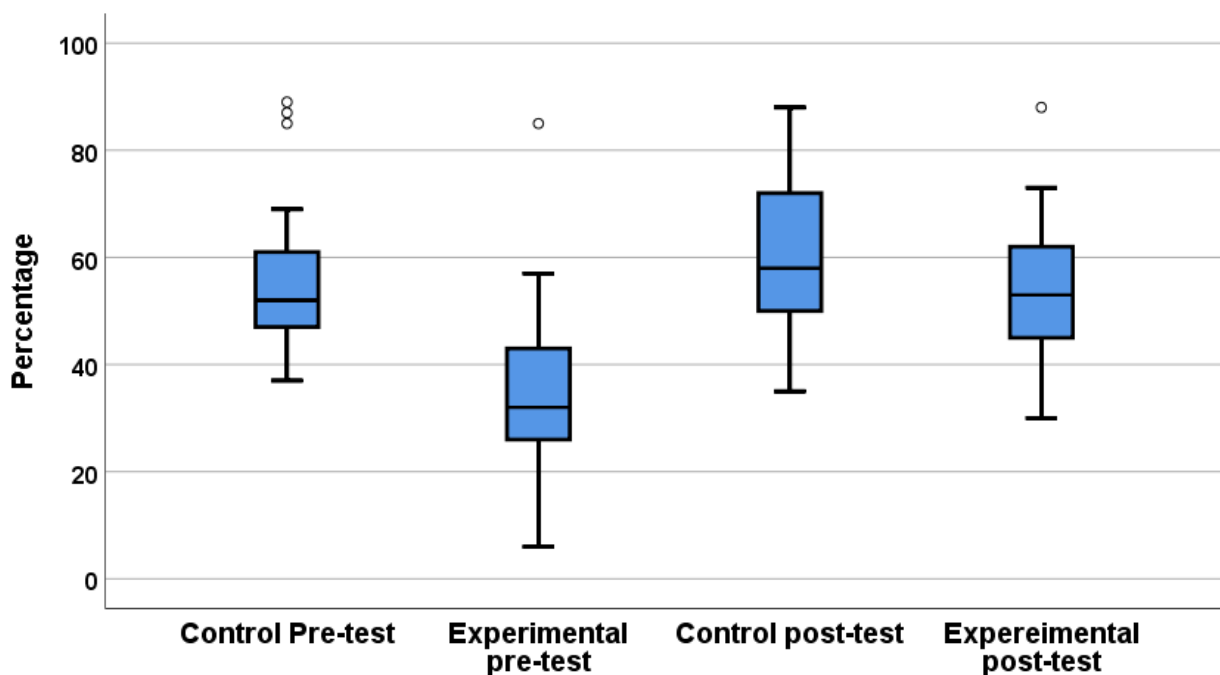


**Figure 4.1:** *Box Plots for Life Orientation*

Comparing the first two box plots in Fig 4.1, we can see that the distribution of pre-test marks for the control group is above that for the experimental group. This shows that for this subject, the control group was stronger than the experimental group.

When we compare the pre- and post-test scores, it would appear that the experimental group improved their marks in the post-test. This is not the case with the control group.

Comparing the post-test marks for the control and experimental group (last two box plots), we can see that the control group was still stronger than the experimental group but the difference in the distribution of the marks is not as big as it was in the pre-test.

The above graphic statistics results support an observation made by Soyoum (2011:167) who argues that guidance counsellors are responsible for counselling programmes that are important in the high school climate and are also a crucial element in improving student achievement.
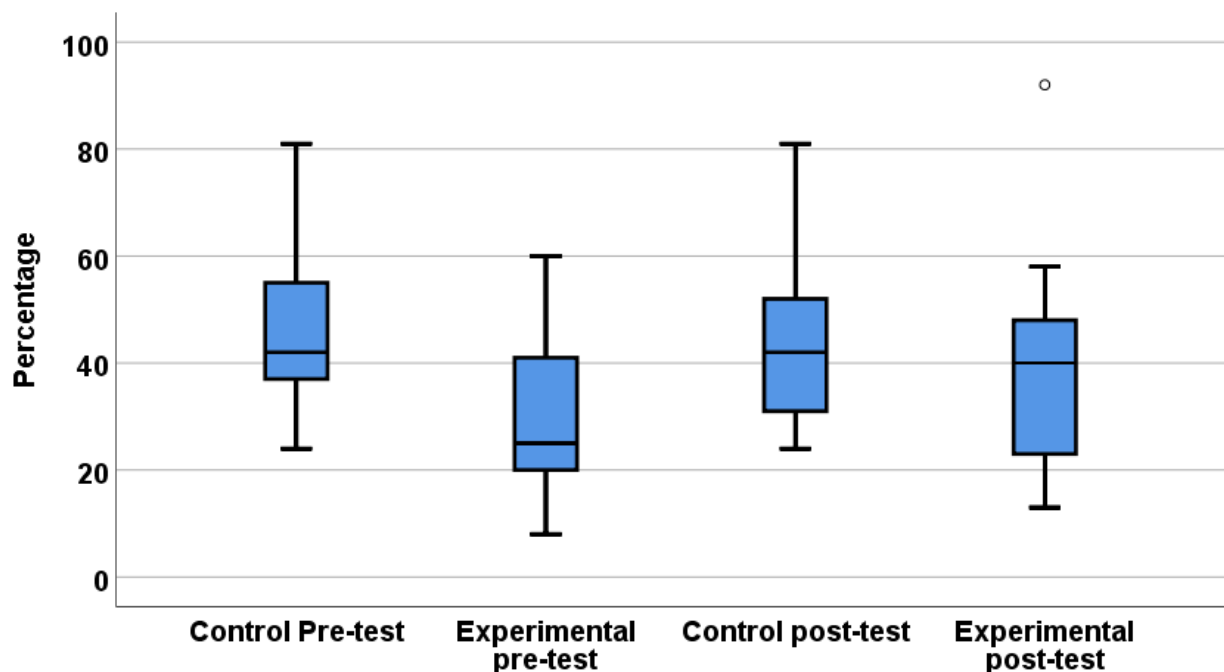


**Figure 4.2:** *Box Plots for Mathematics*

As was the case in Life Orientation, the control group outperformed the experimental group in the Mathematics pre-test. Also, the experimental group showed a bigger improvement in the post-test. The same pattern of results is observed for Natural Sciences (Figure 4.3).
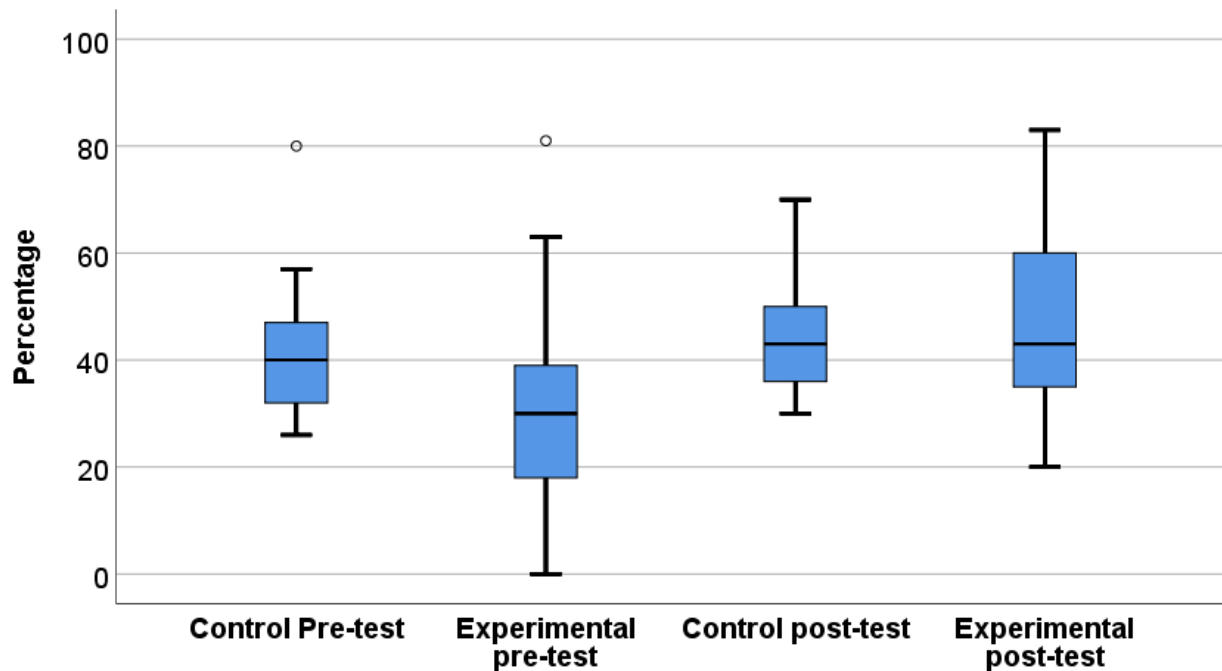


**Figure 4.3:** *Box Plots for Natural Sciences*

### 4.2.3 The T-tests Comparison of Pre and Post Test Scores

From the above discussion, one is inclined to make the following claims:

- In the pre-test, the control group attained higher marks than the experimental group.
- In the post-test, the experimental group showed an improvement in marks, almost matching the performance of the control group.

If the above are proven to be true, it would suggest that guidance and counselling had a positive impact on the performance of the experimental group. Proper test of the hypothesis will however, be needed to verify the above claims. Below we present the results of t-tests which were conducted to test the claims above.

In this study, the independent samples t-test were used to compare the mean pre- and post-test scores of the control and experimental group. For the results to be reliable and valid they must meet the following requirements:

- The dependent variable must be continuous,
- The independent variable must be categorical (i.e., two or more groups).
- The dependent variable for each group.
- The variances of the dependent must be approximately equal across groups.

However, the Independent Samples t-test output also includes an approximate *t* statistic that is not based on assuming equal population variances; this alternative statistic, called the Welch t test statistic[1] may be used when equal variances among populations cannot be assumed. The Welch t-test is also known as an unequal variance t-test or separate variances t-test.

The null hypothesis ($H_0$) and alternative hypothesis ($H_1$) of the independent samples t-test can be expressed in two different but equivalent ways: $H_0$: $\mu_1 = \mu_2$ ("the two population means are equal") $H_1$: $\mu_1 \neq \mu_2$ ("the two population means are not equal") Levene's Test for Equality of Variances As stated above, the independent samples t-test requires the assumption of *homogeneity of variance* -- i.e., both groups have the same variance. SPSS includes a test for the homogeneity of variance, called Levene's Test, together with the output for the independent samples t-test. The hypotheses for Levene's test are:
$H_0$: $\sigma_1^2 - \sigma_2^2 = 0$ ("the population variances of the 2 groups are equal")
$H_1$: $\sigma_1^2 - \sigma_2^2 \neq 0$ ("the population variances are not equal").
If we reject the null hypothesis of Levene's Test, it suggests that the variances of the two groups are not equal; i.e., that the homogeneity of variances assumption is violated. To test the hypothesis above, we computed the statistic:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s_p \sqrt{\left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Where $s_p = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$

| $\bar{x}1$ | = | Mean | of | first | sample |

| $\bar{x}2$ | = | Mean | of | second | sample |

$n1$ = Sample size (i.e., number of observations) of first sample

$n2$ = Sample size (i.e., number of observations) of second sample

$s1$ = Standard deviation of first sample$s2$ = Standard deviation of second sample

$sp$ = Pooled standard deviation

The calculated $t$ value is then compared to the critical $t$ value from the $t$ distribution table with degrees of freedom $df = n_1 + n_2 - 2$ and chosen confidence level. Alternatively, we look at the p-value for the test statistic. We reject the null hypothesis if the p-value is smaller than 0.05. We employed the independent sample t-test to test the equality of mean scores for the control and experimental groups for all three subjects, including pre and post experiment occasion. For each we therefore, formulate the hypotheses as follows:

H$_0$: $\mu_C = \mu_E$ versus

H$_1$: $\mu_C \neq \mu_E$

Rejection Criteria: Reject H$_0$ if the p-value is less than the level of significance (5%). Summaries of the results obtained from SPSS are shown in the two tables below

## 4.2.4 Comparison between Control and Experimental Group through Independent Sample Test

**Table 4.2: Independent Sample Test**

| Independent Samples Test | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | | | | | | | | 95% Confidence Interval of the Difference | |
| | | F | p-value | T | Df | p-value (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| LO Pre-test | Equal variances assumed | .074 | .787 | 5.01 | 48 | .000 | 21.52 | 4.29 | 12.88 | 30.16 |
| | Equal variances not assumed | | | 5.01 | 47.27 | .000 | 21.52 | 4.29 | 12.87 | 30.17 |
| L.O Post-test | Equal variances assumed | .703 | .406 | 1.98 | 48 | .050 | 7.56 | 3.81 | -.100 | 15.22 |
| | Equal variances not assumed | | | 1.98 | 47.08 | .050 | 7.56 | 3.81 | -.104 | 15.22 |

| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
|---|---|---|---|---|---|---|---|---|---|---|
| Maths Pre-test | Equal variances assumed | .175 | .678 | 4.18 | 48 | .000 | 16.44 | 3.93 | 8.54 | 24.34 |
| | Equal variances not assumed | | | 4.18 | 48.00 | .000 | 16.44 | 3.93 | 8.54 | 24.34 |
| Maths Post-test | Equal variances assumed | 1.40 | .243 | 1.51 | 48 | .138 | 6.84 | 4.53 | -2.27 | 15.95 |
| | Equal variances not assumed | | | 1.51 | 45.54 | .138 | 6.84 | 4.53 | -2.28 | 15.96 |
| NS Pre-test | Equal variances assumed | 3.40 | .069 | 2.35 | 48 | .023 | 10.56 | 4.49 | 1.53 | 19.59 |
| | Equal variances not assumed | | | 2.35 | 41.27 | .024 | 10.56 | 4.49 | 1.49 | 19.63 |
| NS_Post test | Equal variances assumed | 3.52 | .067 | -.436 | 48 | .665 | -1.68 | 3.85 | -9.42 | 6.06 |
| | Equal variances not assumed | | | -.436 | 43.75 | .665 | -1.68 | 3.85 | -9.44 | 6.08 |

For all the scores, the p-values for Levene's test for equality of variances show that the variances of the populations from which the samples were drawn are equal for all the courses (p-values are all greater than 0.05. For example, the p-value for testing

if the pre-test scores for life orientation have equal variance is 0.787 which is greater than 0.05. The implication of this is that for each subject, we have to get the t-test results from the row where equal variances are assumed.

The results of the t-tests show that for all subjects there is a significant difference in mean pre-test scores of the control and experimental group. For example, the p-value for comparing the average Natural Sciences pre-test scores for the control and experimental group is 0.023 which is significant. We can make the following conclusions:

- We are 95% confident that in Life Orientation the actual pre-test average mark for the control group exceeds that of the experimental group by between 12.87 and 30.16%.The point estimate of the difference in the two mean scores is 21.52%.

- We are 95% confident that in Mathematics the actual pre-test average mark for the control group exceeds that of the experimental group by between 8.54 and 24.34%. The point estimate of the difference in confidence interval is 16.44%.

- We are 95% confident that in Natural Sciences, the actual pre-test average mark for the control group exceeds that of the experimental group by between 1.53 and 19.60%. The point estimate of the difference is 10.56%.

For the post test, the p-values for the t-tests show that there is no significant difference in the average test scores for the control and experimental groups (p-values>0.05). For example, the p-value for comparing the average pre-test scores for the two groups in Natural Sciences is 0.665.

From the above discussion we can now conclude that: (i) the average pre-test mark for the control group exceeds that of the experimental group in all subjects. (ii) The differences in post-test marks were shown to be insignificant between the control and experimental group for all the three subjects, suggesting the role of guidance

and counselling in raising the mean score for the experimental group post-counselling.

This study confirms the literature from a study by Soyoum (2011:167) who found out that guidance Counsellors play a significant role in providing counselling programs in the academic careers. Their services and programmes help students resolve emotional and behavioural problems, as well as helping them to develop a clearer focus or sense of direction. Effective counselling programmes are important in the high school climate and are also a crucial element in improving student achievement.

This study supports the observations by Anastasi (2014:007) who argues that the task of educational guidance and counselling is to enable students to adjust in their studies by improving their study attitudes and remove subject matter difficulties. You can notice from the data above that that guidance and counselling plays a significant role in improving learning outcomes. In addition, Braddock (2014:037) confirms that the purpose of guidance and counselling in schools is to improve academic achievement, foster positive study attitudes and habits, of which this data confirms through the behaviour of the experimental group where their performance in post-test clearly indicates that guidance and counselling is very significant in improving the learning outcomes.

### 4.2.5 The Comparison between the Control and Experimental Group through Paired Samples Tests

The paired (dependent) samples t-test was used to test if there was a significant change in the average scores of each group after counselling. The dependent t-test compares the means of two related groups to determine whether there is a statistically significant difference between these means. In this study, the dependent samples t-test was used to determine if there is an improvement in the average test scores for each group after counselling. The samples are dependent because they use marks from the same individuals before/after counselling.

The null and alternative hypothesis for the independent samples t-test are expressed in terms of the mean of the difference between the pre- and post-test scores;

$\mu_d = 0$

Ha: $\mu_d \neq 0$

To conduct the test, we compute the difference (d) between the data of the two samples and then compute the sample mean ($\bar{d}$). The test statistic was:

$$t = \frac{\bar{d} - \mu_d}{s_d \sqrt{\left(\frac{1}{n}\right)}} \text{ Where } s_d = \sqrt{\frac{\Sigma(d - \bar{d})^2}{n-1}}$$

The value of the test statistic is then compared with a critical value from tables of the t-distribution. Alternatively, we can compute the p-value of the test statistic and use it to decide whether to reject the null hypothesis or not. The paired sample results for both the experimental and control groups are discussed separately below.

**Table 4.3: Paired Comparison Results for the Experimental Group**

| | | Paired Differences | | | | | t | Df | p-value |
|---|---|---|---|---|---|---|---|---|---|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | L.O-Posttest - LO_Pretest | 19.00 | 13.67 | 2.73 | 13.35 | 24.64 | 6.94 | 24 | .00 |
| Pair 2 | MATHS_Posttest - MATHS_Pretest | 7.84 | 14.58 | 2.91 | 1.82 | 13.85 | 2.68 | 24 | .013 |
| Pair 3 | NS_Posttest MATHS_Pretest | 17.44 | 15.07 | 3.01 | 11.22 | 23.66 | 5.78 | 24 | .00 |

The results show that with regards to the experimental group, the differences between pre-test and post-test marks for all the three subjects are significant to conclude at 5% level of significance that guidance and counselling services are essential in determining the learning outcomes of students (Life Orientation; $t(24) = 6.949$, $p = 0.000$; Maths; $t(24) = 2.688$, $p = 0.013$; Natural Science; $t(24) = 8.680$, $p = 0.000$). Consequently, we rejected the null hypothesis which hypothesised that the differences between the pre-test and post-test marks were insignificant.

- We are 95% confident that in Life Orientation the mean gain score for the experimental group is between 13.35% and 24.64%. The point estimate of the mean gain score is 19.00%.

- We are 95% confident that in Mathematics the mean gain score for the experimental group is between 1.82% and 13.85%. The point estimate of the mean gain score is 7.84%.

- We are 95% confident that in Natural Sciences the mean gain score for the experimental group is between 11.22% and 23.66%. The point estimate of the mean gain score is 17.44%.

**Table 4.4: Paired Sample Tests for the Control Group**

<table>
<tr><th colspan="9">Paired Samples Test</th></tr>
<tr><td colspan="2" rowspan="3"></td><td colspan="5">Paired Differences</td><td rowspan="3">t</td><td rowspan="3">Df</td><td rowspan="2">p-value</td></tr>
<tr><td rowspan="2">Mean</td><td rowspan="2">Std. Deviation</td><td rowspan="2">Std. Error Mean</td><td colspan="2">95% Confidence Interval of the Difference</td></tr>
<tr><td>Lower</td><td>Upper</td><td></td></tr>
<tr><td>Pair 1</td><td>L.O Post-test LO Pre-test</td><td>5.04</td><td>12.16</td><td>2.43</td><td>.022</td><td>10.07</td><td>2.08</td><td>24</td><td>.049</td></tr>
<tr><td>Pair 2</td><td>MATHS Post-test MATHS Pre-test</td><td>1.76</td><td>13.54</td><td>2.71</td><td>-7.35</td><td>3.83</td><td>-.650</td><td>24</td><td>.522</td></tr>
<tr><td>Pair 3</td><td>NS Post-test -NS_Pretest</td><td>3.36</td><td>14.14</td><td>2.83</td><td>-2.48</td><td>9.19</td><td>1.19</td><td>24</td><td>.246</td></tr>
</table>

With regards to the control group which was not exposed to guidance and counselling, the t-test results show that differences between pre-test and post-test marks are insignificant as the p-values for all subjects are greater than or equal to 0.05 (Life Orientation; $t(24) = 2.073$, $p = 0.049$; Maths; $t(24) = -.650$, $p = 0.522$; Natural Science; $t(24) = 1.180$, $p = 0.246$).

- We are 95% confident that in Life Orientation the mean gain score for the control group is between 0.22 and 10%. The point estimate of the mean gain score is 5.04%.

- For Mathematics and Natural Sciences there is no significant difference between the average pre and post test scores.

The study skill, habits and attitudes of the learners exposed to School Guidance and Counselling (SGC) is greater than that of those not exposed to Guidance and Counselling. The learners in the experimental group were guided on study skills (listening and concentration skills, comprehension, memorizing, note taking, mind mapping, annual study plan and critical creative and problem solving). They were able to apply those skills, so they were able to listen and concentrate than those in the control group. Those exposed to School Guidance and Counselling (SGC) have better study skills than those in the control group - that is why there is significant difference between pre and post-test of the experimental group and the pre and post-test of the control group.

The study habits of those in the experimental group are better than those in the control group because they had an effective good study plan while those in the control group did not have an effective study plan, hence their study habits were poorer as evidenced by the fact that there was no significant difference between the pre and the post test of the control group.

### 4.2.6  Alignment on Career and Subject Choices

The objective here was  to test the alignment on subjects and career choices between learners exposed to guidance and counselling (experimental group) and those who had not been exposed to guidance and counselling (control group).  To measure the role of guidance and counselling on career and subject choices, we carried out a comparative study of two high schools in Vhembe District.  The questionnaire was used to measure the alignment between subject and career choice.  To achieve the goal of the study, an inspection was done on the data to determine if the subjects selected by learners were in synchrony with their chosen career.  We used the $\chi^2$ test to investigate whether the careers chosen, and the subjects selected the control and experimental groups were linked. Consequently, the following hypotheses were tested:

H$_0$: Career alignment with subjects selected by learners is not associated with the group from which they belong.  Versus H$_1$: Career alignment with subjects selected by learners is associated with the group from which they belong.

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Rejection Criteria: Reject H$_0$ if the p-value is less than the level of significance (5%)

**Table 4.5: Cross Tabulations for the Level of Alignment of Careers Chosen and Subjects Selected by Students**

| | | | Alignment | | | Value | df | P-value |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | | Yes | No | Total | | | |
| School Name | School A | Count | 23 | 2 | 25 | | | |
| | | Expected Count | 20.5 | 4.5 | 25.0 | 3.6 | 1 | .059 |
| | | % of Total | 46.0% | 4.0% | 50.0% | | | |
| | School B | Count | 18 | 7 | 25 | | | |
| | | Expected Count | 20.5 | 4.5 | 25.0 | | | |
| | | % of Total | 36.0% | 14.0% | 50.0% | | | |
| Total | | Count | 41 | 9 | 50 | | | |
| | | Expected Count | 41.0 | 9.0 | 50.0 | | | |
| | | % of Total | 82.0% | 18.0% | 100.0% | | | |

We noted that one of the important assumptions for concluding using the $\chi^2$ test was violated as more than 20% of the expected counts were less than 5. As a result, we used the likelihood ratio results to make conclusions. Table 4.5 above shows that the p-value of 0.059(5.9%) is greater than the level of significance (5%), we conclude that there is not enough evidence to reject the null hypothesis (H$_0$). Consequently, the level of alignment between the careers chosen by the learners and their subjects of choice is not associated with the group from which they belong, that is, control or experimental.

According to Maree and Van der Westhuizen (2011:109) it was revealed that schools in disadvantaged communities in South Africa were under utilizing the career guidance programmes. Based on the results above, I assume that the reason why there is no significant difference between the control and experimental groups in terms of alignment of subjects and career choices is that the control group is based

in a semi-urban area while the experimental group is based in a rural area, meaning that the control group was already exposed to guidance and counselling since they were already exposed to career   counselling facilities.

## 4.3   PRESENTATION AND ANALYSIS OF QUALITATIVE DATA

### 4.3.1  Introduction

This section presents and analyses the data that emerged from the qualitative component of the study which data was collected through interviews.

In this section, I report on the data gathered from the interviews that I conducted with two categories of participants, namely: Life Orientation (LO) teachers and Heads of Department (HODs).    In reporting the data, participants are identified against the actual quoted statements that they made during interviews, in order to illustrate emerging subthemes from the data. Data from interviews were interpreted using qualitative content analysis (Cohen, Manion & Morrison,  2007:197).

The analysis of qualitative data is based on themes and quotations used to illustrate the observations made.   Data from interviews were corroborated with observations that were recorded f r o m  the two schools.  Content analysis was used to compare and contrast the views of the participants according to the study site,  category, and also with research findings from other studies (Potokri, 2014:353). The reason for employing content analysis was that I was able to handle a large volume of quoted statements and identify and monitor consistent changes in the views of participants (Cohen, Manion & Morrison, 2007:197).

The section presents narrative data from the study participants on challenges encountered in implementing comprehensive guidance and counselling programmes in schools, the impact of guidance and counselling on learning outcomes, and career and subjects.

### 4.3.2  Summary of Emerging Themes

Data were presented, analysed and interpreted using the qualitative research approaches as outlined in Chapter Three, following seven interrelated themes thus:

- The committees for Life Orientation are available.

- Knowledge of School Guidance and Counselling (SGC) among LO teachers.

- Teachers' experience of teaching Life Orientation.

- Knowledge of the policy that informs Life Orientation (SGC).

- Challenges in implementing Life Orientation (SGC) high schools.

- Challenges of implementing guidance and counselling as a subject in high schools.

- Remedial strategies on the challenges of implementing SGC through LO.

- Remedial strategies to minimise the challenges of implementing Life Orientation by Department of Education.

- Recommendation by teachers on what has to be done to improve implementation of Life Orientation in schools.

The following section outlines the common challenges of implementing guidance and counselling based on the themes above.

### 4.4    PRESENTATION OF THEMES

### 4.4.1  The Availability of Life Orientation Committee in Schools

For institutions to be successful, there must be committees formed to facilitate the smooth running of the activities within such institution, so there must be committees for each subject to check progress and make sure that things are run smoothly.  To support that, the study revealed that there were LO committees in the two schools selected for the study.

The Life Orientation committees in these schools were made up of LO teachers and the HOD. On the availability of Life Orientation committees participants said:

"*Yes, there is a Life Orientation committee*" (**HOD, School A**).

"*…no, we do not have such committee, as far as I know, even though I am no longer teaching LO, but I cannot remember such a committee*" (**Teacher 1, School A**).

"*I agree that there is an LO subject committee in my school,…even today during period no.6 the committee had a meeting...*" (**Teacher 3, School A**).

The above views indicate that committees are available though they were not effective and functional, all but one participants admitted that there were committees in the schools but were just not doing their work.

### 4.4.2  Knowledge of School Guidance and Counselling among LO Teachers

The success of teaching normally depends on the knowledge that the teachers have acquired through training, workshops, and seminars. The views of participants were solicited in regard to the knowledge of content for life orientation by educators. The topics of this subjects are as follows: career and career choices, development of self in the society, physical education, the world of work, human rights. Participants responded thus:

"*We have Career choices, Environmental education, teachers are the ones who are more informed*" (**HOD, School A**).

"*…cover Career choices, Environmental education and some topics*"

"*Ever since I started, my learners were not learning L.O since the beginning of the year, the topics I was dealing with is the self-concept*" (**Teacher 4, School A**).

The views above reveal that HOD's, who are subject teachers are not well versed about the topics covered in Life Orientation as they are not sure about the content Life Orientation content.  Educators were also not clear about the content as some would just mention a few and then get stuck.  Although there seems to be little

knowledge about the subject topics/content among educators of life orientation. No educator was able to state all subject topics for life orientation.

### 4.4.3  Teachers' Experience of Teaching Orientation

It is said that experience is the best teacher. This theme outlines the experiences of educators in teaching Life Orientation. Since experience is vital on the ability of the teacher to implement the content in line with the need of the subject.  In response to the teaching experience on Life Orientation, participants stated:

*"From 2004 until 2013, which makes it 9 years"* **(Teacher 1, School A).**
*"I have been teaching the subject from 9th of February 2013 until today"* **(HOD, School B).**
*"I have been teaching the subject for more or less 15 years"* **(Teacher 1, School B).**

*The diagram below indicates the LO teaching experience of participants:*

| School | Participant | LO Teaching Experience |
|--------|-------------|------------------------|
| School A | HOD | 7 years |
| School B | HOD | 3 years |
| School A | Teacher 1 | 9 years |
| School A | Teacher 2 | 4 years |
| School A | Teacher 3 | 6 months |
| School A | Teacher 4 | 1 month |
| School B | Teacher 1 | 15 years |
| School B | Teacher 2 | 7 years |
| School B | Teacher 3 | 4 years |
| School B | Teacher 4 | 8 years |

As the table above suggest teachers seem to be have a lot of experience teaching

the subject given the number of years they have spent teaching LO, yet their knowledge of the subject content is too little, suggesting that are not interested on the subject and have not been even trained to teach it. The experience which they have accumulated seems to be good enough for them to have been "experts" on the subject, but still they do not have enough knowledge of the subject content.

### 4.4.4  Knowledge of the Policy that Informs Life Orientation (SGC)

It is critical that those who participate in a programme are aware of the policies that govern the activities happening within their institution. This theme discuses knowledge levels on the policy that informs guidance and counselling through Life Orientation. The educators were expected to have clear understanding of the implementation of SGC through LO, so that they are able to implement it in line with the mission and vision of the Department of Education. Concerning the knowledge of the policy that informs Life Orientation, participants revealed that:

> *"I am not well informed, it is only the textbook that I focus on, infact we have that policy, but I am not well informed"* **(Teacher 1, School A).**
>
> *"…The things which are done in concern to the curriculum implementation and I know how when one has to impart it to the kids"* **(Teacher 3, School A).**
>
> *"…The content of the policy…. just that am not prepared* **(Teacher 2, School B).**
>
> *The policy is all about how to teach the learners LO and also how we are going to assess the learners when teaching them LO, also how we are going to conduct the PET programs with the learners on the field so it help us to know that learners must be taken good care of because there are many challenges that we might come across on the PET program…..* **(Teacher 4, School A).**

*(For further responses of other participants on the knowledge of the policy that policy that informs the teaching of LO,* Refer appendix 9B)

The views above revealed that the majority of LO educators are not informed about the policy and things that entail the teaching of LO.  Most educators only knew a few

subject topics but could hardly explain in detail the methodology, the assessment and the topics in detail as well as the practical components of the subject.

The responses above reveal that knowledge of Life Orientation Departmental policy is very little among the Life Orientation (guidance teachers), since most of them were not aware of the objectives of the policy as stated by the Department of Education which include:

- Equipping learners with knowledge, skills and values to make informed decisions about subject choices, careers, additional and higher education opportunities and the world of work.

- Expose learners to various study methods and skills pertaining to assessment processes policy statement Grades 10-12 (2011:8).

### 4.4.5 Challenges in Implementing SGC through Life Orientation

Participants were requested to give responses about challenges they encounter during the implementation of Life Orientation in schools. The focus was more on the topics of this subject which are as follows: career and career choices, development of self in the society, physical education, the world of work, human rights. Participants explained that:

*…I can say we are faced with 99.9% of introvert kids, they are afraid to share their issues, if I were to make an assumption, it is because of backgrounds, so we are unable to create a connection between the kids and guidance teachers who act as counsellors* **(HOD, School A).**
*…Environment that we have in our school is not good but we try our best to help the learners and even in our staffrooms we are too many we do not have such an opportunity to be with learners and they are not free to come with the challenges, so we do it informally, in short we do not have privacy, it is only the principal who have such even if we*

*would like to do so the environment does not allow us to do so* **(Teacher 1, School A).**

*….Challenge is that you find that learners want to pursue careers but to find that they do not have subject related to that career which means in Grade 9 they must emphasise more on this topic rather than emphasising it in higher grades where you find that learners have already chosen wrong subjects* **(Teacher 2, School A).**

*Some learners are coming from traditional homes where they are strict, so they don't want to talk about issues like sex, so it is difficult for them to talk about challenges they face on such things, they are too shy to express themselves although some do try to express themselves but not all of them* **(Teacher 1, School B).**

*...As we know the score for LO is not counted in tertiary institutions for admission so that makes them not to take it seriously like other subjects, and as a result we find less production because they do not give themselves time to study LO* **(Teacher 3, School B).**

The above statements show that the implementation of Life Orientation is faced by a lot of challenges. The cultural background of learners prevents them from being open about problems they face. Some learners are very secretive to such an extent that they do not want to share their problems in the staffroom as there are no offices for privacy. Learners have no experience of different careers as they cannot be exposed to them because they can't afford to pay to visit institutions of higher learning to learn about different careers.

The periods for LO are only three per week which is too little and as such the majority of teachers use them for physical education because they know little about the subject content. Teachers and learners do not have confidentiality due to the fact that the teachers are not trained on ethical aspects of guidance and counselling. Also, LO is not counted as a subject in admission to institutions of higher learning.

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As a result, both teachers and learners do not take it seriously and do not give it the due consideration it deserves.

According to NCS policy (Grade R-9) the LO teacher needs to bring about the learner who is able to make informed decisions about further study and career choices, (Learning Outcomes 5, Senior Phase). The quotes above reveal that there is still a lot to be done in order to meet the expected standard of implementation of life orientation to learners, as there are still challenges like learners not willing to open up and if they want to, there are no offices for consultations. This learning outcome is compromised since leaners are unable to connect their real personal subject and career choices with this topic during learning in class since educators are not professionally trained in guidance and counselling.

### 4.4.6  The Challenges of Implementing Guidance and Counselling as a School Subject

For guidance and counselling to be done properly and for it be effective, there should be enough resources. This theme outlines the challenges in implementation of guidance and counselling as stated by the participants. There are many challenges hinder the proper implementation of guidance and counselling in schools. The following are some of them:

*PET resources unavailable:* There are no resources for physical education and training such as grounds for different sporting codes. If they are there, there are no bathrooms for bathing after training and the learners have no uniform to wear during training.

*Shortage of text books:* There is a serious shortage of Life Orientation text books and as such teachers and learners cannot do their work effectively as they should always need to refer to a textbook.

*Confidentiality - unavailability of G.C offices:*  Since there are no offices for guidance and counselling in schools, it becomes a challenge because learners cannot open up about social issues that affect their personal life if it is a private

matter, therefore it ends up being a barrier to learning.

***Non-Consideration of LO for by Institutions of Higher Learning: This results in negative attitude towards to LO by both teachers and learners.***

***In addition, learners cannot relate the subject with real life, they cannot relate what they are taught with their real life:*** This makes it difficult for teachers and learners to be motivated to work hard as their efforts will not be rewarded.

***Career and career choices topic is not emphasised in the teaching of LO.  As a result, students cannot make the appropriate subjects choices to enable them to pursue careers of their choice.*** Learners should be introduced to career choices while still at lower grades so that when they choose subjects they do so with information on the career that they are going to follow.

The number of periods allocated to LO are limited to reach out to all learners at the same time since they are from different situations, of which some of them need individual counselling rather than group counselling conducted and rendered by untrained educators who, when they teach Life Orientation it is assumed that they can counsel and guide.

***Lack of exposure on career choices in rural-based schools:*** The majority of learners, if not all cannot afford to pay for career exhibitions trips because of their poor backgrounds, thereby limiting their exposure to available careers.

***Teachers of life orientation are teachers of guidance & counselling by allocation not by training:*** When the principal allocate subjects at schools they will give L.O. as the last resort to solve the issue of balancing the periods.  They say L.O. can be taught by anybody irrespective of qualifications and that is killing the subject as teachers also want it for the sake of having it so that they can treat it as a free period because learners will be playing in the field.

Participants mentioned a lot of challenges as indicated above, and as such implementation cannot be possible. This is supported by De Jong and Lazarus

(1992) who stated that the biggest problem in providing support services for all children of school going age is the limited number of professionals available and the unequal employment of these limited human resources in South Africa. The numbers of trained people that provide support services needs to be increased substantially due to the increased psycho-social problems learners are facing.

These results also confirm findings from a study by Chireshe (2006) which revealed that the effectiveness of the Zimbabwean Secondary School guidance and counselling services was negatively affected by lack of resources and training for school counsellors.

A study carried out by Land Harrington (2010) also found out that school counsellors spend a great deal of time engaging in clerical and administrative tasks that hamper direct engagement with students. This is because teachers of life orientation are teachers of guidance & counselling by timetable allocation and not by training as professional school counsellors.

### 4.4.7 Remedial Strategies on Challenges of Implementing SGC through Life Orientation

Whenever there are challenges, people should always fight to get the proper solutions or try to minimize the challenges so that there should be progress in whatever they are doing. Discussed below are some of the strategies for minimising challenges of implementing guidance and counselling by LO committees. Proper strategies bring about good rewards for guidance and counselling in the school environment. The following are some the responses from participants with regards to remedial strategies:

> … *Sometimes we meet to look at challenges through LO subject committee and discuss issues and we help each other, for example in PET if someone does not have information about certain activities, they brief one another* **(Teacher 2, School A).**

*…Gave a supporting statement towards what the HOD said as he stated that we work as a team, what we do, we do it as a team, what we do is that all of us we are involved in guidance and counselling* **(Teacher 1, School B).**

*…By having meetings with subject committees and HODs and they also invite different stakeholders, even people who are well qualified in different fields e.g. an Accountant* **(Teacher 2, School B).**

*…Yes, at their school they have got the educational support, so it is doing something such as identifying learners who have conceived and also the drug users, so they refer such learners to that particular person* **(Teacher 3, School B).**

The above statements indicate that there are certain things that different stakeholders can do in order to improve or minimise challenges encountered when implementing Life Orientation by teachers and HOD's. Some of the things that can be done is to form committees so that teachers can be able to share their experiences.

There should be support from parents for learners to be free to explore careers they anticipate to follow and teachers should work as a team. There is also needs to invite different role models to come and motivate learners on different careers that they can follow. There is need to invite people who can come and do some awareness programmes on drugs and alcohol abuse.

### 4.4.8  Strategies for Implementation of Guidance and Counselling

The school as an institution has a very serious role to play in order to minimise challenges that hinder the implementation of guidance and counselling. Proper strategies of implementing LO can bring about good rewards from guidance and counselling in the school environment. Participants stated that:

*I believe that teachers are competent but no one is absolute, I cannot*

*say they are beyond training, perhaps expect in LO or career guidance personnel might ship in if they are accessible but we haven't had the privilege of accessing such, we believe in the competency of our team to implement policy and go a step of trying to be counsellors, you must remember we do not have a trained counsellor, they are LO teachers in timetable allocation not by professional training* **(HOD, School A).**

*"That from time to time the HOD must conduct meetings so as to support us"* **(Teacher 1, School B).**

The above statements show that reveal the school and its stakeholders can do something to minimise challenges that may hinder the implementation of guidance and counselling. Some of the strategies are that teachers should get proper training on the subject. For those who are already within the field, they must be given proper workshops that will help them to adjust their teaching. The principal and the HODs should always give support in any way as the people that are very close to the subject teachers. Educators should be made aware of the subject policy and how it should be implemented in order to improve the implementation of guidance and counselling.

## 4.4.9 Strategies for Implementation of Guidance and Counselling by the Department of Education

The Department of Education is the one which is more responsible in the smooth implementation of LO and as such must do everything in its power to secure the that guidance and counselling are taught appropriately in schools. Participants mentioned a number of strategies that can be employed to minimise challenges faced in the implementation of guidance and counselling in schools. The proper strategies bring about good rewards out of guidance and counselling in the school environment. Participants stated that:

*"The people who are manning the curriculum focus of Life Orientation in general do not spend time talking about things such as expertise in guidance and counselling, rather they focus on curriculum coverage, curriculum aspects and the expectations of being able to cover what is*

*in the guide for the curriculum, but these other issues which will go into life skills unless if I may have missed these workshops, if they are there they are varying in between"* **(HOD, School A).**

*"LO is not taken as significant as the other subjects and it is as important as other subjects, but it seems like they do not take it seriously, they undermine the subject just like in tertiary level where they don't give it any score, its like it has less value so I think they don't do much about the subject and it deserves so much* **(Teacher 1, School A).**

*"They do but the challenge is by looking at the Grade 12 learners instead of looking at the Grade 8 and 9 because the Grade 12 learners already know their career path because from Grade 11 that is where they start applying for entrance or acceptance in Universities, thus they already know what to do in life, so the department is implementing. However, what I would do if I was part of the department I would implement the career for guidance and counselling for learners who are in Grade 8 and 9 says Teacher 4 for School A* **(Teacher 4, School A)**

The statements above reveal that the Department of Education has a lot to do in order to improve the implementation of guidance and counselling. Participants indicated some of the things that the Department of Education can do which include: encouraging educators to attend workshops so that they can learn more on career issues, the Department of Education providing resources. It is the duty of the Department of Education to employ subject advisors who qualified for LO or specialised in guidance and counselling who will move around monitoring the processes of Life Orientation. It is the duty of the department to make sure that Life Orientation is given equal weight as other subjects.

LO should be set and marked externally like all other subjects so that it is given the importance that it deserves. The department should ensure that there are proper offices in schools for guidance and counselling personnel as well as proper and standardised fields for learners to do their physical education and also provide bathrooms to wash after training.

## 4.4.10 Strategies for Implementation of Guidance and Counselling by Teachers

Teachers are the ones who do much of the work as far as guidance and counselling is concerned. This theme outlines the strategies to minimise the challenges encountered in the implementation of guidance and counselling by LO committees. Proper strategies of implementation bring about good rewards out of guidance and counselling in the school environment.

Participants indicated:

> *"The department must create a non-teaching way of guidance and counselling, where every school will have a guidance counsellor whose duty will be to sit down and focus on pertinent issues that affect school and society, perhaps if that can be achieved even the mind-set of learners might be changed. However, I am not saying they are incompetent, but when you look at their plate you will realise that it is requesting an arm and leg for them to create time for such issues, but if a guidance counsellor is appointed he/she will be waiting in the office for such issues from those kids hence it will be given 100% attention, so it will be effective"* **(HOD for School A).**

> *"The best thing is to employ LO educators, specifically for LO because it seems like the subject is being undermined when advertising posts, so it would be best if they can hire someone who specialise with LO not just taking any educator because if one is not a motivator it becomes difficult to deal with challenges that students come across"* **(Teacher 2, School A).**

The above suggestions revealed that the teachers have got too much in their hands and were not trained to be counsellors, meaning that the Department of Education should employ a counsellor for each school so that teachers can concentrate on teaching. In the meantime, without counsellors, teachers should be trained and work- shopped on how to guide and counsel learners. LO teachers must be given bursaries to further their studies in line with guidance and counselling.

## 4.5    CHAPTER SUMMARY

This chapter has presented data collected from the 60 sampled participants for the study.    The participants comprised 50 Grade 9 learners, eight Life Orientation Teachers members, two Life Orientation HODs, schools found in the Malamulele Central Circuit of Vhembe District.

The empirical data for the quantitative aspect were gathered using a questionnaire, mark schedules of two exams, one as pre and the other as a post-test for three subjects on each of the sampled grade nine learners, individual interviews with Life Orientation teachers and their HODs.  Data were interpreted and analysed through the t-test and chi-square statistical analysis (refer Chapter Four).

The following were the findings:  differences in post-test marks were shown to be insignificant for all the three subjects, suggesting the role of guidance and counselling in raising the mean score of the experimental group during post-test exam. Hence, during the pre-test, the control group attained higher marks than the experimental group.  Whereas in the post-test, the experimental group showed a larger and improvement, almost matching the performance of the control group. This shows a significant improvement on the experimental group.

Data for qualitative data were interpreted and analysed following eight interrelated themes.  The following were the main findings that were filtered from the seven themes: Committees were available, although they were either ineffective or dysfunctional, and educators of Life Orientation had little knowledge about the subject/ topics/content as no single educator was able to state all subject topics for life orientation. The majority of LO educators were not even informed about issues involved in the teaching of school guidance and counselling (SGC).

Most educators are only informed about few subject topics and not the methodology, the assessment and the topics in detail, as well as the practical on the subject. The challenges in the implementation of SGC were found to be the following:  physical education and training (PET) resources were unavailable, shortage of text books, confidentiality was not possible due to the unavailability of proper facilities,

unavailability of SGC offices, non-supervision of teachers on PET, and unavailability of facilities such as bathrooms needed after PET. In addition, non-consideration of the Life Orientation (LO) scores for entry into institutions of higher learning resulted in negative attitude by teachers and learners towards LO.

Since LO is a life skill subject, learners could not relate it with their real-life challenges, they cannot relate what they are taught with their real-life situation. Also, the number of periods allocated by LO were too little for the teacher to be able to reach out to all learners at the same time since they are from different backgrounds, of which some of them required. Individual counselling was not possible, and the group counselling was rendered by untrained teachers with no knowledge of guidance and counselling. There was also lack of exposure on career choices, specifically in rural based schools, teachers of life orientation are teachers of guidance and counselling by allocation not by training, since they are not trained, they are just used to resolve timetable challenges.

The following strategies were suggested by participants in order to improve the implementation of SGC:
- conducting overall school guidance classes time after time,
- stuff support meetings for LO teachers by the HOD,
- allocating LO subject to a specialist in psychology,
- Life Orientation high performers, for both learners and teachers,
- good behavior of learners should be rewarded by the Department of Education in order to promote good lifestyles among learners as members of society,
- More departmental workshops on guidance and counselling should be rendered by the Department of Education in order to improve the competency of teachers in the implementation of school guidance and counselling,
- The subject advisors appointed by the department should be specialist in school counselling or in educational psychology.

Strategies which the Department of Education can use to minimise the challenges implementing the participants include funding guidance counsellors, including those

studying for Masters and PhD degrees. These recommendations could be implemented in order to improve the implementation of guidance and counselling in schools. The department should build offices for individual and small group counselling in schools to ensure confidentiality, building of PET training felicities such as training grounds and showers for educators after training, sports codes for training for both educators and learners should be made available, trained guidance counsellors should be appointed per school, meaning guidance post should be advertised accordingly.

The department must create a non-teaching way of implementing school guidance and counselling, whereby every school will have a guidance counsellor that affects the school society perhaps if that is achieved even the mind-set of learners might be changed because these people will be devoted specifically for guidance counsellor hence more effective. Guidance and counselling committees should focus on guidance issues within and outside the school environment to ensure consistency of guidance and counselling even in the society as a whole.

The next chapter discusses findings that emerged from data presented in Chapter Four. The discussion centered on establishing and explaining similarities and differences between data from the two case study sites. The data were further linked with findings from other related studies as well as the theoretical framework that underpinned my study.

# CHAPTER FIVE

## SUMMARY OF FINDINGS AND DISCUSSION

### 5.1    INTRODUCTION

The previous chapter presented data gathered from Grade 9 learners, Life Orientation teachers and the Life Orientation Head of Departments. This chapter presents a summary of the study findings based on the Mark Schedules of t-tests, Questionnaires with grade nine learners.  Findings from qualitative interviews with Life Orientation Teachers and Life Orientation Head of Departments from two secondary schools are also summarized here.

### 5.2    OVERVIEW OF THE STUDY

The main aim of this study was to examine the impact of Guidance and Counselling in Learning Outcomes in two selected secondary schools in Malamulele Central Circuit in the Vhembe District, Limpopo Province of South Africa.  The study sought to examine the impact of Guidance and Counselling in learning outcomes, the impact of Guidance and Counselling in career and subject choices and the challenges encountered implementing Guidance and Counselling in schools.

Grade 9 learners were the participants for the quantitative data where t-tests were conducted with three learning areas, namely; Life Orientation, Mathematics and Natural Sciences.  Questionnaires were used to collect data on career choices. The qualitative data was collected from the Life Orientation teachers and the Life Orientation Heads of Departments in the two selected schools.  Purposive sampling was used to select the participants for the qualitative data while random sampling was used to select participants for the quantitative data.

## 5.3 THE DISCUSSION OF MAIN STUDY FINDINGS FOR THE QUANTITATIVE DATA

The research revealed a number of issues on the impact of guidance and counselling in learning outcomes in the two selected secondary schools. The findings of this study are discussed below based on research.

### 5.3.1 Impact of Guidance and Counselling on Learning Outcomes in Maths, Natural Sciences and Life Orientation

There is significant difference between the learning outcomes of the control group and the experimental group in all subjects. Generally, the control group is intelligent compared to the experimental group. This helped in addressing bias unlike if the experimental group was more intelligent than the control group (see Figure 4.1).

Comparing the first two box plots in (Figure 4.1) in Chapter Four, we can see that the distribution of pre-test marks for the control group is above that for the experimental group. This shows that for this subject, the control group was academically stronger than the experimental group, but still the experimental group significantly improved on their post- test compared with the pre-test. This is not the same with the control group. This is affirmed by Modiba (2012:5) who indicated that for the years 2004 to 2013, in the Eastern Province Grade 12 learners consistently obtained the lowest percentage pass rate in matric results, with the lowest percentages in the Transkei sub-region. Learners who had been deprived of guidance and counseling services did not have basic life skills, particularly life planning skills to compensate effectively for their inferiorities and subsequently to cope adequately with the ever-changing demands of life (Modiba, 2012:5).

### 5.3.2 Alignment between Subjects and Career Choices

We noted that one of the important assumptions for concluding using the $\chi^2$ test was violated as more than 20% of the expected counts were less than 0.5. As a result, we used the likelihood ratio results to make conclusions. Table 4.4 that the p-value of 0.059 (5.9%) is greater than the level of significance (5%), we concluded that

there is enough evidence to reject the null hypothesis ($H_0$). Consequently, the questionnaire was used to determine the level of alignment between the careers chosen by the learners and their subjects of choice were not associated with the group from which they belong, that is either the control or experimental group. Nevertheless, it was assumed that these results were due to exposure to career guidance on control group since they are based in a semi urban area, while the control group is based in deep rural area.

### 5.3.3 Inferred Study Skills and Attitudes between the Experimental and Control Groups

The study reveals that learners exposed to school guidance and counselling (experimental group) seem to have better studying skills and attitudes compared to those in the control group. Possibly, that is reason why they improved in their post-test compared to the experimental group (Figure 4.1).

This study confirms the literature by Braddock (2014:037) where he contends that the purpose of guidance and counselling services for school children is to improve academic achievement, foster positive attitudes toward school learning and work, increase acquisitions and application of conflict resolution skills, and decrease dropouts.

The importance of guidance and counselling was further explained by Eliamani (2014:007), who noted that without guidance and counselling services in schools, students' adaptation becomes difficult, leading to low performance, misbehaviour and dropping out.  According to Eliamani (2014:007), without effective guidance and counselling, many students lose direction and engage in bad behaviours such as drug abuse and alcohol indulgence, missing classes, dropping out of school and so on.  As a result, they lose both focus and direction leading to total failure in life. In this regard, students need guidance and direction to study and choose their careers (Eliamani, 2014:007).

### 5.3.4 Discussion of the Theoretical Framework in Relation to the Findings

The theory suggests that people have the potential to develop and grow. Humanistic instruction therefore fosters in children progressive attitudes, knowledge, understanding and skills for living. This philosophy is contained in School Guidance and counselling(SGC) activities that focus on encouraging the impartation of the features of self-actualisation and field-independence in individuals to create affective system of humans. Results from this study suggest that learners who were exposed to guidance and counselling showed improvement in their learning outcomes as compared to those who were not.

### 5.4 DISCUSSION OF MAIN STUDY FINDINGS FROM QUALITATIVE DATA

This section examined the challenges of implementing guidance and counselling in schools in Malamulele Central Circuit in the Vhembe District in the Limpopo Province of South Africa. Below are the major conclusions based on the qualitative data collected with regard to the challenges of implementing Guidance and counselling in schools?

### 5.4.1 Available but Dysfunctional SGC Committees

The study revealed that although the schools had subject committees for life orientation these committees were either ineffective or simply dysfunctional. Here is what some of the respondents said:

> *There is a Life Orientation committee"* (**HOD for School A).**
> *We do not have such committee as far as I know even though I am no longer teaching LO, but I cannot remember such a committee* (**Teacher 1 for School A)**.
> *I agree that there is LO subject committee in our school"* (**Teacher 3 for School A).**

These statements show that although might be there in the schools they are not performing their functions, resulting in the implementation of guidance and counselling not being effective in schools.

### 5.4.2  Teachers Knowledge Base on School Guidance and Counselling

The findings of this study reveal that there is little knowledge about the topics pertaining to guidance and counselling among educators of life orientation.  No educator was able to state all topics involved in Life Orientation in their responses. One of the participants said that:

> *…ever since I started, my learners were not learning LO since the beginning of the year, the topic I was dealing with is the self-concept of my learners where we were checking to review on what is the ability of my learners and what are they going to do in future on the abilities which they have (***Teacher 4 for School A).**

This statement clearly exposes lack of knowledge in the topics underpinning SGC. Life Orientation requires a teaching and learning environment that recognises that people are diverse and have different strengths and weaknesses; and encourages learners and teachers to develop knowledge and understanding of varying levels of learner ability, as well as particular support needs to address barriers.  This applies a holistic approach as it is concerned with the personal, social, intellectual, emotional, spiritual, motor and physical growth and development of learners, and the way in which these dimensions are interrelated and expressed in life (Duvenage, Badenhost & Van Staden, 2006:IX). However, guidance teachers are not informed about their responsibilities.

Findings from the study reveal that the majority of LO educators are not even informed about policy pertaining to the teaching of (SGC) as most educators only know few topics not the methodology, or the assessment in detail or the practicals on the subject.  One of the respondents said:

> **"***I am not well informed, it is only the textbook that I focus on, in fact we have that policy, but I am not well informed" (***Teacher 1 for school A)**.

It is clear from the above statement that the objectives of implementing of guidance and counselling in school were not being achieved as envisaged in the National Curriculum Statement (NCS). The Life Orientation, curriculum and assessment policy statement Grade R to 9 and Grades 10-12 (2011:8) states that the Life Orientation curriculum policy comprises of the following topics: Development of the self in society, social and environment responsibility, democracy and human rights, careers and career choices, study skills, physical education, and guidance. However, teachers of Life Orientation seem to be uniformed about the tenets of the policy.

### 5.4.3 Teaching Experience on School Guidance and Counselling

The findings reveal that teachers have a lot of experience on teaching the subject, but their knowledge of the subject content is too little. This suggests that teachers are not interested the subject and are not trained to teach it.

### 5.4.4 The Challenges on Implementing SGC through Life Orientation

Findings from the study reveal that one of the challenges faced in the implementation of Guidance and Counselling in schools is shortage of Physical Education and Training (PET) resources such as sports grounds and bath rooms to use after PET trainings.

The National Curriculum Statement (NCS) Grade 10-12 (2011:8) states that Life Orientation involves the study of the self in the society. It addresses, a healthy and productive life, recreation and physical activities. As a result of the shortage of resources such as sports grounds, bath rooms for bathing after the PET training, it makes it difficult for guidance counsellors to monitor and get actively involved in physical education.

There is also a shortage of text books for LO to guide leaners after the guidance classes, schools are not supplied with relevant information to familiarise and teach learners school guidance and counselling. The Curriculum Statement (CAPS) Grade 10-12 (2011:8) says that Life Orientation is the study of the self in the society. It

addresses skills, knowledge and values about the self, the environment, responsible citizenship, a healthy and productive life, social engagement, recreation and physical activities, careers and career choices.

Privacy and confidentiality is not guaranteed due to the unavailability of SGC offices for individual counselling. The Department of Education did not build offices to be specifically used by guidance counsellors to ensure confidentiality. The study also revealed that there is a shortage of qualified guidance and counselling professionals since the educators who are teaching guidance and counselling are only used to solve the time table issues, as the qualifications of the teacher are not considered. This is in line with a study conducted by Christiaans (2006:2) who argues that Life Orientation is a new learning area in schools and is taught by teachers who often have not received specialised training in the learning area, resulting in teachers not knowing how to teach the content of Life Orientation. Christiaans (2006) also notes that guidance teachers are unable to derive the content from the assessment standards, as a result, it becomes difficult for the SMT to deal with the implementation of policy that informs guidance and counselling in schools.

Institutions of higher learning need to recognise Life Orientation like the rest of the subjects in order to promote positive attitudes towards the subject by both teachers and learners. During teaching of guidance and counselling topics on career choices are not emphasised to help students to make good career choices. In addition, the number of periods allocated for LO are limited to be able to cover all the issues that affect learners given that they come from diverse backgrounds. This means that individual needs of learners are not catered for because of the group counselling offered by untrained educators

### 5.4.5  Remedial Strategies to Minimise the Challenges of Implementing SGC in Schools

The findings reveal that in order to minimise challenges in the implementation of guidance and counselling schools must conduct the overall school guidance classes regularly whereby all teachers conduct comprehensive guidance and counselling programmes for the whole school.

According to Amatea and Clark (2005:7) school counsellors develop a comprehensive, developmental guidance and counselling programme with their school team to meet the needs of their context and specific school population. This development process includes identifying the needs, implementing and monitoring programmes, as well as adjusting plans based on the developmental needs of students. Regular evaluation of the plan and its implementation are important to ensure that the school and community are being served. The role of a guidance counsellor was further explained on in ASCA (2012:9) as that of designing and delivering comprehensive school counselling programs that promote students' achievement. School counsellors were crucial in helping learners develop their full potential through guidance and counselling according to learners' needs.

Staff support meetings should be conducted for Life Orientation (LO) teachers by the heads of department whereby guidance teachers are familiarised with the policy that informs guidance and counselling in the schools.

Guidance and counselling subjects should be allocated to specialists who have majored in school counselling or educational psychology.

Life Orientation high performing learners should be rewarded whenever they demonstrate exemplary behaviour so as to promote responsible citizenry in the community, thereby, increasing learners and teachers' interest in the subject.

### 5.4.6 Remedial Strategies by the Department of Education

The Department of Education should provide the funding for guidance counsellors, particularly those studying towards their Masters and PhDs on school guidance and counselling. They should also support schools through departmental workshops on guidance and counselling to improve the competency of teachers in the implementation of school guidance and counselling. The department should also appoint subject advisors who specialised in school counselling or educational psychology.

In addition, the Department of Education should build offices for individual and small group counselling in schools as well as PET training facilities such as training grounds and showers for learners and educators to ensure maximum monitoring by teachers.

Schools should buy uniforms for training of both educators and learners during PET classes. Trained guidance counsellors should be appointed in every school and posts should be advertised accordingly by DoE.

The guidance sessions should be conducted separately from counselling sessions in schools to ensure effectiveness.  Also, the Department of Education should create a non-teaching way of implementing guidance and counselling, whereby every school should have a guidance counsellor in the school who is not an educator, who only deals with issues pertaining to guidance and counselling within the school vicinity (see Chapter Four). This view reflects the tenet that human deportment is a miniature of intention and values (Moon, 2002:485; Schmid, 2003:104; Witty, 2004:22; Neukrug, 2011:8).

## 5.5    LIMITATIONS OF THE STUDY

The first limitation was that some of the teachers were reluctant to be tape-recorded even after signing the consent form.  I had to explain and assure the respondents that the information collected was strictly for academic purposes.

The second limitation was that some learners who are participants would sometimes avoid the guidance exposure, so I would always look for them and encourage them to continue with the exposure up to the end.  This was time consuming.

The third limitation was that some learners were not available during the experiment for about two sessions. I ended up following them to explain the importance of guidance and counselling in improving their learning outcomes, resulting in time being wasted.

The fourth limitation was that some participants were not free to answer some questions in the presence of their HOD, so I had to interview them in the car, since there was no other place to conduct the interviews in one of two participating schools. This meant more time in the data gathering process.

## 5.6    CHAPTER SUMMARY

This chapter presented a summary of the findings of the study based on the data gathered from the t-tests, questionnaires and individual interviews from the two sampled schools. The discussion focused on findings from both the quantitative and qualitative data and the relationship between the study and literature related to the study.

There is a relationship between this study and the literature reviewed. The literature indicates that guidance and counselling bring about good learning outcomes and that the challenges of implementing guidance and counselling in schools revealed in this study have been identified by earlier studies.

The study revealed the impact of guidance and counselling on Life Orientation, Mathematics and Natural Sciences in quantitative segment, the qualitative data revealed challenges which had not been revealed by other studies, particularly, the appointment of guidance and counsellors who only need to focus on implementing a comprehensive guidance and counselling subject instead of Life Orientation which has been revealed to be ineffective in this study (see Chapter Four). The next chapter presents conclusions and recommendations of the study.

# CHAPTER SIX

## CONCLUSION AND RECOMMENDATIONS

### 6.1    INTRODUCTION

The main aim of this study was to examine the impact of guidance and counselling in learning outcomes in the two selected secondary schools. The study was conducted in Malamulele Central Circuit in the Vhembe District, Limpopo Province of South Africa. This chapter presents conclusions and recommendations.

The research objectives of this study were achieved through the review of literature, data collected from documentary studies, as well as data gathered mark schedules, questionnaires from grade nine learners and the interviews from Life Orientation teachers and LO HODs.

In order to examine the impact of guidance and counselling mixed, both quantitative and qualitative methods were employed to achieve the objectives. For the quantitative method an experiment was conducted whereby 50 leaners were sampled, 25 constituting the control group while the other 25 formed the experimental group.  Those in the experimental group were exposed to guidance and counselling whereas those in the control group were not exposed to guidance and counselling. For the qualitative method 8 LO teachers and 2 heads of department were interviewed on challenges of implementing guidance and counselling at the school. Below is the summary of the study findings and recommendations based on the findings.

### 6.2    SUMMARY OF THE RESEARCH PROCESS

The summary of the research process outlines the main objective and the specific objectives of the study.  It also outlines the assumptions of the study and the process of gathering data.

The main objective of this study was to determine if there were any significant differences in learning outcomes between learners exposed to Guidance and Counselling and those not exposed to the program. The specific objective was to examine the alignment of career and subject choices for learners exposed to guidance and counselling and those not exposed to it. The quantitative approach was used to achieve this objective. This approach was used in order to determine if there was any significant difference in the performance of learners exposed to Guidance and Counselling and those not exposed to it. In order to identify and explain challenges that schools face in implementing of guidance and counselling in the curriculum the qualitative approach was used to gather data.

The main aim of this study was to examine the impact of guidance and counselling in learning out comes from the two selected secondary schools. Two schools in the Malamulele Central Circuit in the Vhembe District, Limpopo Province of South Africa were selected for this. In this study, the schools are referred to as School A and School B.

## 6.2.1 Addressing the Specific Objectives of the Study

The specific objectives of the study were outlined as follows:

- **To examine the impact of guidance and counselling in learning outcomes for learners exposed to Guidance and Counselling and those not exposed to it.**

There were two groups in the study, namely, the control and the experimental group. The control group was not exposed to guidance and counselling while the experimental group was exposed to guidance and counselling.
The observations were that:
 (i)      The control group out-performed the experimental group in the pre-test.

(ii)    Except for Natural Sciences, there was no significant difference in the mean post scores of the two groups. This suggest that the experimental group had improved its performance to match that of the control group.

(iii)   The average gain scores of the experimental were significantly different from the control group. This suggests an improvement in the performance of this group. This was not the case with the control group.

This shows the significance of guidance of guidance and counselling in learning outcomes of learners, as affirmed by Anastasi (2014:007) who notes that the task of educational guidance and counselling is to enable students to adjust to their studies by improving their study attitudes and remove subject matter difficulties. It can be observed, from the data above that guidance and counselling plays a significant role in improving learning outcomes.

- **To determine if the alignment of subject and career choices was associated with group which the participant belong to.**

There were two groups in the study, which are control and experimental group. The control group which was not exposed to guidance and counselling while the experimental group which was exposed to guidance and counselling. The experimental group displayed better knowledge of the subjects and career choices (Figure 4.1).

- **To identify and explain challenges that schools face in implementing of guidance and counselling in the curriculum**

Here the participants were Life Orientation and Heads of Department. The results revealed the challenges of implementing guidance and counselling, which are that:

- Resources for Physical Education and Training are unavailable, there is shortage of text books;

- There was no confidentiality due to unavailability of offices for SGC;

- There was no teacher supervision on Physical Education and Training due to unavailability of showers after the trainings, the fact that they Life Orientation scores were not considered for entrance into institutions of higher learning, resulting in negative attitudes towards Life Orientation by teachers and learners;

- Learners could not relate what they were taught to real life as career and career choice topics were not emphasized, meaning that learners did not get information on subject combinations for them to choose the appropriate careers;

- The number of periods allocated to Life Orientation are limited to reach out to all learners at the same time since they are from diverse backgrounds, of which some of them need individual counselling whereas only group counselling was provided by untrained counsellors.

- Life Orientation educators lack of exposure on career choices for rural based schools;

- Life Orientation Teachers are teachers of guidance & counselling by allocation and not by training, meaning that they are not trained as guidance counsellors.

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## 6.3 RECOMMENDATIONS TO STAKEHOLDERS OF GUIDANCE AND COUNSELLING

The Department of Education could minimise encountered in the implementation of guidance and counselling in schools by ensuring that classes on guidance and counselling are conducted regularly, also making sure that SGC policies are regularly reviewed. Amatea and Clark (2005:7) recommends that school counsellors should develop a comprehensive, developmental guidance and counselling programmes with their school teams to meet the needs for their context and specific school population. This development process includes identifying needs, implementing and monitoring programmes, as well as adjusting plans based on the developmental needs of learners. Regular evaluation of the plan and its

implementation are important to ensure the school and community are being served (see Chapter Four).

The fact that the group that received guidance and counselling improved suggest that guidance and counselling services should be strengthened in all schools.

Schools should ensure that guidance and counselling is allocated to an educator who specialised in school counselling or educational psychology to enhance implementation of school guidance and counselling. In addition, the guidance counsellors should execute their responsibility professionally. The role of a guidance counsellor was further explained in ASCA (2012:9), as that of designing and delivering comprehensive school counselling programs that promote students' achievement. School counsellors were crucial in helping learners develop their full potential through guidance and counselling according to learners needs.

Support meetings should be conducted for Life Orientation (LO) teachers by their Heads of Departments, whereby guidance teachers are familiarised with policies that that inform guidance and counselling in schools.

The districts should therefore ensure that Life Orientation high performers for both learners and teachers are rewarded. Whenever there is good behaviour among learners there should be rewards in order to promote responsible citizenry in the communities, thereby stimulating interest in guidance and counselling among teachers and learners.

The Department of Education should provide funding for guidance counsellors, particularly those studying for Masters and PhD degrees on school guidance and counselling. This should be complemented by workshops on guidance and counselling offered by the department to improve the competency of teachers in the implementation of school guidance and counselling in schools. DoE should also appoint subject advisors who are specialists in school counselling or educational psychology.

Department of Education (DoE) should build offices for individual and small group counselling in schools. DoE should also build PET training felicities such as training grounds and showers for educators in order to ensure effective monitoring by teachers, since they can manage to bath after physical education training sessions.

The schools should buy uniforms for both learners and educators for use during PET classes. Trained guidance counsellors should be appointed for every school and posts should be advertised accordingly by DoE.

The guidance sessions should be conducted separately from counselling sessions in schools to ensure their effectiveness. The DoE should introduce a non-teaching way of implementing guidance and counselling whereby every school has a guidance counsellor who is not an educator who only deal with issues pertaining to guidance and counselling in the vicinity of the school.

## 6.4 SUGGESTED MODEL TO IMPROVE THE IMPLEMENTATION OF GUIDANCE AND COUNSELLING

**Department:** The reviewing of policy that informs school guidance and counselling is South Africa.

**Resources:** Building of offices in schools specifically for guidance and counselling

**MULTI-SECTORIAL TO SGC**

**Training:** Training of professionals of SGC counsellors

SGC specialist schools in implementation of comprehensive guidance and counselling
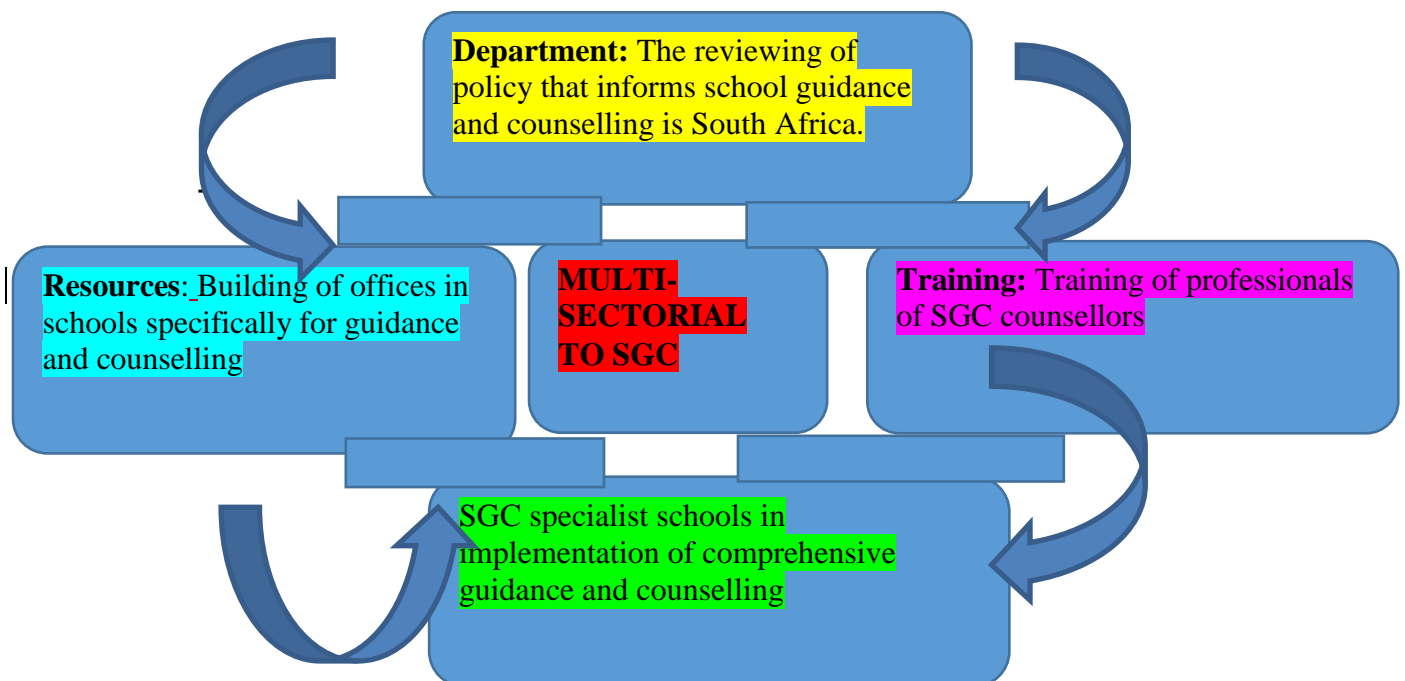
**Fig 6.1: Multi-sectorial Model to Improve School Guidance and Counselling (SGC)**

As illustrated in Figure 6.1, four approaches emerged from this study, which explain how the study participants suggested various ways to improve the implementation of SGC in the two schools. As illustrated above, the five approaches include:

### 6.4.1 The Reviewing of Policy that Informs School Guidance and Counselling in South Africa

- Training of professional school guidance counsellors,
- Building of offices in schools specifically for guidance and counselling,
- Allocation of Guidance and counselling in school should be based on qualification and training, the minimum being an  Honors' degree in school guidance and counselling or a Masters degree in Educational Psychology,
- Career counselling should be done by guidance counsellors starting from Grade 9.

## 6.5    CONCLUSION

This study examined the impact of guidance and counselling in learning outcomes in two selected secondary schools in Malamulele Central Circuit in the Vhembe District, Limpopo Province of South Africa.  The study employed both quantitative and qualitative approaches.  The participants of this study were Grade 9 learners, Life Orientation (LO) teachers and their Heads of Departments (HOD). The participants of quantitative approach were Grade 9 learners while participants in the qualitative component were LO teachers and their HODs. The objectives of the study were to determine the impact of guidance and counselling in learning outcomes, to examine the alignment in subject choices between the control and experimental group.  And the last objective was based on a qualitative approach, which was to investigate the challenges encountered in the implementation of guidance and counselling in schools.

The study concluded that school guidance and counselling play a significant role in improving the learning outcomes of learners and correct subject and career choices. Various challenges encountered in implementation of guidance and counselling by Life Orientation teachers were also revealed.  It was observed that learners who

were exposed to guidance and counselling performed better than those not exposed to guidance and counselling.

Recommendations to different stakeholders like the Department of Education, teachers, parents and guardians were made. The study also recommended that further studies be carried out on guidance and counselling focusing on the significance of guidance and counselling in proving learner's performance in public schools, the necessity of career counselling in high schools, the importance of non-teaching school counselling.

It was also recommended that schools should conduct the overall school guidance classes regularly making sure that SGC policies are reviewed from time to time in order to improve the implementation of guidance and counselling in schools, the ultimate objective being to improve the learning outcomes. This is where all the counsellors conduct comprehensive guidance and counselling programmes for the whole school. School counsellors should also develop a comprehensive, developmental guidance and counselling programme with their school teams to meet the needs for their context and specific school population. Comprehensive school counselling involves identifying the needs, implementing and monitoring programmes, as well as adjusting plans based on the developmental needs of learners.

Holders of Masters and PhDs in school guidance and counselling should be given funding to pursue studies on school guidance and counselling. This should be complemented by workshops on guidance and counselling rendered by the DoE so as to improve the competency and effectiveness of teachers in the implementation of school guidance and counselling programmes. In addition, the Department of Education should appoint specialists in school counselling or educational psychology and also provide offices for individual and small group counselling in schools to ensure the effectiveness of school guidance and counselling.

Support meetings should be conducted for Life Orientation (LO) teachers by the Heads of Departments where guidance teachers are familiarised with policies on guidance and counselling in schools.

It should be responsibility of the school to allocate the guidance and counselling subject to a specialist in school counselling or educational psychology to ensure that school guidance and counselling are implemented effectively. In addition, the guidance counsellors should execute their responsibilities professionally. The guidance counsellor should be responsible for designing and delivering comprehensive school counselling programs that promote students' achievement.

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# APPENDICES

# APPENDIX 1

## INDIVIDUAL INTERVIEW SCHEDULES - HEAD OF DEPARTMENT (HOD) OF LIFE ORIENTATION

**My name is Khathutshelo Muluvhu, I am studying about the challenges on implementing guidance and counselling**

I wish to start by thanking you for accepting to take part in this discussion. Please feel free to say anything. However, should you feel that there are certain things you do not want to say in the presence of others, you can write and forward these to me after the discussion.  Remember the views expressed here are only going to be used for this study and there are no wrong answers. Also, you do not have to say who you are because only the ideas and not your name are important.

1. Is there any Life Orientation subject committee at your school? Y/N

2. What topics do you cover in Life Orientation?

3. For how long have you been heading LO the Department?

4. Are you aware of the policy that informs the teaching of guidance and counselling (L.O) in S.A.?

5. If yes, what is the content of the policy?

6. If no, how do you head the Department of LO at your school?

7. What challenges do you experience when implementing guidance and counselling (L.O) in your school?

8. Is there anything which the school is doing to minimise challenges in implementing guidance and counselling (L.O) in schools? Y/N
   If YES explain what the HOD is doing?
   …………………………………………………………………………………………….

……………………………………………………………………………………………………………………………

………………

If NO what do you think the HOD should do?

……………………………………………………………………………………………………………………………

……………………………………………………………………………………………………………………………

9. Is there anything which the Department of Education is doing to minimise challenges in implementing guidance and counselling (L.O) in schools?

10. Is there anything the fellow LO teachers are doing to minimise challenges in implementing guidance and counselling in schools?

   If yes, what do the LO teachers do to minimise the implementation of guidance and counselling?

   If no, should the LO teachers do to minimise the implementation of guidance and counselling?

11. What do you think must be done to improve the implementation of guidance and counselling (L.O) at your school?

***Thank you for your time!!!***

**APPENDIX 2**

**INDIVIDUAL INTERVIEW SCHEDULES FOR LIFE ORIENTATION TEACHERS**

My name is Khathutshelo Muluvhu, I am studying about the challenges on implementing guidance and counselling. I wish to start by thanking you for accepting to take part in this discussion. Please feel free to say anything. However, should you feel that there are certain things you do not want to say in the presence of others, you can write and forward these to me after the discussion.  Remember the views expressed here are only going to be used for this study and there are no wrong answers. Also, you do not have to say who you are because only the ideas and not your name are important.

1.  Is there any Life Orientation subject committee at your school? Y/N

2.  What topics do you cover in Life Orientation

3.  For how long were you teaching LO?

4.  Are you aware of the policy that informs teaching of guidance and counselling (L.O) in S.A.?

5.  If yes what are the topics do you cover in LO?

6.  What challenges do you experience when implementing guidance and counselling (L.O) in your school?

7.  Is there anything which the school is doing to minimise challenges in implementing guidance and counselling (L.O)? Y/N

If YES explain what the HOD is doing?

………………………………………………………………………………………

………………………………………………………………………………………

If NO what do you think the HOD should do?

………………………………………………………………………………………

………………………………………………………………………………………

8.  Is there anything the fellow LO teachers are doing to eradicate challenges in implementing guidance and counselling in schools? Y/N

If YES what do the teachers do to minimise the implementation of guidance and counselling in schools

……………………………………………………………………………………

……………………………………………………………………………………

If NO what should teachers do to minimise the implementation of guidance and counselling in schools?

……………………………………………………………………………………

……………………………………………………………………………………..

9. Is there anything which the HOD of LO is doing to eradicate challenges in implementation of guidance and counselling (L.O) in schools?

10. Is there anything which the Department of Education is doing to eradicate challenges in implementing guidance and counselling (L.O) in schools?

11. What do you think must be done to improve the implementation of guidance and counselling (L.O) at your school?

*Thank you for your time!*

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**APPENDIX 3**

# THE RESEARCH INSTRUMENT
## LEARNERS' QUESTIONNAIRE

**A questionnaire to measure the role of guidance and counselling on learning outcomes: A comparative study of two high schools in Vhembe District.**
**Instruction**

1. **There is no right or wrong answer.**

2. **All the information will be kept confidential.**

3. **Answer all questions.**

**Section A: Administrative information**

1.1. Tick the school you belong to.

| 1. | School A | |
|----|----------|---|
| 2. | School  B | |

1.2. Learner Number………………………..

**Section B:  Biographical Information**

Tick the appropriate answer

2.1.    Specify your gender

| 1. Male | |
|---------|---|
| 2. Female | |

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2.2.  Age group.

| | |
|---|---|
| 1.  13-14 years | |
| 2.  15-16 years | |
| 3.  17-18 years | |
| 4.  19-20 years | |
| 5.  21and beyond | |

2.3.  Which grade were you doing in 2016?

| | Tick | Number |
|---|---|---|
| Grade 08 | | |
| Grade 09 | | |
| Not at school 2016 but returning 2017 | | |

2.4.  If you are repeating grade 9, how many times have you repeated it?

**Section C: Learner's questionnaire (Career Choice)**

Complete for each of the instances in the spaces provided

| | | |
|---|---|---|
| 3.1. List all the subjects you like to study in grade ten. | 1.<br>2.<br>3.<br>4.<br>5.<br>6.<br>7. | ……………………………………<br>……………………………………<br>……………………………………<br>……………………………………<br>……………………………………<br>……………………………………<br>…………………………………… |
| 3.2. What job would you like to do when you complete your study? | Tick the job of your choice | Engineer……….<br>Doctor…………..<br>Pilot……………..<br>Accountant……..<br>Teacher…………<br>Nurse…………….<br>Lawyer………….<br>Psychologist……<br>Artist…………….<br>Other……………(specify) |

3.3 Do you know the grade 12 subjects requirements for the career you have

Chosen above? (Tick)

| Yes | | | No | |
|---|---|---|---|---|
| | | | | |

3.4.    List the subject requirements for the career you have chosen

………………………………………

………………………………………

……………………………………..

………….. ….. ……………………..

………………………………………

………………………………………

3.5.    Do you have a career role model (tick)

| Yes | | No | |
|-----|--|----|--|

3.6.    What is the current career of your role model?

……………………………………………………………………………

……………………………………………………………………………

***Thank you for your***

**University of Venda**

**INFORMATION SHEET AND INFORMATION CONSENT FORM FOR THE SCHOOL PRINCIPAL**

**Introduction**

I am Muluvhu Khathutshelo a master student at the University of Venda, conducting a study on the impact of guidance and counselling on learning outcomes: a comparative study of 2 high schools in Vhembe district.

I am requesting the permission to select the following people Grade 9 learners, Life Orientation Teachers, Life Orientation Head of Department to participate in this study by expressing their views on the topic.

For you to make an informed decision on this, you need to have a full knowledge and understand on what the study is all about and how participants are to be involved. If you have any question to ask feel free to call me on the following number: 0799240633. You are reminded that participation is entirely based on voluntarily basis, therefore no one will take part in the research until he/she understand what the research is all about and happy about what he/she going to do in the study.

**Main Objective of the Study**

- To determine if there are any significant differences in learning outcomes between learners exposed to Guidance and Counselling and those not exposed to the program.

**Specific Objectives of the Study**

- To examine the alignment of career and subject choices for learners exposed to Guidance and Counselling and those not exposed to it.

- To determine if there was improvement in the performance of the control and experimental groups after counselling.

- To identify challenges that schools face in implementing guidance and counselling in the curriculum.

- To come up with recommendations that will help stakeholders of SGC to improve their role effectively.

- To come up with a proposed model to improve the implementation of SGC.

**How will they participate?**

If you grant this permission, study participants will be asked some questions on the study topic. The interview will take an hour with the LO teachers, LO Head of Department and Grade 9 learners. The discussion will not be an oral examination, so all views expressed will be correct since there is different challenges on implementation of Guidance and Counselling.

**What are the rights of Life Orientation Head of Department, Life Orientation Teachers and Grade 9 learners?**

The decision to take part in the study is totally voluntary, that is to say every participant will be free to accept or refuse to take part in the study if he/she have some doubts or think that participation will leave him emotional and psychological disturbed. Furthermore should he/she agree to participate but he/she later change her mind later will be allowed to withdraw at any time and stage in the study, without being asked any question.

**What are the risks of participating in the study?**

Since the participants will only answer the questions on the topic being studied, there are no foreseeable physical injuries that could result from the study. If anyone think they have anything important on this study, that he cannot say it out, He/she can write it and put it in school suggestion box, without indicating his/her name.

Also that the study is not about anyone's private life, but views on the effect of guidance and counselling in learning outcomes.

**How the participants or private life or confidentiality is be protected?**

As expressed above the participants will not be interviewed about their private life, but will only express their views on effect of guidance and counselling.

All information gathered in the study will be handled in a strictly confidential manner. Firstly, all participants will not be allowed to say their names during interview and no information gathered will be related to any name in the study. Secondly, Information gathered will not only be used to the study or disclosed to any unauthorised people. Lastly, all participants are allowed to cross check information before and after it is put into the report. This will be done into another meeting, which will be between the researcher and participants.

**Have the study got permission from authority?**

The written permission to conduct the study was granted from the faculty of education's ethics committee (University of Venda) and the relevant documents from education ministry. However, this does not mean that participants will participate in the study against their will.

Informed consent declaration form

In terms of the ethical consideration of the University of Venda, I now ask you to complete this form as an indication for permission for the participants at your school to voluntarily participate in the study.

© University of Venda

I _____ hereby
confirm that I have been fully informed about the purpose, procedure and activities of
the study. The rights and the risk of the study to the participants has been fully
explained to me. I was given enough opportunity to ask and understand that
participants can withdraw at any stage of the study without giving any reason.

**Consent**

I hereby freely **give/do not give** (delete the inapplicable), Life Orientation Teachers,
Life Orientation HOD, Grade 9 Learners to voluntarily take part in the study as
outlined.

**Principal Signature:** _____ **date** _____

**Researcher's Signature:** _____ **date:** _____

**University of Venda**

**INFORMATION SHEET AND INFORMATION CONSENT FORM FOR THE PARENTS**

**Introduction**

I am Muluvhu Khathutshelo a master student at the University of Venda, conducting a study on the impact of guidance and counselling on learning outcomes: a comparative study of 2 high schools in Vhembe district.

I am requesting the permission to select the following people Grade 9 learners, Life Orientation Teachers, Life Orientation Head of Department to participate in this study by expressing their views on the topic.

For you to make an informed decision on this, you need to have a full knowledge and understand on what the study is all about and how participants are to be involved. If you have any question to ask feel free to call me on the following number: 0799240633. You are reminded that participation is entirely based on voluntarily basis, therefore no one will take part in the research until he/she understand what the research is all about and happy about what he/she going to do in the study.

**Main Objective of the Study**

- To determine if there are any significant differences in learning outcomes between learners exposed to Guidance and Counselling and those not exposed to the program.

**Specific Objectives of the Study**

- To examine the alignment of career and subject choices for learners exposed to Guidance and Counselling and those not exposed to it.

- To determine if there was improvement in the performance of the control and experimental groups after counselling.

- To come up with recommendations that will help stakeholders of SGC to improve their role effectively.

- To come up with a proposed model to improve the implementation of SGC.

**How will they participate?**

If you grant this permission, study participants will be asked some questions on the study topic. The guidance and counselling will take place for 6 months, the participants will be exposed to guidance and cancelling. Then answering the questionnaire will take an hour. The discussion will not be an oral examination, so all views expressed will be correct since there is different challenges on implementation of Guidance and Counselling.

**What are the rights of Life Orientation Head of Department, Life Orientation Teachers and Grade 9 learners?**

The decision to take part in the study is totally voluntary, that is to say every participant will be free to accept or refuse to take part in the study if he/she have some doubts or think that participation will leave him emotional and psychological disturbed. Furthermore should he/she agree to participate but he/she later change her mind later will be allowed to withdraw at any time and stage in the study, without being asked any question.

**What are the risks of participating in the study?**

Since the participants will only answer the questions on the topic being studied, there are no foreseeable physical injuries that could result from the study. If anyone think

they have anything important on this study, that he cannot say it out, He/she can write it and put it in school suggestion box, without indicating his/her name.

Also that the study is not about anyone's private life, but views on the effect of guidance and counselling in learning outcomes.

**How the participants or private life or confidentiality is be protected?**

As expressed above the participants will not be interviewed about their private life, but will only express their views on effect of guidance and counselling.

All information gathered in the study will be handled in a strictly confidential manner. Firstly, all participants will not be allowed to say their names during interview and no information gathered will be related to any name in the study. Secondly, Information gathered will not only be used to the study or disclosed to any unauthorised people. Lastly, all participants are allowed to cross check information before and after it is put into the report. This will be done into another meeting, which will be between the researcher and participants.

**Have the study got permission from authority?**

The written permission to conduct the study was granted from the faculty of education's ethics committee (University of Venda) and the relevant documents from education ministry. However, this does not mean that participants will participate in the study against their will.

**Informed consent declaration form**

In terms of the ethical consideration of the University of Venda, I now ask you to complete this form as an indication for permission for your child to voluntarily participate in the study.

© University of Venda

I _____hereby confirm that I have been fully informed about the purpose, procedure and activities of the study. The rights and the risk of the study to the participants has been fully explained to me. I was given enough opportunity to ask and understand that participants can withdraw at any stage of the study without giving any reason.

**Consent**

I hereby freely **give/do not give** (delete the inapplicable), my child to voluntarily take part in the study as outlined.

**Principal Signature:**................................................**date:**...........................

**Researcher's Signature:**...........................**date:**...................................

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**APPENDIX 6**



**University of Venda**

## INFORMATION SHEET AND INFORMATION CONSENT FORM FOR THE LIFE ORIENTATION TEACHERS

**Introduction**

I am Muluvhu Khathutshelo a master student at the University of Venda, conducting a study on the impact of guidance and counselling on learning outcomes: a comparative study of 2 high schools in Vhembe district.

I am requesting for permission from you to participate in this study by expressing their views on the topic.

For you to make an informed decision on this, you need to have a full knowledge and understand on what the study is all about and how participants are to be involved. Should you have any question to ask feel free to call me on the following number: 0799240633 You are reminded that participation is entirely based on voluntarily basis, therefore no one will take part in the research until he/she understand what the research is all about and happy about what he/she going to do in the study.

**Main Objective of the Study**

- To determine if there are any significant differences in learning outcomes between learners exposed to Guidance and Counselling and those not exposed to the program.

**Specific Objectives of the Study**

- To examine the alignment of career and subject choices for learners exposed to Guidance and Counselling and those not exposed to it.

- To determine if there was improvement in the performance of the control and experimental groups after counselling.

- To come up with recommendations that will help stakeholders of SGC to improve their role effectively.

- To come up with a proposed model to improve the implementation of SGC.

**How will they participate?**

If you voluntarily accept to participate you will be asked some questions on the study topic. The interview will take an hour. The discussion will not be an oral examination, so all views expressed will be correct since there is different challenges on implementation of Guidance and Counselling.

**What are the rights of Life Orientation Head of Department, Life Orientation Teachers and Grade 9 learners?**

The decision to take part in the study is totally voluntary, that is, you will be free to accept or refuse to take part in the study if you have some doubts or think that participation will leave him emotional and psychological disturbed. Furthermore should you agree to participate but he/she later change her mind later will be allowed to withdraw at any time and stage in the study, without being asked any question. The study is not about your private or personal life but views on the impact of guidance and counselling in learning outcomes (challenges of implementing guidance and counselling).

**What are the risks of participating in the study?**

Since the participants will only answer the questions on the topic being studied, there are no foreseeable physical injuries that could result from the study. If anyone think they have anything important on this study, that he cannot say it out, He/she can write it and put it in school suggestion box, without indicating his/her name.
Also, that the study is not about anyone's private life, but views on the effect of guidance and counselling in learning outcomes.

**How the participants or private life or confidentiality is be protected?**

As expressed above the participants will not be interviewed about their private life, but will only express their views on effect of guidance and counselling.

All information gathered in the study will be handled in a strictly confidential manner. Firstly, you will not be allowed to say your name during interview and no information gathered will be linked to any name in the report of the study. Secondly, Information gathered will not only be used to the study or disclosed to any unauthorised people. Lastly, you will be allowed to cross check information before and after it is put into the report. This will be done into another meeting, which will be between you and me.

**Informed consent declaration form**

I ........................................................................................................................hereby confirm that I have been fully informed about the purpose, procedure and activities of the study. The rights and the risk of the study to the participants has been fully explained to me. I was given enough opportunity to ask and understand that participants can withdraw at any stage of the study without giving any reason.

**Consent**

I hereby freely **give/do not give** (delete the inapplicable), my consent as an indication of voluntarily take part in the study as outlined.

**Participant Signature:** ................................................ **date:** ................................

**Researcher's Signature:** ................................................ **date:** ................................

# APPENDIX 7:  GRADE 9 SCHEDULE

Appendix 1

**HIGH SCHOOL   GRADE 09 SCHEDULE**

| NO | SURNAME | FIRST NAMES | XTHL | ENGFAL | MATHS | LIFE | NS | SS | EMS | TECH | AC | TOTAL | % | POSITION | REMARKS |
|----|---------|-------------|------|--------|-------|------|----|----|-----|------|----|-------|------|----------|---------|
| 1 | Participant | | 81 | 82 | 85 | 60 | 81 | 62 | 97 | 55 | 70 | 673 | 74.78 | 1 | A |
| 2 | | | 72 | 77 | 68 | 46 | 70 | 46 | 66 | 62 | 68 | 575 | 63.89 | 2 | A |
| 3 | | | 81 | 67 | 61 | 57 | 57 | 47 | 71 | 41 | 63 | 557 | 61.89 | 3 | A |
| 4 | Participant | | 81 | 72 | 43 | 53 | 67 | 43 | 80 | 41 | 67 | 535 | 59.44 | 4 | A |
| 5 | Participant | | 85 | 72 | 57 | 57 | 59 | 43 | 60 | 41 | 73 | 527 | 58.56 | 5 | A |
| 6 | | | 66 | 61 | 40 | 54 | 51 | 45 | 63 | 33 | 62 | 524 | 58.22 | 6 | A |
| 7 | Participant | | 79 | 74 | 47 | 43 | 63 | 43 | 70 | 40 | 67 | 523 | 58.11 | 7 | A |
| 8 | Participant | | 72 | 72 | 40 | 59 | 67 | 41 | 80 | 40 | 66 | 508 | 56.44 | 8 | A |
| 9 | | | 66 | 65 | 51 | 54 | 59 | 43 | 60 | 33 | 62 | 504 | 56.00 | 9 | A |
| 10 | | | 72 | 61 | 40 | 49 | 60 | 42 | 78 | 23 | 65 | 503 | 55.89 | 10 | N/A |
| 11 | | | 83 | 65 | 43 | 49 | 44 | 46 | 67 | 21 | 67 | 496 | 55.11 | 11 | A |
| 12 | | | 75 | 65 | 28 | 57 | 55 | 39 | 70 | 40 | 53 | 490 | 54.44 | 12 | A |
| 13 | | | 76 | 75 | 33 | 50 | 68 | 39 | 40 | 40 | 61 | 481 | 53.44 | 13 | A |
| 14 | | | 77 | 66 | 52 | 55 | 56 | 41 | 55 | 47 | 56 | 481 | 53.44 | 14 | A |
| 15 | | | 66 | 68 | 41 | 39 | 54 | 44 | 60 | 30 | 59 | 478 | 53.11 | 15 | A |
| 16 | Participant | | 81 | 68 | 44 | 40 | 56 | 26 | 82 | 47 | 56 | 476 | 52.89 | 16 | A |
| 17 | | | 86 | 67 | 40 | 40 | 26 | 41 | 55 | 40 | 59 | 464 | 51.56 | 17 | A |
| 18 | Participant | | 72 | 72 | 19 | 51 | 44 | 45 | 67 | 39 | 52 | 459 | 51.00 | 18 | N/A |
| 19 | | | 75 | 77 | 30 | 34 | 24 | 39 | 56 | 46 | 58 | 457 | 50.78 | 19 | N/A |
| 20 | | | 93 | 70 | 30 | 43 | 30 | 33 | 82 | 45 | 54 | 453 | 50.33 | 20 | N/A |
| 21 | Participant | | 75 | 60 | 30 | 34 | 48 | 25 | 51 | 50 | 57 | 449 | 49.89 | 21 | N/A |
| 22 | Participant | | 72 | 63 | 26 | 41 | 51 | 48 | 57 | 27 | 62 | 447 | 49.67 | 22 | N/A |
| 23 | | | 81 | 52 | 45 | 36 | 44 | 36 | 60 | 35 | 56 | 445 | 49.44 | 23 | A |
| 24 | Participant | | 72 | 68 | 33 | 47 | 32 | 43 | 72 | 20 | 57 | 444 | 49.33 | 24 | N/A |
| 25 | | | 61 | 62 | 36 | 49 | 39 | 36 | 64 | 30 | 62 | 439 | 48.78 | 25 | N/A |
| 26 | | | 60 | 71 | 32 | 42 | 37 | 41 | 62 | 24 | 69 | 438 | 48.67 | 26 | N/A |

Appendix 2.

LIMPOPO
DEPARTMENT OF EDUCATION

MARK SCHEDULE FOR
THE SENIOR PHASE

Grade: 8
Learners: All Learners
Codes: All

Codes:
P (Achieved)
NP (Not Achieved)
PG (Progressed)
RT (Retained)

| | Date of Birth | | | | | | | Languages | | | | Subjects | | | | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Year | Month | Day | Gender (F/M) | No. of Years in Grade | No. of Years in Phase | No. of days Absent | Home Language | Level | First Additional Language | Level | Creative Arts (Gr 09) | Level | Economic Management Sciences (Gr 0) | Level | Life Orientation (Gr 09) | Level | Mathematics (Gr 09) | Level | Natural Sciences (Gr 09) | Level | Social Sciences (Gr 09) | Level | Technology (Gr 09) | Level | Learner Total | Average % | Code | Deviation Comment |

| Participant | 2001 | 11 | 04 | F | 1 | 3 | 0 | 57 | 4 | 51 | 4 | 30 | 2 | 86 | 3 | 49 | 3 | 35 | 2 | 29 | 1 | 27 | 1 | 20 | 1 | 339 | 38 | NP | |
| Participant | 2001 | 01 | 28 | F | 1 | 3 | 0 | 61 | 5 | 59 | 4 | 51 | 4 | 48 | 3 | 68 | 5 | 72 | 6 | 67 | 5 | 40 | 3 | 37 | 2 | 562 | 62 | P | |
| Participant | 2003 | 02 | 22 | M | 1 | 2 | 0 | 77 | 5 | 53 | 4 | 55 | 5 | 66 | 4 | 70 | 6 | 42 | 3 | 40 | 3 | 18 | 1 | 57 | 4 | 464 | 52 | P | |
| Participant | 1999 | 12 | 21 | M | 3 | 2 | 0 | 81 | 7 | 67 | 5 | 85 | 6 | 69 | 5 | 53 | 4 | 62 | 5 | 58 | 5 | 58 | 4 | 60 | 5 | 618 | 69 | P | |
| Participant | 2003 | 09 | 12 | M | 1 | 2 | 0 | 64 | 5 | 52 | 4 | 49 | 3 | 50 | 4 | 67 | 6 | 36 | 2 | 47 | 4 | 23 | 1 | 43 | 3 | 434 | 48 | NP | |
| Participant | 2002 | 07 | 09 | M | 2 | 3 | 0 | 88 | 5 | 66 | 5 | 49 | 4 | 80 | 5 | 78 | 6 | 65 | 5 | 57 | 5 | 49 | 3 | 57 | 4 | 568 | 55 | P | |
| Participant | 2001 | 01 | 28 | M | 1 | 3 | 0 | 57 | 4 | 61 | 5 | 35 | 1 | 60 | 5 | 74 | 6 | 45 | 3 | 41 | 2 | 49 | 3 | 23 | 1 | 464 | 52 | P | |
| Participant | 2002 | 07 | 20 | M | 2 | 2 | 0 | 45 | 3 | 46 | 3 | 33 | 2 | 37 | 2 | 38 | 2 | 33 | 2 | 33 | 2 | 21 | 1 | 10 | 1 | 296 | 33 | NP | |
| Participant | 2002 | 07 | 20 | F | 2 | 2 | 0 | 64 | 5 | 72 | 6 | 68 | 5 | 87 | 7 | 71 | 6 | 68 | 5 | 67 | 5 | 58 | 4 | 60 | 5 | 615 | 68 | P | |
| Participant | 2003 | 02 | 16 | F | 1 | 2 | 0 | 68 | 6 | 63 | 5 | 68 | 5 | 77 | 7 | 63 | 5 | 53 | 4 | 55 | 4 | 59 | 4 | 23 | 1 | 575 | 64 | P | |
| Participant | 2003 | 02 | 20 | M | 1 | 2 | 0 | 71 | 5 | 49 | 3 | 30 | 2 | 77 | 6 | 70 | 6 | 53 | 3 | 50 | 4 | 35 | 2 | 20 | 1 | 493 | 55 | P | |
| Participant | 2002 | 06 | 14 | M | 2 | 2 | 0 | 47 | 3 | 49 | 3 | 30 | 2 | 39 | 2 | 45 | 3 | 27 | 1 | 25 | 1 | 12 | 1 | 43 | 3 | 294 | 33 | NP | |
| Participant | 2002 | 12 | 20 | F | 2 | 2 | 0 | 66 | 5 | 63 | 5 | 48 | 3 | 49 | 3 | 50 | 4 | 34 | 2 | 25 | 1 | 38 | 2 | 37 | 2 | 415 | 46 | NP | |
| Participant | 2002 | 12 | 12 | M | 2 | 2 | 0 | 64 | 5 | 53 | 4 | 65 | 5 | 72 | 6 | 86 | 7 | 65 | 5 | 53 | 4 | 27 | 1 | 43 | 3 | 543 | 60 | P | |
| Participant | 2001 | 09 | 02 | F | 3 | 2 | 0 | 65 | 5 | 19 | 1 | 30 | 2 | 36 | 3 | 39 | 2 | 29 | 1 | 23 | 1 | 25 | 1 | 17 | 1 | 276 | 24 | NP | |
| Participant | 2002 | 12 | 07 | M | 1 | 2 | 0 | 59 | 4 | 58 | 4 | 56 | 4 | 46 | 3 | 56 | 4 | 41 | 3 | 35 | 2 | 38 | 2 | 37 | 2 | 387 | 43 | NP | |
| Participant | 2002 | 06 | 05 | F | 1 | 2 | 0 | 67 | 5 | 68 | 5 | 49 | 3 | 72 | 6 | 74 | 6 | 58 | 4 | 63 | 5 | 65 | 5 | 40 | 3 | 510 | 57 | P | |
| Participant | 2003 | 02 | 18 | F | 1 | 3 | 0 | 76 | 6 | 54 | 4 | 65 | 5 | 70 | 6 | 55 | 5 | 45 | 3 | 55 | 4 | 39 | 2 | 40 | 3 | 504 | 56 | P | |
| Participant | 2002 | 08 | 02 | M | 1 | 2 | 0 | 59 | 4 | 64 | 5 | 53 | 5 | 57 | 4 | 71 | 6 | 45 | 3 | 55 | 4 | 41 | 3 | 30 | 2 | 472 | 52 | P | |
| Participant | 2003 | 05 | 20 | M | 1 | 2 | 0 | 66 | 5 | 58 | 4 | 35 | 2 | 46 | 3 | 47 | 3 | 38 | 2 | 40 | 3 | 22 | 1 | 53 | 4 | 516 | 57 | NP | |
| Participant | 2002 | 02 | 12 | F | 1 | 2 | 0 | 48 | 3 | 63 | 5 | 53 | 4 | 57 | 4 | 56 | 3 | 43 | 3 | 38 | 2 | 26 | 1 | 30 | 2 | 351 | 39 | NP | |
| Participant | 2003 | 09 | 10 | F | 1 | 2 | 0 | 69 | 5 | 54 | 4 | 53 | 4 | 45 | 3 | 56 | 3 | 43 | 3 | 45 | 3 | 45 | 3 | 53 | 3 | 414 | 46 | P | |
| Participant | 2002 | 05 | 27 | F | 1 | 2 | 0 | 62 | 5 | 60 | 5 | 51 | 4 | 57 | 4 | 57 | 4 | 49 | 3 | 50 | 4 | 37 | 2 | 46 | 3 | 457 | 51 | NP | |

30 | 0205270923061U1-tabSolx4xx4x4 Range live

Appendix 3

**LIMPOPO DEPARTMENT OF EDUCATION**

Internal Promotion Schedule: Senior Phase

a – Absent   n = Non complete

Grade: Grade 09
Class: All
Learners: All Learners
Codes: All

Codes:
P (Promoted)
NP (Not Promoted)
PG (Progressed)
R⁻ (Retained)

Handwritten notes: *Participant*, *Participant*, *Participant*, *Participant*

| Male/Female | Date of Birth | Number of Years in Phase | Number of Years in Grade | Number of days absent in Year | | Home Language | First Additional Language | Creative Arts (Gr 09) | Economic Management Sciences | Life Orientation (Gr 09) | Mathematics (Gr 09) | Natural Sciences (Gr 09) | Social Sciences (Gr 09) | Technology (Gr 09) | Code | Deviation Comment |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| F | 030302 | 3 | 1 | 0 | PM | 59 | 56 | 53 | 36 | 51 | 21C | 39 | 30 | 31 | P | PWA |
| | | | | | EM | 67 | 68 | 66 | 40 | 57 | 52 | 69 | 29 | 27 | | |
| | | | | | PAT | 73 | 67 | 61 | 56 | 43 | 16 | 29 | 22 | 13 | | |
| A | 980513 | 4 | 1 | 0 | SBA | 44 | 47 | 63 | 45 | 35 | 30C | 45 | 37 | 70 | R | |
| | | | | | PM | 28 | 32 | 85 | 19 | 24 | 10 | 16 | 14 | 16 | | |
| n | 000307 | 3 | 1 | 1 | EM | 56 | 50 | 43 | 29 | 40 | 43 | 48 | 42 | 31 | R | |
| | | | | | PAT | 35 | 38 | 50 | 41 | 42 | 23 | 25 | 37 | 36 | | |
| | 020332 | 3 | . | . | SBA | 58 | 55 | 90 | 16 | 26 | 10 | 16 | 22 | 36 | P | |
| | | | | | PM | 57 | 53 | 47 | 55 | 44 | 23 | 33 | 44 | 70 | | |
| | 020323 | 3 | . | | EM | 64 | 63 | 66 | 84 | 50 | 31 | 64 | 42 | 31 | P | |
| | | | | | PAT | 6C | 57 | 59 | 45 | 56 | 33 | 33 | 37 | 30 | | |
| | | | | | SBA | 61 | 59 | 72 | 45 | 58 | 44 | 45 | 32 | 36 | | |
| | 990416 | 4 | 1 | 4 | PM | 77 | 64 | 90 | 8C | 51 | 29 | 66 | 39 | 70 | R | |
| | | | | | EM | 72 | 65 | 69 | 52 | 60 | 42 | 8 | 23 | 8 | | |
| | | | | | PAT | 66 | 66 | 90 | 30 | 47 | 13 | 51 | 25 | 11 | | |
| | | | | | SBA | 35 | 43 | 45 | 39 | 36 | 32 | 38 | 36 | 34 | | |
| | 020605 | 3 | . | 0 | PM | 54 | 41 | 51 | 60 | 49 | 19 | 82 | 26 | 75 | P | |
| | | | | | EM | 62 | 56 | 90 | 47 | 54 | 33 | 47 | 36 | 42 | | |
| | | | | | PAT | 60 | 57 | 66 | 39 | 56 | 40 | 49 | 22 | 16 | | |
| | | | | | SBA | 50 | 51 | 64 | 35 | 39 | 34 | 49 | 36 | 33 | | |
| | 961123 | 4 | 2 | 3 | PM | 46 | 51 | 55 | 28 | 41 | -7 | 28 | 24 | 24 | R | |
| | | | | | EM | 44 | 51 | 88 | 24 | 21 | 9 | 15 | 25 | 10 | | |
| | | | | | PAT | 50 | 51 | 64 | 35 | 39 | 34 | 49 | 22 | 16 | | |

# APPENDIX 11:  CLEARENCE LETTER

*Appendix 5*

RESEARCH AND INNOVATION
OFFICE OF THE DIRECTOR

NAME OF RESEARCHER/INVESTIGATOR:
## Ms K Muluvhu

### Student No:
### 11572252

PROJECT TITLE: **The impact of guidance and counselling on learning outcomes: A comparative study of two high schools in Vhembe District.**

PROJECT NO: SEDU/17/CSEM/25/2211

SUPERVISORS/ CO-RESEARCHERS/ CO-INVESTIGATORS

| NAME | INSTITUTION & DEPARTMENT | ROLE |
|------|--------------------------|------|
| Prof T Runhare | University of Venda | Supervisor |
| Dr A Bere | University of Venda | Co- Supervisor |
| Mrs EN Thenga | University of Venda | Co- Supervisor |
| Ms K Muluvhu | University of Venda | Investigator - Student |

ISSUED BY:
UNIVERSITY OF VENDA, RESEARCH ETHICS COMMITTEE

Date Considered: November 2017
Decision by Ethical Clearance Committee Granted
Signature of Chairperson of the Committee: ...........................
Name of the Chairperson of the Committee: Senior Prof G.E. Ekosse

UNIVERSITY OF VENDA
DIRECTOR
RESEARCH AND INNOVATION
2018 -01- 2 4
Private Bag X5050
Thohoyandou 0950

University of Venda
PRIVATE BAG X5050, THOHOYANDOU, 0950, LIMPOPO PROVINCE, SOUTH AFRICA
TELEPHONE (015) 962 8504/8313 FAX (015) 962 9060
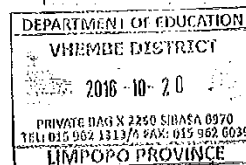*"A quality driven financially sustainable, rural-based Comprehensive University"*
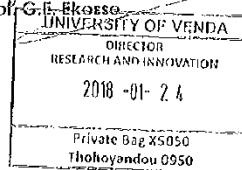
Appendix 6

**LIMPOPO**
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
**EDUCATION**
CONFIDENTIALITY
**VHEMBE DISTRICT**

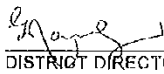REF: 14/7/R
ENG: MATIBE M.S
TEL: 015 962 1029

DEPARTMENT OF EDUCATION
VHEMBE DISTRICT
2016 -10- 2 0
PRIVATE BAG X 2250 SIBASA 0970
TEL: 015 962 1313/4 FAX: 015 962 6039
LIMPOPO PROVINCE

MULUVHU KHATHUTSHELO
PRIVATE BAG X 5050
THOHOYANDOU
0950

PERMISSION TO CONDUCT RESEARCH IN GUIDANCE AND COUNSELLING IN SCHOOLS.

1. The above matter refers.

2. You are hereby informed that your request for permission to conduct research titled, *THE IMPACT OF GUIDANCE AND COUSELLING ON LEARNING OUTCOMES,* has been granted.

3. You expected to adhere to research ethical considerations, particularly those relating to confidentiality, anonymity and informed consent of your research subjects.

4. Kindly inform circuit managers and principals of selected schools prior to commencing your data collection.

5. Wishing you the best in your study.

_____
DISTRICT DIRECTOR

20/10/2016
DATE

PERMISSION TO CONDUCT RESEARCH IN GUIDANCE AND COUNSELLING IN SCHOOLS[Type text]
Page 1

Thohoyandou Government Building, Old Parliament, Block D, Private Bag X2250, SIBASA, 0970
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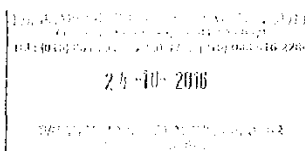
*Appendix 7*

## LIMPOPO
### PROVINCIAL GOVERNMENT
### REPUBLIC OF SOUTH AFRICA

### DEPARTMENT OF
# EDUCATION
## VHEMBE DISRTICT
## MALAMULELE CENTRAL CIRCUIT

Ref:   83495398
Enq:   Chauke T.R.
Cell:   076 567 0943

Muluvhu Khathutshelo
Private Bag X 5060
Thohoyandou
0950

2 4 -10- 2016

**PERMISSION TO CONDUCT RESEARCH IN GUIDANCE AND COUNSELLING IN SCHOOLS**

1.  The above matter refers.

2.  Kindly be informed that your request for permission to conduct research on THE IMPACT OF GUIDANCE AND COUNSELLING ON LEARNING OUTCOMES in Malamulele Central Circuit schools has been granted.

3.  The following conditions should be considered:

3.1.   The research should not have financial implications from the schools.

3.2.   Arrangements should be made with the school principals.

3.3.   The research should not anyhow disrupt the academic programs at the school.

3.4.   The research should not be conducted during the time of examinations.

3.5.   Upon completion of research study, you should share the final product of the research with the school and the circuit office.

4.  The circuit appreciates the contribution that you wish to make and wishes you a success in your research.

_____
CIRCUIT MANAGER

2016. 10. 24
DATE

Malamulele Central Circuit Building Opposite Shitiholani Clinic, Private Bag X 9133,  Malamulele , 0982
Tel: (015) 851 7919, 7920, 7921 Fax: 086 637 3069

**The heartland of southern Africa - development is about people!**

**INDIVIDUAL INTERVIEW SCHEDULES HEAD OF DEPARTMENT (HOD) OF LIFE ORIENTATION AND LIFE ORIENTATION TEACHERS.**

*My name is Khathutshelo Muluvhu, I am studying about the challenges on implementing guidance and councelling.*
*I wish to start by thanking you for accepting to take part in this discussion. Please feel free to say anything. However, should you feel that there are certain things you do not want to say in the presence of others, you can write and forward these to me after the discussion. Remember the views expressed here are only going to be used for this study and there are no*
*wrong answers. Also, you do not have to say who you are because only the ideas and not your name are important.*

**1. Is there any Life Orientation subject committee at your school? Y/N**

HOD for school A: YES

Teacher 1 school A: No we do not have such committee as far as I know even though I am no longer teaching L.O but I cannot remember such a committee.

Teacher 2 for school A: Yes

Teacher 3 for school A: Yes, there is L.O subject committee in our school, even today during period no.6 the committee had a meeting, we were discussing issues pertain to L.O from grade 8 up to grade 12.

Teacher 4 for school A: Yes we do have it

**2. What topics do you cover in Life Orientation?**

HOD Career choices

Environmental education

???? Teachers are the one who are more informed

Teacher 1 for school A career choices

???? Scratching the heard.

Teacher 2 for school A Physical Education

????Mmmmmmmmmm

Teacher 3 for school A career choices

Environmental education

???? and some topics scratching the heard…….

Teacher 4 for school A: As I started since my learners were not learning L.O since the beginning of the year, the topics I was dealing with is the self-concept of my learners where we were checking to review on what is the ability of the my learners and what are they going to do in future for their abilities which they have, e.g. perhaps a learner have a talent on sporting activities so that learner must have the ambition to have the skill on how he/she is going to deal with the ambition of sporting activities as we know some of the skills are scarce in our country, as I was giving an example of the athletes in S.A who are few and some of them are paralysed but still you will find them being engaged in sports activities so our learners must know how to exercise in case they want to engage in sporting activities because on some of the activities they might get injured so that is what we were dealing with.

**3. For how long have you been heading LO the Department?**

HOD for school A: 7 YEARS

**For how long have you being teaching the subject?**

Teacher 1 for school A: From 2004 until 2013

Teacher 2 for school A: 4 years

Teacher 3 for school A: I started teaching L.O this year (2017) and guidance and counselling I cannot remember I have been teaching it ever since I started teaching here and through that I have helped a lot of learners.

Teacher 4 for school A: For me, I would say a month because today I am finishing the first month teaching L.O.

**4. Are you aware of the policy that informs the teaching of guidance and counselling (L.O) in S.A.?**

HOD for school A: Yes, I guess so

Teacher 1 for school A: I am not well informed, it is only the textbook that i focus on, in fact we have that policy but i am not well informed

Teacher 2 for school A: Yes I am aware of the policy document.

Teacher 3 for school A: Yes I do, I am well aware, the things which are done in concern to the curriculum implementation and I know how when one has to impart it to the kids.

Teacher 4 for school A: Yes, I do

**5. If yes, what is the content of the policy?**

HOD also a tacher for school A: Now you are putting me in the corridor, among others because I haven't memorised them, I don't offer them, I just check whether teachers are complying by checking from the guide not from the heart, but among others career counselling it is about life skills, it is about a holistic development of a human being, socially speaking about life.

Teacher 1 for school A: I think the topics are Career and Career Choices, PET, Physical Education and Training, Democracy and Human rights, I think these are the contents underpinning L.O.

Teacher 2 for school A The content of the policy …………..mmmmmm just that am not prepared.

Teacher 3 for school A: Since I started teaching it this year, what I know is that during the first quarter we have to be in class, teaching them 2 periods because for me I am in GET, they are 3, 1 is for the content, 2 is for physical training and 3 is the same as the first 1 which is the content. Under physical training you do exercises for the 1st quarter and 2nd quarter you do dancing and 3rd quarter you do things that pertain to their creativeness that is the learners, hence the content accompanies everything that one will be per quarter.

Teacher 4 for school A: The policy is all about how to teach the learners L.O and also how we are going to assess the learners when teaching them L.O also how we are going to conduct the PET programs with the learners on the field so it help us to know that learners must be taken good care of because there are many challenges that we might come across on the PET program since some learners require special attention when they are on the field and it also help on the issue of circulars when it comes to recording of marks and also to know the outcomes of the L.O programs on the life skills of the learners and also based on the community involvement issues to the learners.

**6. If no, how do you head the Department of LO at your school?**

**7. What challenges do you experience when implementing guidance and counselling (L.O) in your school?**

HOD for school A: I think the challenges is d fact that based in a deep rural area learners do not have that faith to speak about real issues that affect them privately so that we may be able to reach out to them and be able to help them as much as the L.O subject would expect us to do so is kids are not conversant enough despite advice, I can say we are faced with 99.9% of introvert kids they are afraid to share

their issues, if I were to make an assumption is because of backgrounds, so we are unable to create a connection between the kids and guidance teachers who act as counsellors.

Teacher 1 for school A: It just happen informally, even the environment that we have in our school is not good but we try our best to help the learners and even in our staffrooms we are too many we do not have such an opportunity to be with learners and they are not free to come with the challenges, so we do it informally, in short we do not have privacy, it is only the principal who have such even if we would like to do so the environment does not allow us to do so.

Teacher 2 for school A: there are no challenges, the only challenge is that you find that learners want to pursue careers but to find that they do not have subject related to that career which means in grade 9 they must emphasise more on this topic rather than emphasising it in higher grade where you find that learners have already chosen wrong subjects.

Teacher 3 for school A: The challenge is that L.O is given limited periods and as we are dealing with different human minds as they are coming from different backgrounds they have different experiences now you cannot tackle them at the same time since you have to follow the time frame that has been given as per particular period, another thing is closure or disclosing the things that these learners are going through because some of them are running families and things are tougher hence you will see a learner behaving in an unacceptable way and to realise that the learner might be having a problem and it is hard for them to disclose, because some are living with their fathers, their mothers are not there and things like incest are happening in the families and those that are perpetuating it threaten the learners and they cannot say anything because they are afraid that the perpetuator might do harm to them.

Teacher 4 for school A: Our school is a rural based school where most of the learners don't even get the opportunity to go on holidays with their parents hence when you indicate a certain career to them they find it strange when they hear about it so mostly we have to indicate examples of careers on how they are going to deal with it whereas if you were to tell learners in school which is in town about the charted accounted they know what it is unlike our learners in rural areas so if we can arrange a career trip based on a stream so that they can be taught about careers based on the streams they are on.

**8. Is there anything which the school is doing to minimise challenges in implementing guidance and counselling (L.O) in schools? Y/N**

**If YES explain what the HOD is doing?**

HOD for school A: I believe that teachers are competent but no one is absolute I cannot say they are beyond training, perhaps expect in L.O or career guidance personnel might ship in if they are accessible but we haven't had the privilege of accessing such, we believe in the competency of our team to implement policy and go a step of trying to be counsellors, you must remember we do not have a trained counsellor, they are L.O teachers in allocation not by profession.

Teacher 1 of School A: nothing much of which the HOD is doing.

Teacher 2 of school A: sometimes she conduct departmental meetings

Teacher 3 of school A: Much he does is to update us on workshops

Teacher 4 of school A: laughing


If NO what do you think the HOD should do?

**9. Is there anything which the Department of Education is doing to minimise challenges in implementing guidance and counselling (L.O) in schools?**

HOD for school A: If I were to be frank, I have had the privilege of going to some workshops to support meetings with educators just to go and see what is it that is expected, the people who are manning the curriculum focus of L.O in general do not spend time talking about things such as expertise in guidance and counselling rather they focus on curriculum coverage, curriculum aspects and the expectations of being able to cover what is in the guide for the curriculum but these other stuff which will go into life skills unless if I may have missed these workshops, if they are there they are varying in between.

Teacher 1 for school A: As far as I know, the department is doing nothing in our school, but I don't know about other schools. L.O is not taken as significant as the other subjects and it is as important as other subjects, but it seems like they do not take it seriously, they undermine the subject just like in tertiary level where they don't give it any score is like it has less value, so I think they don't do much about the subject and it deserves so much.

Teacher 2 for school A: I think they are giving us support here and there but I don't think it is enough, they must at least visit the school in order to equip us with

resources that we do not have another thing is that we do not have a hall for some PET activities, so it is difficult to implement it.

Teacher 3 for school A: I don't think there is anything that the department is doing part of it would be poor monitoring processes and another part of it is that the teachers are not putting out challenges to the department, so the department cannot come out and say we want to address this challenge because they do not know that there are any challenges.

Teacher 4 for school A: Yes they do but the challenge is by looking at the Grade 12 learners instead of looking at the Grade 8 and 9 because the Grade 12 learners already know their career path because from Grade 11 that is where they start applying for entrance or acceptance in Universities thus they already know what to do in life, so the department is implementing but what I would do if I was part of the department I would say we have to implement the career for guidance and counselling for learners who are in Grade 8 and 9.

**10. Is there anything the fellow LO teachers are doing to minimise challenges in implementing guidance and counselling in schools?**

If yes what do the LO teachers do to minimise the implementation of guidance and counselling?

HOD for school A: yes, I think they are trying their best under the circumstances, because I have never found them one thing, doing what the curriculum supports partially I have responded to these one when I said maybe being in rural community where outside the school a society do not have this kind of support, it creates a situation where we are unable to identify learners who have serious challenges that might need guidance and counselling, not that they do not exist, we cannot be naïve to such an extent but because the focus of L.O as a subject is based mainly on content.

Teacher 1 for school A: I think there is one educator who is doing something, although there is no committee but it is inside that certain teacher, just to counsel it is something that he started long ago, it is inside him, although he was not a L.O teacher it is not of the committee but he has been doing it for years, calling learners and pray for them and counsel them if they have challenges.

Teacher 2 for school A: Sometimes we meet to look at challenges through L.O subject committee and discuss issues and we help each other, like in PET if

someone does not have information about certain activities, we ask each other to brief that person.

Teacher 3 for school A: Yes they are doing a lot; there are cases where we failed to put meaningful ideas or develop these learners into people who can contribute in the community but in many instances we have succeeded through guidance and counselling these learners have seen and realised the importance of education hence many of them from our school have already gone through tertiary education and many are already in job market and many of them do come back to the school to say thank you through that you made me to realise that there is still life out there through the things that I am experiencing.

Teacher 4 for school A: As I indicated that we have a committee for L.O so we are used to helping learners with career guidance even though I am still new in the L.O stream, I am still relying on other educators to deal with this issues so each and every educator have to play part on the guidance and counselling to our learners by giving them advices on every subject on daily basis.

If should the LO teachers do to minimise the implementation of guidance and counselling?

## 11. What do you think must be done to improve the implementation of guidance and counselling (LO) at your school?

HOD, Teacher1, Teacher 2, Teacher3, Teacher 4 for school A: The department must create a non-teaching way of guidance and counselling, where every school will have a guidance counsellor whose duty will be to sit down and focus on pertinent issues that affect school society perhaps if that is achieved even the mind-set of learners might be reached because this people will be devoted specifically to that because we won't just go and pick a person on the streets, it means the expertise and qualifications we will be looking for that particular person who will wake up and come to school for guidance and counselling but nothing else I think that can improve guidance and counselling, because it focus on giving kids support, counselling when they have issues not worrying about content which needs to written, I think that is the best thing that can be done to improve implementation of guidance and counselling there must be someone whose duty will be to implement. However, with LO teachers is just one of the allocated subjects and they look at the guides and curriculum by this time they must have covered this, thus the interest is in

capturing content marks promotion whereas guidance and counselling will be creating a holistically in a person by giving them support, advice person to person which our teachers might not have that time given the amount of work, I am not saying they are incompetent or to sidestep them but when you look at their plate you will realise that it is requesting an arm and leg for them to create time for such issues but if guidance counsellor is appointed he/she will be waiting in the office for such issues from those kids hence it will be given 100% attention so it will be effective.

Teacher 1 for school A: To improve the implementation of guidance and counselling, I   think what is letting us down in our school is that we do not have a committee, so I think committee must be formed and it must be functional.

Teacher 2 for school A: I think the best thing is to employ L.O educators, specifically for LO because it seems like the subject is being undermined when advertising post, so it would be best if they can hire someone who specialise with L.O not just taking any educator because if one is not a motivator it becomes difficult to deal with challenges that students come across.

Teacher 3 for school A: I think all stakeholders must take part in assisting the learners, parents and also learners must come out to say what is it that is troubling them and as for the educators we must be understanding rather than  being judgemental, when a learner comes to you and explain what he/she is going through you need to apply an objective mind in the process and I would like to believe that by assisting the learner it will be easy for you to report to other stakeholders thus parents have to know the processes that are taking place in school and take over when the learners are at home and facilitate the process further particularly maybe also involving social workers because there are cases that we could fail to deal with unless we involve the services of the social workers in the process but you need parents to accept that their kids must be involved in such processes sometime in the areas that the social workers cannot reach they might involve psychologists and I think in the process we might come out successful.

Teacher 4 for school A: In our school the improvement can be based on the PET program where learners have to move from their classes to the field where they often do their exercises or to guide them about how to build their bodies, so some of them will come back sweating whereas they still have to attend other classes as some other teachers still have to attend them where they were supposed to rest so I would say LO must be taken into consideration that if learners must go to the field there

must be a program where they will go early in the morning then teachers can get them resting when classes commence, however we were also supposed to have bathrooms so that after exercises they can take a shower and then go back to class so that they can focus another thing is the issue of textbooks whereby we must be provided with enough textbook which have enough information that we must share with our learners.

***Thank you for your time!!!***

# INDIVIDUAL INTERVIEW SCHEDULES HEAD OF DEPARTMENT (HOD) OF LIFE ORIENTATION AND EDUCATORS

*My name is Khathutshelo Muluvhu, I am studying about the challenges on implementing guidance and counselling.*
*I wish to start by thanking you for accepting to take part in this discussion. Please feel free to say anything. However, should you feel that there are certain things you do not want to say in the presence of others, you can write and forward these to me after the discussion.  Remember the views expressed here are only going to be used for this study and there are no wrong answers. Also, you do not have to say who you are because only the ideas and not your name are important.*

**1. Is there any Life Orientation subject committee at your school? Y/N**

- HOD-for school B: Yes we have the subject committee for life orientation which comprise of 5 people/educators.
- Teacher 1-for school B Yes we have the committee (twisting the eyes)???
- Teacher 2 for school B: Yes
- Teacher 3 for school B: Yes
- Teacher 4 for school B: Yes, there is.(Looking afraid)???

**2. What topics do you cover in Life Orientation?**

- HOD for school B: For FET career n career choices.
  We have topics about teenage pregnancy
  We have topics about discrimination and xenophobia
  Also on get there are those career choices, the teenage pregnancy, how to treat both boys and girls
- Teacher 1 for school B for FET career n career choices.
  We have topics about teenage pregnancy
  And other topics??????????

- Teacher 2 for school  B

We have topics about teenage pregnancy

We have topics about discrimination and xenophobia

Scratch the head………..

- Teacher 3 for school B

    Physical Education

    Career and career choices

    Mmmmmmmmmmmmmmm…………

- Teacher 4 for school B

Career choices

PET

???????


**3. For how long have you been heading LO the Department?**

- HOD for school B-From 9th of February 2013 until today.


**For how long have you been teaching L.O?**


- Teacher 1 for school B: More or less 15 years
- Teacher 2 for school B: More than 7years
- Teacher 3 for school B: For 4 Years now
- Teacher 4 for school B: For 8 years

**4. Are you aware of the policy that informs the teaching of guidance and counselling (L.O) in S.A.?**

- HOD for school B- Yes, We have that policy document for life orientation.
- Teacher 1 for school B: Yes, I am aware (shaking the heard)???
- Teacher 2 for school B: Yes
- Teacher 3 for school B: Partially???
- Teacher 4 for school B: Yes

**If yes, what is the content of the policy?**


- HOD for school B-It depends on the grades……. because we have the policy document for Grade 8, 9, 10, 11 up to Grade 12 and as the HOD I am

heading the subject but am also teaching Life Orientation in Grade 10, three classes in Grade 10.

- Teacher 1 for school B: We talk about development of self in the society, career guidance, and physical education, unhealthy and healthy behaviours in teenagers.

- Teacher 2 for school B: maybe I can say we have career and career choices and we also have to look at the development of self-research.

- Teacher 3 for school B: One is confidentiality, the rest are around confidentiality………

- Teacher 4 for school B: In Grade 8 we have Substance Abuse and Self-Concept.

**If no, how do you head the Department of LO at your school?**

**5. What challenges do you experience when implementing guidance and counselling (LO) in your school?**

- HOD for school B: We do not have challenges because we know that Life Orientation is part of the school curriculum and it is a very important subject of which every student has to know and pass, so we do not have challenges. Although we can say we experience some of the challenges, but we have the playground but some of the resources are not there for example when they go for PET they have to go on their own uniform or outfits for those practices but with regard to the textbooks, there are textbooks for Grade 8,9 but for Grade 10 they are few because the students are too many but in Grade 11 and 12 we do have textbooks.

- Teacher 1 for school B: Some learners are coming from traditional homes where they are strict, so they don't want to talk about issues like sex, so it is difficult for them to talk about challenges they face on such things, they are too shy to express themselves although some do try to express themselves but not all of them.

- Teacher 2 for school B: Challenges we experience is about PET-Which is about developing learners in their talent, but we do not have enough facilities, maybe as a LO teacher I was supposed to do physical training with them, but

I cannot do that because after that I am supposed to take a shower but because we do not have facilities like shower I cannot do that. I am forced to ask a learner to carry on with physical activities but to me it would be better if I do it with them. For example, if term 1 is physical fitness, doing the exercise with them, running with them or jogging with them, it is difficult for me to do that because I cannot go to a class or office while sweating. So, it means the department just did things without checking consequences first, because the department was supposed to implement such things like physical trainings when there are enough materials e.g. bathroom, cabinet to store my clothes, so we just go and watch students there and if they are passive there is nothing we can do because the department is being abolist.

- Teacher 3 for school B: One of the challenges is that as we know the score for LO is not counted in tertiary institution for admission so that makes them not to take it seriously like other subject and as a result we find less production because they do not give themselves time to study LO.

- Teacher 4 for school B: The challenge is that as we are teaching them about life outside of school, yes they do pass the subject with level 6 and 7 but as they go out of school environment they do the opposite of what we are teaching them, so it is like they are defeating the objective of what we are teaching them, because you might find a student getting 98 percent but when they go out they drink like nobody's business after being taught about alcohol abuse and when it comes to the girls after teaching about the STIs and teenage pregnancy they do well but when you go outside the school environment you find them vulnerable to such things so as such the subject is not assisting the learners.

**6. Is there anything which the school is doing to minimise challenges in implementing guidance and counselling (LO) in schools? Y/N**
**If YES explain what the HOD is doing?**

- Teacher 1 for school B: Yes because most of the time the HOD of our school talk with the learners on different topics such as how to protect themselves, and many things so she is taking part in guiding the learners.

- Teacher 4 for school B: Yes from time to time she conducts meetings so as to support us.

**If NO what do you think the HOD should do?**

- Teacher 2 for school B: No, to me the teachers are doing a lot, but the HOD there is no improvement at all, we are working as a team but there is no effort she is doing.
- Teacher 3 for school B: Not exactly, to me the main problem with LO in schools is that most schools do not have specialist in the subject, at least for me I did study psychology of education that qualified me to teach LO so I am able to see what to do and what to expect but it is very difficult because most of the schools do not take LO as a serious subject hence they can appoint anyone to head the subject without a mission, for instance if they want to fill up a certain learning area they will advertise the post and most HODs do not have the background of the subject.
- Teacher 5 for school B: hahahahahahahhahah (laughed)

**7. Is there anything which the Department of Education is doing to minimise challenges in implementing guidance and counselling (LO) in schools?**

- HOD for school B: In schools in general the government help us in conducting workshops but for individual schools to check whether they have the playground, they have the resources for PET or what I haven't seen them doing that but in regard to workshops on how to handle Life Orientation, how to do this and that they also help us on that.
- Teacher 1 for school B: There is little which the department is doing is doing to minimise the challenges.
- Teacher 2 for school B: So far, I cannot say there is no any improvement with regard to the department. I can say this when looking at Grade 12 results if a learner get a distinction in LO they are not being awarded it means the LO or career guidance is nothing while it's a core subject because a learner cannot go anywhere without LO, it gives direction for a learner, it paves a way for a learner but the department is failing to encourage teachers and learners

because teachers must be awarded. Again LO must be set external like other subjects so that teachers can get money for marking but it is just being set internal in the school we just mark hence after passing Grade 12 it is no longer recognised it is only recognised for certification because it is a policy that no certification without LO. The department is also not providing enough workshops because we were supposed to have different workshops with the learners going out to different places like in lounge and discuss different topics like teenage pregnancy, but we just read in the classroom only.

- Teacher 3 for school B: Yes but not effectively because even the curriculum advisors are lazy, if we can check comparing to other learning areas, I cannot say they are pensioners but most of them are old enough in order to come up with useful ideas, even when we have meetings to discuss ideas with them educators tend to be are lazy even to raise issues because the subject advisors do not seem to be committed enough.

- Teacher 4 for school B: Yes there is, at times they organise workshops outside the school environment where we go and get capacitated.

**8. Is there anything the fellow LO teachers are doing to minimise challenges in implementing guidance and counselling in schools?**

**If yes what do the LO teachers do to minimise the challenges in implementation of guidance and counselling?**

- HOD for school B-Yes, what we do as Life Orientation department we do the same thing because we have to talk first and go to the implementation no one can do his/her own things, but we have to do common things.

- Teacher 1 for school B-we work as a team what we do we do it as a team, what we do is that all of us we are involved in guidance and counselling.

- Teacher 2 for school B: Yes we have got different meeting with subject committees and HODs and we also invite different stakeholders, even people who are well qualified in different fields ,e.g. an Accounted we also them to come and assist learners who are in the side of Commence.

- Teacher 3 for school B: Yes, at our school we have got the educational support so it is doing something such as identifying learners who conceived and also the drug users, so we refer such learners to that particular person.

- Teacher 4 for school B: Yes there is because in some topics we talk about reserving the school yard as well as cleaning the school yard.

**If no, what should the LO teachers do to minimise the implementation of guidance and counselling?**

**9. What do you think must be done to improve the implementation of guidance and counselling (LO) at your school?**

- HOD for school B: I think we are doing the best; we are trying our level best to do what is good for the learners because we can teach them, we give them guidance, they know what they are expected to do with regard from the choice of subjects. For example, when in Grade 9 we take them to certain places where they are guided on how to choose subjects or careers when they go to Grade 10 so I think we are trying to do our best to give them guidance.

- Teacher 1 for school B: I think if all of us even those who are not teaching L.O can be involved in guidance and counselling it would work because some of the educators who are not teaching LO have the skills of guiding learners.

- Teacher 2 for school B: Teachers must also be given in-service training and the department must ensure that they are awarded bursaries to further their studies.

- Teacher 3 for school B: If we can have qualified educators then we can speak of implementing that but without specialists or qualified LO teachers it is impossible because to take someone who is not teaching LO and take that particular educator as a helper that educator will concentrate much on their specialised learning area. We must have a qualified educator who has knowledge about guidance and counselling.

- Teacher 4 for school B: I think we need more support meetings, because in some instances the workshop will only run for only 4 hours and that is not enough.

*Thank you for your time!!!*

# APPENDIX 15: EDITOR'S LETTER

**University of Venda**

Department of Communication and Applied Language Studies,

School of Human and Social Sciences

Private Bag X5050 Thohoyandou, 0950

TEL: +27159628214/Fax +27159624749

22 June 2018

RE: EDITING OF KHATHUTSHELO MULUVHU's MASTERS DISSERTATION
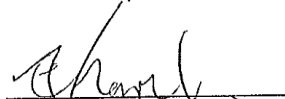(STUDENT NUMBER 11572252)

This letter serves to confirm that I edited KHATHUTSHELO MULUVHU's MASTERS
DISSERTATION TITTLED "The Impact of Guidance and Counselling on Learning
Outcomes: A Comparative Study of two High Schools in Vhembe District"

My work entailed identifying and correcting grammatical, typographical, formatting and related editorial
errors in the document.
I recommended a number of corrections related to formatting, grammatical, typographical and
sentence construction errors.

Should there be any queries regarding the editorial aspects of the document please do not hesitate
to contact me.

Yours sincerely

Dr T. Chari, Senior Lecturer, Department of Communication and Applied Language Studies,
University of Venda (PhD Wits)

TEL: 0159628214: Cell: +27838626747