

Guidance and Counselling Intervention Strategy in Addressing Learning Barriers in South African

Muluvhu-Malanga Khathutshelo

University of the Free State, Education foundations Department, South Africa

H J Nichol

University of the Free State, Education foundations Department, South Africa

Abstract:

There is a pressing need to address the learning barriers faced by learners in South Africa through better structured guidance and counselling programmes in schools as part of decolonizing the South African Education system. The learning barriers includes poor study styles and habits, low exam marks, lack of positive study attitude, disruptive behavior during lessons, lack of learners' concentration during teaching, poor subject choices, poverty. This paper reports on existing guidance and counseling programmes at Vhembe district high schools. Data was collected using a mixed methods approach and a purposive sampling procedure was followed to select participants who were both interviewed telephonically and who completed questionnaires that were physically administered. The results established that individual counselling sessions for learners with varying performance improves their understanding and that when rural learners are offered guidance before writing a task, their performance improves. The results foreground significant aspects of guidance and counselling that can elevate academic performance of learners. The study recommends that the policy makers give a hearing that will lead to effective implementation of a well-structured guidance and counselling program.

Keywords:

Guidance, Counselling, Guidance and Counselling, Effective, Academic Performance, Exam Preparation, study Skills.