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Program Name : PhD. (Community Psychology)

Thesis Topic : **Evaluation of the Life Orientation Programme in Eastern Cape Schools with a focus on sexuality education**

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**EVALUATION OF THE LIFE ORIENTATION PROGRAMME IN  
EASTERN CAPE SCHOOLS  
with a focus on sexuality education**

**CHRISTIANE NOZAMILE “ZAMA” MAJOVA-SITSHANGE**

**OCTOBER 2017**

**EVALUATION OF THE LIFE ORIENTATION PROGRAMME IN  
EASTERN CAPE SCHOOLS  
with a focus on sexuality education**

BY

**CHRISTIANE NOZAMILE “ZAMA” MAJOVA-SITSHANGE**

A THESIS SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE DEGREE:  
**DOCTOR OF PHILOSOPHY IN COMMUNITY PSYCHOLOGY**  
IN THE DEPARTMENT OF PSYCHOLOGY  
UNIVERSITY OF ZULULAND.

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**DATE: OCTOBER 2017**

## DECLARATION

I, Christiane Nozamile Majova (Sitshange), declare that “EVALUATION OF THE LIFE ORIENTATION PROGRAMME IN EASTERN CAPE SCHOOLS with a focus on sexuality education” is my own work and that all the sources I have used or quoted have been indicated and acknowledged by means of completed references.



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**DATE**

## **ABSTRACT**

This research was envisioned to understand the evaluation of the Life Orientation (LO) Programme in Eastern Cape schools.

The main motivation for the study was to evaluate the Life Orientation Programme in Eastern Cape schools through an Appreciative Inquiry (AI) into the experiences and perceptions of learners, educators, and departmental officials regarding the effectiveness of the LO Programme. This was because subject advisors are responsible for giving the required support and as well evaluate the subject teachers in schools. According to Sanders and Sullins (2006); Visser (2007) and Serrat (2008), school programmes have to undergo a review from time to time to ensure that they are still relevant, justifying the evaluation of this study.

The reader is informed that, Life Orientation, was introduced as a compulsory subject offered to all learners from grade R to grade 12 and as an inter-disciplinary subject that draws on and integrates knowledge, values, skills, and processes embedded in various disciplines such as sociology, psychology, political science, human movement science, with the objective of making informed decisions and choices (Department of Education, 2003). Thus, Life Orientation Programme was to provide the necessary guidance for skills development, (Department of Education, 2005)

This research observed the understanding that LO Programme has a focus on social development, health promotion, personal development, orientation to the world of work and the general physical advancement. Embedded in this study, was the need to understand whether personal biological inputs either individually or collectively, had any influence on the perception of learners, teachers and subject advisors towards the Life Orientation Programme or not. Thus, this study contributed towards moderating and remoulding the perception of learners towards LO Programmes by providing a clear understanding of the concepts of Life Orientation content, role of educators and the skills offered.

The Literature review considered the following areas; Health Promotion, Social Development and Personal Development, Physical Development and Movement, Orientation to the world of work, showing to educators the existing differences of the educational needs and expectations of different learners (Engelbrecht & Green, 2009). These expectations may not be met if teachers pay too much attention to their own lives and values (Beyers & Hay, 2011). Some teachers experience a large measure of ambiguity regarding HIV/AIDS, they realize cognitively that they must support and nurture the HIV positive learner, but emotionally they remain cold (Bhana, Morrell, Epstein & Moletsane, 2006; Wood & Webb, 2008).

This research has endeavoured to discuss in detail the issue of HIV, and the status disclosure of participants. One issue of necessity is the stigma associated with HIV/AIDS, the use of the subject of the HIV/AIDS epidemic to professionally create some relevant awareness within the communities.

The data used for evaluation of the research objectives were obtained from randomly selected participants by use of a closed-ended questionnaire instrument. The collected data were captured and analyzed by use of SPSS (Statistical Package for Service Solutions, Version 20). Among variables included were; the participant's gender, age, educational category, residence and years of formal education and research questions. The analysis comprised of tables and charts whose parameters of analysis were percentages and frequencies. The interpretation for both quantitative and qualitative analyses were performed in line with the research objectives.

The analysis produced outputs in the form of tables and charts, which comprised of frequencies, percentages, cumulative frequencies and cumulative percentages for descriptive analysis, whereas, test-statistics and p-values were used for significance level analysis for inferential scrutiny for existence of any association for selected pairs of variables while charts for association consisted of percentages and the variables under assessment. The analysis, for instance, found that more females (62.20%) participated in this study than did their male counterparts. Some of the reasons advanced were trifold; One, that the general population in the target areas constituted more women than men, and two, that men participation, were prone to unnecessary time-consuming arguments leading to a meagre male-participation.

The researcher, an education professional, who deals with the learning curriculum on daily basis, and a practical university student counsellor knows that Physical Education is a compulsory component of the LO Curriculum. Each term, a learner has to complete physical activity assessments that count towards their overall LO mark. Though no record shows currently that grades eight and nine do not have formal physical education lessons, it was an exercise to be implemented in 2014.

The results, however, were in line with Ombaba et al. (2014), who found that support from teachers in schools on the career guidance programme needed enhancement in order to make sure that the guidance services rendered are practical to students.

The importance of Life Orientation Programme has been underscored, which requires the following recommendations for a sustainable improvement; adding to the course content, teachers to avoid name-calling in class, accommodation of everyone in career exhibitions without discrimination, improvement on presentation tasks, and others not stated here.

It has come to be revealed, through this research, that the South African public educational system does not have adequate provision for vocational guidance or assessment of individual learners. This weakness results in high unnecessary costs for the country, the South African Businesses as well as social discontent and hardship. On the other hand, statement 4.3.1.16 showed that the average majority (51.8%) of the respondents claimed that Life Orientation motivates and guides them about basic life styles and careers. The researcher lauded this as a welcome discovery.

According to the analysis of the data on statement 4.3.1.6, the majority of the respondents (65.3%) strongly agreed with the statement. This indicated that Life Orientation promotes healthy behaviour as expressed by the majority of the respondents.

On the inferential analysis base, the researcher determined the existence of any relationship between independent variables and research statements in the questionnaire. As to whether Life Orientation promotes healthy behaviour based on one's gender, this research revealed that the two variables were quite independent based on the obtained p-value of 0.765 as compared to any level of significance chosen from (0.05, 0.025, or 0.010). The null hypothesis could not be rejected.

The conclusion was that gender had no influence on the promotion of healthy behaviour and so, practising healthy behaviour does not depend on gender but rather is an individual decision.

Complementarily, results of another similar assessment between gender of respondent *and* respect for human rights as a prerequisite for moral development in a society indicated that there was no significant association between gender and the given dependent statement.

This research further showed that age group of respondent *and* respecting human rights being a prerequisite for moral development in society were not significantly associated, since the observed p-value was greater than the level of significance.

The researcher did not have sufficient evidence to reject the null hypothesis under this setup.

On the other side of the analysis, age group of respondent *and* drugs giving one a true sense of security revealed a different observation. The observed p-value of 0.001 was far smaller than any selected level of significance.

This resulted in a highly significant association demonstrating the fact that age group promoted the belief that drugs could give one a true sense of security.

A similar result showing a p-value of 0.022 for testing the association between educational category *and* Life Orientation promoting healthy behavior was highly significant.

**Key words:** Apartheid government era, formative subjects, Life Orientation, Life Orientation Programme, level of significance, degree of association, general education and training (GET) band, further education and training (FET) band.



## **ACKNOWLEDGEMENTS**

I wish to express sincere gratitude and appreciation to sites and people who gave their full support and who tirelessly assisted me during this study to completion.

My promoter, Professor J.D. Thwala and co-promoter Professor S.D. Edwards for the academic assistance, wise guidance, dedication and patience you showed during supervision, which contributed, to a success of this study.

I also want to convey my grateful appreciation to Professor S.D. Edwards for the first constructive critical comments about the topic. Professor Edwards played a tremendous role, providing support and valuable guidelines during the early inception of this study until the completion.

To Reverend D. Swanepoel, who was a language editor. Thank you for your hard work, motivation and patience in proofreading the original documents. I greatly appreciated your effort.

To Mr M. Dedman, thank you for proof-reading, editing and collating my work. Your support and tolerance made the study the grand success it is.

Dr John Nasila, the statistician at Walter Sisulu University, for helped in data analysis.

My colleagues and friends at the University of South Africa, thank you for your encouragement, assistance, advice and support. I would like to mention Ms Sikrweqe, Ms Sigaqa, Ms Holomisa, Ms Msengana, Ms Phinzi, Ms Ntsholo, Ms Kolose, Ms Somtsewu, Ms Linde, Mr Tiba, Dr Swana, Mr Bewana and Mr Noto. Your efforts did not go unnoticed.

My family (mother, siblings, children and husband), my colleagues and classmates at the University of Zululand, thank you for your cooperation and support.

My heartfelt gratitude is also extended to Managers of the schools involved in the study, Subject Advisors, Teachers and Learners who gave their time, assistance and participation in the study.

Lastly the Almighty who made the whole study process possible.

## **DEDICATION**

This work is dedicated to my late brother G.M. Majova who died of cancer during the study period. When he discovered that his fight with the disease, had emotionally drained me and, heard that I was in the verge of throwing the towel with my studies, so as to give him optimum care, he pleaded with me to continue and complete my doctoral studies and fulfil my dream.

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# CHAPTER 1

## INTRODUCTION

### 1.1. Background to the problem

In South Africa, long after 20 years of democracy, there still exists a challenge to address urgent issues such as discrimination based on race, culture, ethnic group, language, ability and disability, gender and sexual orientation, as well as discrimination against people infected by or affected by HIV/Aids (Department of Education, 2005).

In May 1994, after the fall of the Apartheid government in South Africa, a Democratic Republic of South Africa was born. Prior to 1994, During the Apartheid government era, subjects which, were regarded as formative in nature, such as Guidance, Physical Education, Religious Education (usually Christianity), and Moral Education occupied a fair amount of time in the school time-table.

These subjects were designed to develop learners in the moral, spiritual, and physical dimensions of life. The government at that time believed that such subjects would produce good and submissive citizens. These formative subjects did not count towards the learner's passing or failing in the summative sense (Ferguson, 2009).

When the democratic government of South Africa took over, the national curriculum was revised in line with the aspirations of a non-racist democratic South Africa. As a result of the curriculum overhaul by the Department of Education, Life Orientation was introduced as one of eight learning areas in the curriculum in the general education and training (GET) band and one of seven subjects in the further education and training (FET) band, improving by far the formative subjects discussed above.

Life Orientation was introduced with a clear view; as a compulsory subject offered to all learners from grade R to grade 12 and, as an inter-disciplinary subject that draws on and integrates knowledge, values, skills, and processes embedded in various disciplines such as sociology, psychology, political science, human movement science, labour studies, and industrial studies, to equip learners with the knowledge needed to solve problems, make informed decisions and choices, and take appropriate actions to enable them to live meaningfully and successfully in a rapidly changing society (Department of Education, 2003).

Learners need guidance in their personal lives, guidance on careers to choose, guidance on how to relate to people around them, and guidance on how to fit into the social context of their communities. Furthermore, the Life Orientation Programme is to provide all of this guidance, (Department of Education, 2005), to develop skills, knowledge, values, and

attitudes that empower learners to make informed decisions and take appropriate action (Department of Education, 2005; Sonnekus, 2005).

The focus areas of the LO Programme are social development, health promotion, personal development, physical development and movement, and orientation to the world of work (Department of Education, 2003).

The LO Programme helps learners to develop skills, to relate positively with society, and to make a contribution to family, community, and society whilst practising the values embedded in the constitution (Department of Education, 2002). It aims to empower learners to use their talents to achieve their full physical, emotional, social, moral, and intellectual potential (Department of Education, 2005; Venter, 2007).

## **1.2. Motivation for the study**

The primary aim of this study was to evaluate the Life Orientation Programme in Eastern Cape schools through an Appreciative Inquiry (AI) into the experiences and perceptions of learners, educators, and departmental officials regarding the effectiveness of the LO Programme.

The aim of checking the experiences and perceptions of Learners, Educators, and Subject Advisors was due to the fact that the subject advisors are the people who are giving support and evaluating LO teachers in schools, teachers are teaching the subject and imparting the skills to the learners and learners are the recipients of the programme. Therefore, the evaluation of LO Programme was important because according to Sanders and Sullins (2006); Visser (2007) and Serrat (2008) programmes have to undergo a review from time to time to ensure that they are still relevant.

Firstly, the current thesis is an extension of previous research on secondary school learners' attitudes towards sexuality education (Majova, 2002). The outcomes of that study were that the majority of learners needed further instruction on topics such as HIV/AIDS, pregnancy, condom use, sexually transmitted diseases (STDs), abstinence, dangers of myths, assertiveness, abortion or unwanted pregnancy, faithfulness, rape, organs of the body and reproductive systems.

The recommendations were that parents, teachers, and learners should be aware of the fact that sexuality education is a wide concept which involves important aspects of a learner's life (Macleod, 1999). Another recommendation was that professionals in health, education, and social development should collaborate towards providing a better understanding and knowledge of sexuality education in learners. According to Steinberg (1996), sexuality education gives knowledge to teenagers on how to prevent the

transmission of diseases and health problems. A further recommendation was to include sexuality education in the curriculum which was therefore fulfilled and addressed by the Department of Education by introducing LO learning area in schools so as to address the outcomes mentioned above. The evaluation of LO Programme was therefore necessary so as to see its effectiveness in Eastern Cape schools after its introduction.

The valuable findings of above-mentioned researcher, the recommendations that were made after the work, and the importance of all the introduction or inclusion of Life Orientation Programme into the new curriculum had provided the inspiration to conduct the present study so as to evaluate its impact in schools. This is in line with Seedat, Duncan and Lazarus (2001); Sanders and Sullins (2006); Duncan, Bowman, Naidoo, Pillay and Roos (2007); Visser (2007), who defined programme evaluation as the process of determining the quality of the programme and how it can be improved.

Secondly, having worked closely with LO teachers in the Department of Education and dealing with students with learning, behavioural, social related and emotional related problems (barriers to learning) encouraged evaluation of the impact of the programme. The more the number of student referrals from various schools grew, the more the interest and need for investigating the topic grew.

Furthermore, the current workplace, which is the Department of Counselling and Career Development in a university, demands guidance and support to students who struggle to choose suitable career paths. The evaluation of LO Programme was therefore imperative so as to get the people who are dealing with the programme to share their experiences, knowledge as well as their perception regarding LO Programme.

The introduction of the LO Programme therefore has provided a platform for the present study because many researchers investigated one focus area of the Life Orientation Programme which is the health promotion especially, the aspect of HIV/AIDS (Bhana, 2008; Govender & Edwards, 2005; Hoadley, 2007; Kirby, Laris & Lori, 2007; Reed & Baxen, 2010; Swana, 2006; Wood, 2008). While other studies that have also been conducted concentrated on teenage pregnancy, sexuality education and other related topics (Francis, 2010; George, Govender & Reardon, 2010; Helleve, Fisher, Onya, Mukoma & Klepp, 2009; Majova, 2002; Macleod, 1999; Oshi & Nakalema, 2005; Steinberg, 1996).

Health Promotion addresses aspects which include nutrition, diseases including HIV/AIDS and STDs, safety, violence, abuse and environmental health. So Life Orientation was viewed by (Mhlanga, 2011) as a subject that deals with teenage pregnancy, drugs including the "favourite HIV/AIDS". In support of this view, (Allen, 2010) argued further and reported that a narrow focus on specific issues, such as drugs and sexual health, in a life skills programme, does not meet the needs of learners. Allen further

stated that there is a need for a more inclusive approach, which takes into account the mental, emotional and social dimensions of health experience.

The current research intends to focus on other areas of LO as well, like Social Development, Personal Development, Physical Development and Movement as well as Orientation to the world of work. Focusing to all these areas is important for the study because, even the Department of Education (2002) indicates that all five of the Life Orientation focus areas are related and interlinked by the fact that they contribute to and facilitate the balanced and holistic development of the learners.

In the light of the above and in the course of this research topic, the purpose of which is to examine and assess Life Orientation Programme in the Eastern Cape schools, answers to the following questions were sought:

1. What the nature and effectiveness of the Life Orientation Programme in the Eastern Cape Schools is?
2. Whether the following variables have any influence on the perception of learners, teachers and subject advisors towards the Life Orientation Programme?
  - 2.1 Gender;
  - 2.2 Age;
  - 2.3 Educational Category;
  - 2.4 Years of formal education; and
  - 2.5 Area of residence.
3. What perception of school learners, teachers (educators), and departmental officials (subject advisors) have with regard to the Life Orientation Programme?

### **1.3. Statement of the problem**

The research had the objective of establishing the impact that Life Orientation Programme had had on learners, educators and subject advisors. Further, there was need to understand response perceptions resulting from the introduction of the subject in Eastern Cape Schools.

### **1.4 Significance of the study**

The evaluation of the Life Orientation Programme in Eastern Cape schools is important because of the increasing number of people who are infected by the pandemic disease HIV/AIDS, unwanted pregnancy, abuse, violence, crime rape, drugs, drop-outs and the related impact on school discipline and in the community.

The study contributes towards moderating and remoulding the perception of learners towards LO Programmes by providing a clear understanding of the concepts of Life Orientation content, role of educators and the skills offered by Life Orientation to learners.

### **1.5 Methodology or approach to be followed by the study**

The study involved both qualitative and quantitative approaches. The Appreciative Inquiry (AI) process, as a specific research methodology, had been chosen and used in this study to generate ideas and debates which were treated as findings. The descriptive and explanatory research designs were also utilised hence the “why” questions were given the Explanatory Research Designs and “what” type of questions be accorded the Descriptive Research Design.

The study was based on a research survey which had been conducted in two districts of the Eastern Cape Province i.e. Mthatha and Mqanduli. Two schools were chosen, one in a rural area and the other in an urban area. One of the schools was located in a rural area of Mqanduli: this was chosen because it was identified and adopted by the University of South Africa in the project called “Adopt a School Project”.

The other school was randomly selected amongst schools that are easily accessible and are within reach located in the urban area of the Mthatha district. Again this school was once hosted career exhibition activity and it so happened that the researcher be one of the presenters and of the exhibitors.

In collecting empirical data, research instruments such as questionnaires and interviews were utilized. The study relied on primary and secondary sources. In order to evaluate the perception towards the Life Orientation programme, Mthatha district officials (subject advisors), teachers (educators), and learners participated.

The study adopted quantitative methods for analysing the data. A stratified random sampling survey design was used in this study to select participants. A sample size of 120 participants was selected randomly from the population in the two schools in King Sabata Dalindyebo Local Municipality in OR Tambo District Municipality in the Eastern Cape Province of South Africa. Random number table (Bak, 2005; McMillan & Schumacher, 1993) was used.

## **1.6 Aims of the study**

The study aims are summarised as follows:

- 1.6.1 To evaluate the nature and effectiveness of the Life Orientation Programme in Eastern Cape schools;
- 1.6.2 To determine the extent to which the following variables influence the perception of learners (students), teachers (educators), and departmental officials (subject advisors) towards the Life Orientation Programme:
  - (i) Gender;
  - (ii) Age;
  - (iii) Educational Category;
  - (iv) Years of formal education; and
  - (v) Area of residence; and
- 1.6.3 To determine the perception of learners (students), teachers (educators) and departmental officials (subject advisors) with regard to the Life Orientation Programme in schools.

## **1.7 Operational definitions of terms**

The study deals with an evaluation of the Life Orientation Programme in Eastern Cape schools. There are three variables involved in this study that need to be defined, namely:

- Programme evaluation;
- Life Orientation; and
- Perception.

### **Programme Evaluation**

This is the systematic collection of information concerning the activities, characteristics, and outcomes of programmes so as to make judgments and improve programme effectiveness.

### **Life Orientation**

This is a subject, or a learning area that focuses on skills that empower learners to relate positively and to make a contribution towards family, community, and society.

## **Perception**

Perception as a theory refers to the empowerment of an individual by adopting awareness and gaining information for both present and future use. It further upgrades the given information.

In the current research, the following terms are used interchangeably:

- Subject advisors and department officials;
- Learners and students;
- Teachers and educators;
- Respondents and participants
- Life Orientation/LO and life orientation
- Perceptions and attitudes; and
  
- Survey, research and study

### **1.8 Literature study**

Essentially, literature research started from a point of searching for and discovering what had already been achieved by other writers on the subjects on Life Orientation or life skills. For instance, the researcher reviewed the literature on existing studies related to the nature and effectiveness of the Life Orientation Programme as well as to sexuality education or life skills.

The researcher also observed the perception of learners; teachers and other people regarding the Life Orientation Programme especially its focus areas in the current written literature as well as looked at the current Life Orientation Programme as against other existing school based programmes.

This section involved a thorough evaluation of literature on the areas or subjects mentioned above. Secondary sources, such as textbooks, journals, and periodicals as well as primary sources were scrutinized with the view of obtaining a deeper insight into and facilitating understanding of perceptions held by learners, teachers, and subject advisors at the schools towards the Life Orientation programme.

### **1.9 Plan of the study**

Chapter one: Chapter one includes background, motivation for the study, statement of the problem, significance of the study, theories, aims

of the study, operational definition of terms, literature study, and plan of study.

- Chapter two: Chapter two consists of a review of the relevant literature.
- Chapter three: This chapter consists of the research design, methodology employed and instruments used to collect and analyse data.
- Chapter four: This chapter includes a presentation of the results obtained, analysis, and interpretation of the data.
- Chapter five: Chapter five gives a summary, conclusion drawn, and recommendations given about Life Orientation Programme and future research.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

Not much work has been done in South Africa on evaluation of the Life Orientation Programme particularly in Eastern Cape Schools. However, much research has been produced with regard to attitudes to HIV & AIDS, evaluating HIV and AIDS programmes, sexuality education, the integration of Life Skills and HIV/AIDS into South African Schools and other related topics (Beyers & Hay, 2011; Bhana, 2008; Ferguson, 2009; Francis, 2010; Govender & Edwards, 2005; Jennings, 2006; Majova, 2002; Reed & Baxen, 2010; Thlabane, 2004). There is also a considerable amount of work done regarding Life Orientation and its curriculum content, attitudes and experiences towards Life Orientation and to beliefs and values of Life Orientation Programme (Ferguson & Roux, 2003; Ferguson, 2009; Jennings, 2006; Sonnekus, 2005; Thlabane, 2004; Brown, 2013).

In this chapter the nature and effectiveness of the Life Orientation Programme in Eastern Cape Schools, information given by teachers, learners, education specialists (subject advisors) on their perception of Life Orientation Programme and other sources of information as well as the extent of the influence by gender, age, grade and residence on the programme, would be discussed. Life Orientation as a learning area has the following focus areas which would be discussed:

- Health Promotion
- Social Development,
- Personal Development,
- Physical Development and Movement as well as
- Orientation to the world of work.

#### **2.2 The Nature and Effectiveness of Life Orientation Programme**

##### **2.2.1 Description of Life Orientation**

Life Orientation is one of the compulsory subjects in the National Curriculum of the Department of Education. All South African schools offer this subject from grade R to grade 12. The 2011 curriculum statement explained that it aims to ensure that learners acquire and apply knowledge and skills in a meaningful way to their lives (Department of Basic Education, 2011).

According to Brown (2013), this means that Life Orientation teachers have flexibility to expand the curriculum content in areas that they believe are most relevant to the socio-economic context that the students live in. Life Orientation guides and prepares learners

for life and its possibilities. However, according to Mukoma, Flisher, Ahmed, Jansen, Matthews, Klepp and Schaalma (2009) the gender and race of the teacher affect how effectively Life Orientation could be taught in schools because in their research they found that male educators expressed more discomfort in openly teaching about sexual health issues than females who engage learners more willingly to these issues.

Mukoma et al. (2009) further considered race as a sensitive issue especially in schools where teachers are of a different race group. This means that even though the Life Orientation Programme is included to empower learners with life skills, there are still factors affecting its smooth implementation. Adewumi (2012) found that lack of adequate teaching and learning materials in schools, qualification of LO teachers, consequences of social problems like (teenage pregnancy, HIV/AIDs as well as drug abuse), lack of adequate training affect the implementation of Life Orientation.

Francis (2010) in line with the above view stated that teachers need to be comfortable in dealing with these issues in class, and they require specialised training so as to discuss them without letting personal values conflict with the health needs of students. Teacher training is fundamental to the successful delivery of issues such as AIDS education in schools, and yet efforts to train teachers are often inadequate. He further reported that teachers in Malawi report that they do not receive any training on HIV/AIDS, and, in Kenya, many teachers have opted out of teaching about HIV/AIDS as a result of inadequate training (Francis, 2010).

The concept of Life Orientation captures the essence of what this research intends to achieve (Department of Education, 2000) which is, to give age-relevant content and also to make it content specific.

LO is also defined as focusing on skills that empower learners to relate positively and make contribution to family, community and society life in South Africa. These skills are developed in the context of exercising the constitutional rights and responsibilities while displaying tolerance of fellow human beings, their cultures, religions, values and beliefs. Within this context learners have to develop a sense of confidence and competence which is addressed by LO by guiding learners to develop their full potential in all spheres of life, holistically (Department of Education, 2003).

As was indicated before in the background, the scope of Life Orientation Learning Programme covers the following:

- The ability of the learner to make informed decisions regarding personal, community and environmental health
- The ability of the learner to demonstrate an understanding of and commitment to constitutional rights and responsibilities and shows an understanding of diverse cultures and religions.

- The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his /her world.
- The learner will be able to demonstrate an understanding of and participate in activities that promote movement and physical development.
- The learner will be able to make informed decisions about further study and career choices (Department of Education, 2003).

Therefore, the Department of Education provided for the empowerment of learners so that learners make informed decisions and take appropriate actions through the Life Orientation Programme. These focus areas will be discussed below.

## **2.2.2 The focus areas of the LO programme**

### **2.2.2.1 Health Promotion**

Health promotion as a focus area of Life Orientation addresses issues relating to nutrition, including HIV/AIDS and STDs, safety, violence, abuse and environmental health. In terms of policy (Department of Education, 2000) HIV/AIDS and sexuality education are key content areas in Life Orientation (Bachrach, Troon, Nawrattel, & Upadhaya, 2007; Francis, 2010). Therefore, under this focus area it was important to view literature focussing on HIV/AIDS and Sexuality Education as they are both indicated as the key content.

Beyers and Hay (2011) indicated that South Africa needs to respond adequately to HIV/AIDS in the classroom situation through LO Programme. This is very important to the well-being of society at large as, without due attention, the HIV/AIDS pandemic may wipe out the development gains of a generation. For instance, South Africa is reported to be home to the world's largest population of people living with HIV, around 5.7 million (Joint United Nations Programme on HIV/AIDS [UNAIDS], 2009).

George, Govender, and Reardon (2010) argued that there are many more people living with HIV/AIDS in South Africa than in any other country (Abdool Karim, 2005; Abdool Karim & Baxter, 2005; The World Bank, 2002) in the world. Beyers and Hay (2011) also highlighted that an estimated 5.2 million people were living with HIV/AIDS in South Africa in 2008, and over 250 000 people died of AIDS in the same year.

Makapela (2008) also support the fact that HIV/AIDS should be addressed within the classroom through LO Programme because, if not, the opportunity of learners to stay in school may be compromised and their academic and social performance may also be affected. Learners lack skills because their parents and guardians are often themselves affected by HIV/AIDS related illness (Kirby, Laris, & Lori, 2007). This can cause learners to be absent from schools for long periods. Sometimes they have to help with chores and

care for the sick. The risk of those children infected and affected by HIV and AIDS dropping out of school increases before they have acquired the minimum skills and knowledge necessary to make a living (Makapela, 2008).

In addition to policy issues indicated previously, Hoadley (2007) states that a number of policies have emphasised that school and educators are well situated to provide HIV prevention and education to learners. Whilst many educators recognise this role, many are still unwilling to address issues relating to HIV/AIDS and sexuality to their learners (Wood & Webb, 2008). The reason may be that HIV/AIDS also directly affects teachers and, although they are seen as instruments to convey messages regarding HIV/AIDS, they could themselves be staggering under the impact of the disease (Guttman, 2007; Wood, 2008). Educators are often reluctant to assume roles as prevention leaders in their schools because they themselves engage in risky sexual behaviour (Oshi & Nakalema, 2005).

Guttman (2007) further indicates that the HIV/AIDS pandemic is aggravating the crisis by contributing to teacher absenteeism and attrition. Many teachers are trained to teach life skills, but some still feel that it is not the responsibility of the school to educate learners regarding sexual issues (Helleve et al., 2009; Rooth, 2005). Davidson, Gest and Welsh (2010) indicate that research continues to highlight the desire of learners to receive HIV prevention and sex education through LO Programmes in spite of some reluctance by educators (Mukoma et al., 2009) to interact with learners on these issues.

Educators may be viewed as ground troops in the education system; educator-developed interventions, therefore, should also address lifestyle and sexual health issues that serve to promote them as credible HIV education and prevention agents in their schools (Davidson, Gest & Welsh, 2010). Education offers hope in addressing of the HIV/AIDS pandemic because it is linked to the reduction of the prevalence of HIV and AIDS in other countries (Abdool Karim, 2005). Knowledge may help change attitudes regarding sexual behaviour (Davidson et al., 2010; Mitchell & Pithouse, 2009). The World Health Organisation (2001, as cited in Beyers & Hay, 2011), indicated that of 277 school principals interviewed 60% acknowledged that their learners were at a moderate to high risk of contracting HIV, but, despite their figure, only 18% offered a full sex education programme. This means that, even if the teachers are prepared to teach the topic, they are sometimes not fully supported and motivated by their principals.

Sex education, which is sometimes referred to as sexuality or sex and relationship education, is the process of acquiring information and forming attitudes and beliefs about sex, sexual identity, relationships and intimacy (Department of Education, 2005; Anonymous, 2011). It is about developing the skills of young people so that they make informed choices about their behaviour and feel confident and competent about acting on these choices (Francis, 2010). Schools should provide comprehensive sex education

which teaches about the importance of condom use as well as promoting the delayed initiation of sex (Rosen, Murray & Moreland, 2004). Some education providers take abstinence as the only approach to sex education and others advocate a more comprehensive approach (Rosen et al., 2004). Sex education that focuses on abstinence is based on the belief that encouraging young people not to have sex until marriage is the way to protect against HIV infection (Stranger-Hall & Hall, 2011). This approach limits AIDS education by not providing information about how young people can protect themselves from HIV infection when they do choose to have sex (Carter, 2012). Young people get information about sex and sexuality from a wide range of sources, including one another, through media, including advertising, television and magazines, as well as leaflets, books and websites (Somers & Gleason, 2011). Some will be accurate whereas others will not. For instance, young people might have heard that condoms are not effective against HIV or that there is a cure for AIDS.

Providing information through sex education is, therefore, about finding out what young people already know, adding to their existing knowledge, and correcting any misinformation they may have (Mitchell & Pithouse, 2009). That is why it is important for educators to empower students with information and skills through LO Programme so as to eliminate the myths and misconceptions about HIV/AIDS and sexuality education that they may have acquired through unreliable sources. Allen (2005) argued that effective sex education develops the skills in negotiation, decision-making, assertion and listening of young people. Once learners have these skills, they are able to recognise and resist pressure from other people, as well as to differentiate between accurate and inaccurate information (Allen, 2005).

Eloff and Kgwete, (2007) argued that although it is the policy of the South African government to put HIV and AIDS programmes in place, however the implementation is at present questionable. The discrepancy between policy and implementation emphasizes the huge responsibility that schools have in addressing the needs of the HIV-infected learner. Higher Education South Africa (HESA, 2009) stated that, when teachers are dealing with learners in the classroom, certain values are expected from them, such as empathy and sympathy to be able to accommodate and understand every unique learner that is taught in the mainstream school. This means that teachers must know that learners are different and that they have different educational needs and expectations (Engelbrecht & Green, 2009). These expectations may not be met if teachers pay too much attention to their own lives and values (Beyers & Hay, 2011).

Some teachers experience a large measure of ambiguity regarding HIV/AIDS, they realise cognitively that they must support and nurture the HIV positive learner, but emotionally they remain cold (Bhana, Morrell, Epstein & Moletsane, 2006; Wood & Webb, 2008).

Eloff and Kgwete (2007), state that for instance the issue of disclosure indicated previously may be highly challenging for teachers because legislation makes provision for learners to withhold disclosing their HIV status. However, for a learner to receive the necessary support and help, his/her status needs to be disclosed. Teachers may find themselves in a dilemma of not knowing whether to respect confidentiality or to share the information with other teachers so as to create a larger group support network (Eloff & Kgwete, 2007; Jonsson, 2003). Support groups, in this case, are important as they attempt to promote patient advocacy, informed consent, openness and transparency as promoted by both the Patient's Rights Charter and the principles of Batho Pele (Cooke & Wilkinson, 2009; Francis, 2010). Teachers should, therefore, encourage learners who are affected or infected to form, or join, support groups and also to be part of a similar teacher support group if they are struggling with their own values and actions in this regard.

For teachers to become effective in providing LO issues such as HIV/AIDS education, it is imperative that they receive training in the development of the relevant skills which will empower them to address this sensitive issue (Rooth, 2005). In supporting view, Beyers and Hay (2011) reported that teacher education and training is incomplete as it does not include adequate school-based training in HIV/AIDS issues. Eloff and Kgwete (2007) indicated that teachers themselves have expressed concerns with regard to the lack of training to teach learners effectively. The HIV/AIDS policy is fragmented, and curriculum reform can succeed only if educators have been trained in Life Orientation. Few South African teachers have a qualification in the teaching of Life Orientation, even though they are often expected to teach these skills (Eloff & Kgwete, 2007).

Mo and Coulson (2010) refer to the fact that qualitative studies on individuals living with HIV/AIDS suggest that the internet may be a useful way in which to obtain information, promote advocacy and escape from HIV-related stress. They further argued that internet has helped people living with HIV/AIDS to connect and to communicate with one another through participation in on-line support groups. Participation in these support systems was found to lead to coping better with social isolation, better decision making, and more active participation in individual health care (Mo & Coulson, 2010).

According to Eshbaugh and Gute (2008) on-line support groups provide a rich source of information offering different perspectives across various health problems, diverse cultures, and a wide array of experiences, viewpoints and opinions. They further said that on-line support groups also minimize time and geographical barriers, thereby helping to overcome mobility-related challenges that may prevent individuals from participating in face-to-face groups or accessing support networks. The anonymity offered by online support groups can also assist in the discussion of potentially sensitive issues and facilitate self-disclosure on-line. This could be a solution to the challenge experienced or faced by teachers, the disclosure of information by learners which was previously sighted by Eloff and Kgwete (2007).

On-line support groups contribute to empowerment, a greater use of positive coping responses, and higher levels of social support (Eshbaugh & Gute, 2008). Therefore, individuals who use the internet for health information retrieval are more likely to engage in health behaviours such as exercise, diet, avoiding tobacco, alcohol, and drugs (Eshbaugh & Gute, 2008).

In a review of 48 studies of comprehensive sex and STD/HIV education programmes in US schools, strong evidence was found that such programmes did not increase sexual activity (Kirby, 2008). Instead, it was found that some of the children reduced sexual activity or increased rates of condom use or other contraceptives (Rosen et al., 2004). This has proved as a fact that young people can store up information provided at any time to use when they need at a later stage. Department of Education therefore introduced Life Orientation programme in schools to make a unique contribution to small kids from school entry to adult learners at an exit level; from General Education to Further Education band (Department of Education, 2011).

Sometimes it can be difficult for adults to know when to raise issues, but the important thing is to maintain an open relationship with children, providing them with opportunities to ask questions when they have them. Naturally, like teachers (Davidson et al., 2010), many parents and their children feel embarrassed when talking about sex and sexuality aspects (Allen, 2005). It was found that in countries such as Netherlands, many families regard it as an important responsibility to talk openly with their children about sex and sexuality. This approach contributes to a greater cultural openness about sex and sexuality and improved sexual health among young people (Goldman, 2008).

Sex education at home also tends to take place over a long period of time and involves several short interactions between parents and children. Viewing sex education as an on-going conversation about values, attitudes and issues, as well as providing facts, can be helpful. The best basis on which to proceed is a sound relationship in which a young person feels able to ask a question or raise an issue. Formal education should include sex education, including topics that have been well researched. Effective sex education is supported by links to sexual health services, and it takes into account messages about sexual values and behaviour young people get from other sources, such as friends and media.

Crime and violence affect virtually every school, community and the individual learner. For instance, (Medical Research Council, 2003) in South Africa found that, at a national level, 34% of grade 9 learners felt unsafe in schools because of physical violence that is taking place. They highlighted the weapons and guns that are carried to schools and the fact that they have been threatened, bullied or injured at school. These findings were supported by (Johnson, 2005) who also reported that while both girls and boys were experiencing bullying and harassment, boys were more involved in physical fighting and

more likely to carry weapons to school. According to (Lazarus, Khan & Johnson, 2012) alcohol and drug abuse, as well as knives are easily accessible to learners at both primary and secondary schools. They further reported that most perpetrators of school violence are fellow classmates and peers, educators inflict harm through corporal punishment.

Burton (2008) supported the findings and further revealed that school received reports of learner-on-educator verbal abuse, learner-on-educator physical violence and of learners sexually assaulting educators. It is important that learners understand how bullying, stereotyping, abuse and exploitation can negatively influence relationships. Donald, Lazarus and Lolwana (2010) recommended that violence in schools should be addressed. They focused on classroom, curriculum, school and local support services. Learners can be protected from violence through the inclusion of life skills education with special focus on interpersonal skills, conflict and anger management skills, gender role clarification and sensitisation, and the promotion of positive masculinities through Life Orientation Programme (Donald et al., 2010). They further recommended that school policies need to promote safety and strategies and, programmes that address and prevent violence in school context (Donald et al., 2010).

In schools there is a team referred to as school based support team which include LO teachers, working collaboratively with district based support team and subject advisors. The school based support team (SBST), with the help of district support teams (DBSTs) should therefore play a role in supporting teachers, students and parents or caregivers when they are victims, or perpetrators of violence (Lazarus et al., 2012). Supporting this view, Diale, Pillay and Fritz (2014) stated that collaborative set of relationships among different stakeholders such as social workers, psychologists and legal personnel is recommended to assist LO teachers in managing their complex roles to deal with the challenging issues that are brought to them or faced with.

#### **2.2.2.2 Social Development**

Life Orientation addresses the issues that include human rights as contained in South African constitution, social relationships and diverse cultures and religions.

The Preamble to the Constitution states that the aims of the Constitution are to:

- heal the division of the past and establish a society based on democratic values, social justice and fundamental rights;
- improve the quality of life of all citizens and free the potential of each person;
- lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; and



- build a united and democratic South Africa able to its rightful place as a sovereign state in the family of nations (Department of Education, 2000).

Life Orientation is playing an important role in realising these aims by empowering learners to exercise their constitutional rights and responsibilities, to respect the rights of others and show tolerance for cultural and religious diversity in order to build a democratic society. Discrimination on the basis of race, religion and gender remains a challenge in the post-apartheid era.

The term religion in LO is used to include belief systems and world views. Religious Education rests on a division of responsibilities between the state on the one hand and religious bodies and parental homes on the other (Department of Education, 2000). It has therefore a civic rather than a religious function and it promotes civic rights and responsibilities. In the South African Constitution context, Religious Education widens the framework of education by developing learners' the knowledge, values, attitudes and skills necessary for diverse religions to co-exist in a multi-religious society. Learners should through LO realise that they are part of the broader community, and learn to see their own identities in harmony with those of others. Life Orientation enables learners to demonstrate an understanding of and commitment to constitutional rights and responsibilities and show an understanding of diverse cultures and religions (Department of Education, 2005).

Teachers have indicated that they lack skills and competence to accommodate diversity in their classrooms. In addition, most teachers mentioned that they did not have any formal training in addressing the needs of students in an inclusive classroom (Helleve et al., 2009; Rooth, 2005). This imposes a challenge to teachers who are supposed to address the barriers of students to learning inclusively but yet are not trained to do this. The HIV/AIDS policy is fragmented, and curriculum reform can succeed only if educators have been trained in Life Orientation. Research by Davidson et al. (2010) has indicated that both personal and contextual factors can play a role in either undermining or facilitating effective educator-learner interactions about HIV/AIDS and sexuality. Explaining further, they argue that, for instance, lack of knowledge about HIV/AIDS, and lack of training, can make educators reluctant to engage in HIV/AIDS issues with their students. Eloff and Kgwete (2007) indicated that teachers themselves have expressed concerns with regard to the lack of training to teach learners effectively. Beyers and Hay (2011) reported that teacher education and training is incomplete as it does not include adequate school-based training in HIV/AIDS issues.

Francis (2010) reported that school programmes which involve parents, notifying them of what is being taught and when they can support the initiation of dialogue at home, are most effective. Parents and schools both need to engage with young people about the

messages that they obtain from the media and to give them opportunities for discussion (Mo & Coulson, 2010). In some countries, the involvement of young people themselves in developing and providing sex education has increased as a means of ensuring the relevance and accessibility of provision. Consultation with young people at a point when programmes are designed helps to ensure that they are relevant, and the involvement of young people in delivering programmes may reinforce messages as they model attitudes and behaviour of their peers. As it was indicated previously that teachers lack skills and competence to accommodate diversity in their classrooms, in addition, most teachers mentioned that they did not have any formal training in addressing the needs of students in an inclusive classroom (Helleve et al., 2009; Rooth, 2005). This imposes a challenge to teachers who are supposed to address the barriers of students to learning inclusively but yet are not trained to do this. Cultural differences often hinder the teaching of sexuality education (Beyers & Hay, 2011). For instance, some cultural groups (Ferguson & Roux, 2003) are of the opinion that it is not the task of schools to teach sexual issues to learners, whereas some teachers do not feel comfortable with the topic. It is widely accepted that young people have a right to sex education.

Providing sex education does not fully help to meet the rights to information of young people, nor meet their need or help them enjoy their sexuality and their relationships, but it aims to reduce the risk of potentially negative outcomes from sexual behaviour, such as unwanted or unplanned pregnancies and infection with sexually transmitted disease, including HIV (Mitchell & Pithouse, 2009). Group-work and role-play are particularly important methods by which students might discover the practical aspects of the information they are empowered with. These methods also allow pupils an opportunity to practise and build skills, such as saying “No” to sex.

### **2.2.2.3 Personal Development**

Personal development is central to learning, and it equips learners to contribute effectively. *Personal development includes activities that improve awareness and identify, develop talents and potential, build human capital and facilitate employability, enhance quality of life and contribute to the realization of dreams and aspirations. When personal development takes place in the context of institutions, it refers to the methods, programs, tools, techniques, and assessment systems that support human development at the individual level in organizations.*

This area focuses on aspects of life skills development, emotional development, self-concept formation and self-empowerment. *Personal development also involves activities such as improving self-awareness, improving self-knowledge, learning new skills and renewing or building identity or self-esteem.* Prinsloo (2005) stated that many learners in

South Africa are not adequately guided towards positive self-concept formation or the realisation of their potential hence some grow towards irresponsible and unfulfilled adulthood where they never experience the joy of harmonious adulthood with their fellowmen. Richter, Brookes, Shisana, Simbayi and Desmond (2004) in line with the view further reported that many of these learners including those in biological families, reconstituted families, foster-homes, safe-houses, and street children are at risk because of inadequate opportunities for harmonious socialisation in their communities.

They have little respect for their dignity, suffer from negative self-concepts, refuse to accept authority and show little respect for the value of others, for their lives and possessions (Prinsloo, 2007). Their lack of emotional stability contributes to the trend of violent crime, rape, and murder reported daily in South African press (Prinsloo, 2007). It is important for teachers therefore to give the learners the opportunities for positive self-concept formation, as well as to explore and express feelings. The LO issues such as sexuality education provides young people with opportunity to explore the reasons why people have sex, and to think about how it involves emotions, respect for one's self, other people and their feelings, decisions and bodies.

According to Prinsloo (2007) the Life Orientation Programme form support for learners in their development towards responsible adulthood as LO teachers are empowered to successfully guide and support learners, particularly those at risk, towards positive self-concept formation, realistic self-actualisation and responsible adulthood. The learner needs to be assisted to adjust to the learning. LO learner is able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his /her world. Within this context a learner has to develop a sense of confidence and competence in order to live well and contribute productively to the shape of a new society.

Surveys indicate that many teachers have a positive attitude towards handling LO related issues in the classroom, as they realise that this enhances social skills, learning skills and the autonomy of students with disabilities. If the learner does not reveal his/her status in case of HIV or any illness in general, the teacher may find it very challenging to understand any emotional and behavioural changes in that learner. This can create considerable stress and may also affect communication between learner, teacher and parents, thereby weakening the support network.

Cadima et al. (2010) indicate that students at risk benefit from teacher-child interaction where there are high levels of instructional and emotional support. Research by Davidson et al. (2010) has supported this view and further indicated that both personal and contextual factors can play a role in either undermining or facilitating effective educator-learner interactions about LO issues including HIV/AIDS and sexuality. Explaining further, they argue that, for instance, lack of knowledge about LO issues, and lack of training, can make educators reluctant to engage in these issues with their students.

Teachers face dilemma of how far to push the learners who are ill. Emotional and social consequences of illness may take more and more energy from both teachers and learners (Beyers & Hay, 2011). Teachers are seen as producers or workers as well as consumers. They are responsible for the development of children to enable them to become productive members of society and, also, to provide care in the absence of parents. For this reason, indirect service assistance to teachers involved in supporting sick learners will have to be a priority. Support from support staff, such as school psychologists, education specialists, teacher trainers and experienced teachers, seems to be vital in this regard. It is clear that a single approach regarding roles will not be adequate to support those learners experiencing problems. A holistic response (Reed & Baxen, 2010) is needed, which includes health care, emotional care, practical care, as well as education for prevention.

#### **2.2.2.4 Physical Development and Movement**

Physical and motor development is integral to the holistic development of learners. It makes a significant contribution to learners' social, personal and emotional development. Play, movement, games, and sport contribute to developing positive attitudes and values. This area focuses on perceptual motor development, games and sport, gymnastics, physical growth and development, recreation and play. LO promotes learners to be able to demonstrate an understanding of and participate in activities that promote movement and physical development. This idea is supported by (Trudeau & Shephard, 2010) who found that there is a positive association between physical activity and several components of mental health, including self-esteem, emotive well-being, spirituality and future expectations.

Physical activity is significantly related to increased self-esteem and the effects of this are benefits in all aspects of school life including improved classroom behaviour and academic performance (Stead & Nevill, 2010). Stead and Nevill also stated that physical activity has a positive impact on anxiety, depression, mood and well-being. Johns-Palm and Palm (2004) found that young individuals who participate in organised sport show lower rates of anti-social behaviour and teenage pregnancy and are less likely to smoke cigarettes or use drugs than the non-sports participants. They further said that lower rates of anti-social behaviour are likely to result in lower disaffection from school and thus enhanced academic performance (Johns- Palm & Palm, 2004).

Corneliben and Pfeifer (2007) supporting the idea they stated that sport can help to form the character because it teaches behavioural habits like motivation, discipline, tenacity, competitive spirit, responsibility, perseverance, confidence, and self-esteem.

Physical education, physical activity and sport have been shown to impact positively as well on school attendance, engagement in lessons, relationships with teachers and peers were all improved (Stead & Nevill, 2010). Similarly, as the behavioural aspects should lead to reduced truancy, increase the willingness to succeed in school and encourage social interaction as well with other students (Corneliben & Pfeifer 2007).

#### **2.2.2.5 Orientation to the world of work**

This area focuses on career information-gathering, planning skills, self-knowledge, general work and further study and work ethics. Lo develops the learners to be able to make informed decisions about further study and career choices (Department of Education, 20000).

The scope of Life Orientation programme expect that teachers should be emotionally balanced and well equipped with knowledge when dealing with students to ensure that the outcomes are realised (Department, 2003). Teachers are expected to plan and implement the Life Orientation programme effectively in a learning situation. This expectation can be fulfilled only if teachers are well trained.

This idea is also confirmed by Rooth (2009) who said that it is important that teachers receive training in order to become effective in providing life orientation related topics. He further commented that training also is important in the development of the relevant skills which will empower them to address the important issue of career guidance and counselling (Rooth, 2009).

In her study Adewumi (2012) found that some of the teachers are challenged to implement the Life Orientation Programme due to lack of training as a result of inability to handle topics like career choice and information gathering, career planning and further study. The study also found that teachers were so frustrated because of lack of adequate teaching and learning materials in Life Orientation. Ombaba, Keraro, Sindabi and Asienyo (2014) argued that counsellors need to strengthen their skills in counselling by furthering their studies and training in skill development in career guidance.

Few South African teachers have a qualification in the teaching of Life Orientation, even though they are often expected to teach these skills (Eloff & Kgwete, 2007). Adewumi (2012) supported this view as the results of her study revealed that the majority of teachers had in possession of advanced certificate in Education in Life Orientation (ACE-LO) qualification or undergraduate qualification in Psychology which are basic requirement for teaching LO, while others had general teaching qualifications in other subjects. This is an unfortunate situation the teachers found themselves in because they

are expected to be flexible and to always take the needs and realities of learners into account (Department of Education, 2005) and need to be experts in this field.

Apart from being a teacher, they are expected to be counsellors, social workers, psychologist, pastors, parents and peers at the same time. Mhlanga (2011) stated that career guidance at school was phased out of the system long ago and children have a compulsory Life Orientation subject which only deals with teenage pregnancy, drugs and “of course the all-time favourite HIV/AIDS”. This statement shows that there is a lot that is not clear about LO programme and teachers have a lot to do. However, it is unfortunate that the author has this perception about the Life Orientation programme although according to the (Department of Education, 2000) LO addresses social development, health development, personal development, physical development and movement and orientation to the world work. This means that according to the author the learning outcome of this focus will not be met hence Mhlanga (2011) stated that a large number of learners will not be able to pursue studies at institutions of higher learning due to lack of career guidance in schools. She further said that this lack of career guidance in schools is evident when year after year the majority of applicants flock in the universities while Further Education Training Colleges are far from reaching government’s target of enrolling 1 million students by 2015 (Mhlanga, 2011).

The learners must make career and study choices that will shape their future. In order to make such choices they need career information from a range of subjects (Department of Education, 2000). This task is very crucial as it needs a specialist who is well versed about the area of career guidance and counselling. This is confirmed by (Ombaba et al., 2014) that career teachers still need more skills to provide this support to students because students need to develop an integrated picture of themselves and the role they need to play in a developing world. They further argued that students face difficulties in selecting careers as a result and, in many cases they make wrong or poor choice being uncertain of what the selected careers will lead to in future.

This lack of enough information forces students to change careers midway because of poor performance, which leads to discomfort. This may further lead to student frustration and dissatisfaction.

Students are forced by circumstance to seek for new avenues or drop out of institutions (Ombaba et al., 2014). According to Ombaba et al. (2014) in Nigeria, the Nigerian government found that many young people were to be ignorant about career prospects and in view of the problem career counsellors were appointed to cover both primary and post primary learning institution. This same idea was suggested for South African government by (Mhlanga, 2011) in an attempt towards ensuring that students made a proper career choice through the assistance of guidance and counselling services. Maitra

(2007) believed that School guidance and counselling programme is key to the success of effective guidance.

Teachers, parents, subject advisors and other educational partners need to collaborate and provide support and training to assist students join the world of work as new occupations are emerging. It therefore becomes essential that students are helped in acquiring a clearer perspective of the changes that are taking place.

Steyn (2014) stated that, woman's career choices are often influenced by family responsibilities, resulting in women having shorter careers than men. He further reported that many women do not choose jobs that are conducive to climbing the corporate ladder. Teachers as expected by (Department of Education, 2003) through Life Orientation Programme to expose learners to life skills that emphasising the world of work so as to address issues highlighted above by Steyn in his study. In supporting the last statement (Tlhabane, 2004) stated that, learners should feel that career courses are directly relevant to the survival outside the world as Life Orientation aims not only to empower but to unlock the learners' abilities, talents and most importantly their potential.

### **2.2.3 Life Orientation Programme versus Other School Based Programmes**

Since the Department of Education introduced Life Orientation learning as a compulsory subject in South African schools, sexuality education and HIV/AIDS programmes have been included in the curriculum of the Life Orientation Programmes (Francis, 2010). As it was indicated previously that in terms of policy (Department of Education, 2000) HIV/AIDS and sexuality are key content areas in Life Orientation (Bachrach et al., 2007; Francis, 2010).

LO comprises a diverse number of components, guidance, life skills education, health promotion, physical development and movement, environmental education, citizenship and human rights education and religious education. The diverse fields falling under the umbrella of LO mean that in South African schools a whole range of skills and qualifications are required for the teaching of this subject (Francis, 2010). Ferguson and Roux (2003) reported that teachers are provided with tools to develop innovative strategies to facilitate learning around content associated with different beliefs and values in the Life Orientation Programme.

Serrao (2010) reported that HIV prevalence at university students is far lower than the national average, but this may not last as students continue to engage in risky sexual activity. The minister of education, Dr Blade Nzimande, has highlighted the UNAIDS (2009) report which estimated that, in 2008, 33.4 million people were living with HIV worldwide. This was more than 20% higher than it had been in 2000 and roughly three

times higher than it had been in 1990. In the same year, about 2.7 million people were infected and about 2 million died of AIDS-related illness. A survey conducted on the HIV prevalence in South Africa shows that the prevalence of the virus in the total population of South Africa has stabilised at a level of about 11% (Human Sciences Research Council [HSRC], 2008).

The Higher Education HIV/AIDS Programme (HEAIDS) conducted a survey on more than 23 000 students at 21 institutions out of 23 in South Africa. The only institutions that were not surveyed were the Tshwane University of Technology and the University of South Africa. It was found that the prevalence rate among students was at 3.4%, and among academic staff, the rate was 1.5%. It was higher among administrative staff at 4.4% and highest among service staff at 10%.

The research was conducted by the government in its drive to get as many citizens as possible tested for HIV. The study found that HIV prevalence among students increased sharply with age. While 18 and 19 year old students had a prevalence rate of 0.7%, this increased to 2.3% in the 20-25 year age group, and rose steeply to 8.3% in the over 25 year age group. Students in the Eastern Cape had the highest prevalence rate at 6.4%, and the Western Cape had the lowest at 1.1% (Serrao, 2010).

Oswalt, Cameron, and Koob (2005) identified four common reasons for regrets of sexual actions: the decisions of participants were inconsistent with their values (37%); alcohol influenced their decision (32%); the partners of participants did not want the same thing as the participants (28%); and participants did not use condoms (25%).

Findings show why colleges and universities need to help make women fully aware of the implications. Roese, Pennington, Coleman, Janicki, Li and Kenrick (2006) found that college women are more prone to sexual regret because of action rather than inaction. "Hooking up" may be associated with a decrease in self-esteem in women because such behaviour violates a social norm. Eshbaugh and Gute's (2008) on conforming to the social norms of the college environment, further argued that, women are more likely than men to regret a sexual encounter owing to their having been pressured into it (Eshbaugh & Gute, 2008).

Eshbaugh and Gute (2008) indicated that it is necessary to provide sexual health educators with a basis for discussing the role of anticipated regret in programmes that address the risks of sexually transmitted infections or pregnancy. They further argue that a possible strategy for preventing risky sexual behaviour is to increase awareness among college students that such behaviour can lead to negative feelings. While the casual feeling seemingly displayed that sexual intercourse is popular on college campuses, women are not necessarily doing it without regret.



Taking into consideration the above statistics of university students and the findings about college woman, offering AIDS education at school is a principal method of reaching large numbers of young people. Young people benefitting at school from receiving information about HIV/AIDS are therefore greater than from other sources. This adds to and reinforces the importance of what they learn at school. Families, friends, the wider community, mass media and popular culture all influence young people, and it is important that they convey accurate educational information about HIV and AIDS (Francis, 2010). AIDS education requires detailed discussion of subjects such as sex, death, illness and drug use.

There is no single model of AIDS education that is appropriate to every country; different situations call for different responses. However, the experiences of AIDS educational programmes around the world can provide important insights when designing and implementing AIDS education for young people. Kenya has witnessed a declining HIV prevalence in recent years. This figure has been reduced by more than a third to 6.3% because Kenya has integrated AIDS education into all subjects at schools and introduced a weekly compulsory HIV/AIDS lesson into all primary and secondary curricula. An evaluation of 2000 schools found that AIDS education is effectively promoting healthy behaviour and reducing the risk of infection.

According to Rosen et al. (2004) effective AIDS education encompasses both the scientific and the social aspects of HIV/AIDS. They further argued that knowledge of the basic science of HIV/AIDS is important for an understanding of how the virus is transmitted and how it affects the body. AIDS Education must, therefore, deal with medical and biological facts and real life situations in which young people find themselves, so as to provide them with adequate AIDS awareness. Developing life skills and discussing matters such as relationships, sexuality, and drug-use are fundamental to AIDS education.

Knowing how HIV reproduces itself would, in itself, not help a young person to negotiate the use of a condom. This means that by simply providing young people with information about HIV/AIDS is not enough to ensure that they will absorb and retain that information. Effective AIDS education encourages young people to participate in and engage with the information that is being presented to them by offering them an opportunity to apply it (Mo & Coulson, 2010). Schools play a crucial role in providing AIDS education for young people because they reach a large number of young people. Students learn new material with great interest and use it when it is necessary. Schools, therefore, are well-established points of contact through which young people can receive AIDS education.

In many African countries, young people are faced with reproductive health challenges such as high rates of teenage pregnancy, high and rising rates of HIV infection, early marriage for young girls, malnutrition and harmful traditional practices such as female

genital cutting mutilation. All these challenges and problems contribute to an increase of HIV/AIDS. At the same time, in many countries, HIV/AIDS is significantly weakening the capacity of the education sector, and consequently greater investment in education is vital for the provision of effective HIV prevention for young people.

A United Nations Educational, Scientific and Cultural Organisation [UNESCO] study in 2009 found that, in Eastern and Southern Africa, children had low levels of knowledge regarding HIV/AIDS which was attributed to, among other factors, lack of teacher training, lack of examinations for students on the topic (and therefore little incentive to teach it), and an unease teaching the subjects resulting from embarrassment. The above findings are in congruence with the research results by Diale et al. (2014) who argued that Life Orientation is still undermined and not taken seriously because it is not examinable and it is the last subject to be placed on the timetable. They further argued that the majority of schools principals and teachers think that LO can be taught by any teacher.

HIV/AIDS awareness programmes and prevention education means then promotion of health and the prevention of disease by providing the knowledge, the skills and the means to foster and sustain behaviour that reduces risks, improves care and lessens the impact of illness (United Nations International Children's Fund [UNICEF], 2003). Keeping children HIV-negative is vital to future generations, but this is impossible unless they understand how the virus is transmitted and how to protect themselves.

Children must be educated about HIV/AIDS and taught skills that translate this knowledge into action, negotiation, conflict resolution, critical thinking, decision making and communication. These skills improve the self-confidence of children and their ability to make informed choices such as postponing sex until they are mature enough to protect themselves from HIV (Roese et al., 2006).

According to Mason and Woolley (2011) formal education should include sex education and the evidence suggests that the effective school programmes will include the following elements:

- Focus on reducing specific risky behaviour;
- A basis in theories which explain what influences the sexual choices and behaviour of people;
- A clear and continuously reinforced message about sexual behaviour and risk reduction;

- Providing accurate information about the risks associated with sexual activity, about contraception and birth control, and about methods of avoiding or deferring intercourse;
- Dealing with peer and other social pressures on young people, providing opportunities to practise communication, negotiation and assertion skills;
- Use of a variety of approaches to teaching and learning that involve and engage young people and help them to personalise the information;
- Uses of an approach to teaching and learning that is appropriate to the age, experience and cultural background of young people; and
- The information is provided by people who believe in what they are saying and have access to support in the form of training or consultation with other sex educators.

Mason and Woolley (2011) further reported that formal programmes having all these elements have been shown to increase young people's levels of knowledge about sex and sexuality. Schools play a key role in imparting important information on health and human relations. A sexuality education programme is part of a suite of proven interventions that include activities such as peer education, mass media, social marketing, youth-friendly services, and policy dialogue and advocacy.

Sexuality education is a lifelong process of acquiring information and forming attitudes, beliefs and values about identity, relationships and intimacy (Elliot, 2015). Sexuality education addresses the biological, socio-cultural, psychological and spiritual dimensions of sex. It encompasses sexual development, reproductive health, interpersonal relationships, affection, intimacy, body image and gender roles. The emergence of HIV/AIDS gave many governments the impetus to strengthen and expand sexuality education efforts, and, currently, more than 100 countries have such programmes, including almost every country in Sub-Saharan Africa.

A recent review of school-based programmes in developing countries (Focus on Young Adults, 2001) found strong evidence of the effectiveness of such programmes in improving the knowledge of young people. Seventeen out of nineteen school programmes that had undergone relatively rigorous evaluation were effective in improving the knowledge of sexuality, reproduction and HIV/AIDS prevention of young people. Nine out of fourteen school programmes were effective in improving youth behaviour such as delaying sexual debut, decreasing the number of sexual partners, and increasing condom use among youth who are sexually active.

Where school enrolment is fairly high, a comprehensive approach should include school-wide reproductive health education to reach large numbers of young people. One of the main fears of parents and other adults is that providing an adolescent with information about sex will cause him/her to become sexually active. Rosen et al. (2004) state that evidence from two reviews shows this is not the case. In one exhaustive study, the World Health Organisation (2009) reviewed 47 sexuality education programmes in both developed and developing countries. Another study, the United States National Campaign to Prevent Teen Pregnancy, reviewed over 250 programmes in the United States and Canada. Both found that, in almost all programmes, sexuality education did not lead either to the initiation of sexual activity or an increase in the pregnancy of sex among the youth (Rosen et al., 2004).

Virtually all comprehensive sexuality education programmes promote abstinence from sexual activity as part of the curriculum, and they try to teach young people how to resist pressure for unwanted sex. Other programmes include the abstinence-only-until-marriage approach and teach young people social, psychological and health games to be realised by abstaining from sexual activity. Such abstinence-only programmes do not offer students other strategies, such as quality information for youth who are already, or may become, sexually active (Carter 2012). Besides the prevention of HIV among students who might otherwise adopt risky behaviour, these programmes have many other benefits. They prevent STDs and associated infertility and unwanted pregnancies, which may lead to abortion, or to girls dropping out of school.

Some students have little or no information on sexuality or sexual practice because of strong resistance from parents and religious leaders. Political leaders are reluctant to risk a religious backlash by openly supporting sexuality education. Some teachers, schools, and ministries find sexuality education personally objectionable, or they lack sufficient understanding of the subject. Hence they are reluctant, or they refuse, to go along with such programmes. Such a position from teachers and teacher organisations is also a problem in South Africa.

Other school officials may have no personal objection, but resist sexuality education because they fear overcrowding the existing curriculum. In other words, they fear taking on increased responsibilities with no increase in compensation and the potential of complaints. To use strategies, such as informing the debate, involving traditional and religious leaders, communicating openly, involving caring adults, and mobilising the community help to overcome the opposition to sexuality education. This has been evident in Australia and United States. A community mobilisation approach has proved successful in a wide range of countries. In countries like Pakistan strong taboos against open discussion of sexuality still exist. In South Africa, the Department of Education has successfully piloted sexuality education programmes that incorporate an element of parent education (Rosen et al., 2004).

Countries must have a plan that is realistic, and that plan should include detailed teacher-training and a budget for material. Political opposition can easily diminish the effectiveness of existing programmes by limiting the quality and scope of course content or by curtailing funding. However, even after overcoming such opposition, sexuality education programmes must work hard to be effective for individual students. The core message is that young people should shoulder the responsibility if they decide to have sex, and the underlying goal is that they should learn to distinguish between safer and unsafe sexual practices and to care for their health and well-being. Students are taught the life skills they need to negotiate these practices.

Countries vary in their approach; some introduce the curriculum as a stand-alone course and others integrate it into other courses with similar goals and objectives. Some make it an “examinable” subject, while others do not test students on their achievements in learning the subject matter (Rosen et al., 2004).

In South Africa, the need for sexuality education has in many cases been largely reduced to mean the need for appropriate information about HIV/AIDS. Thus, sexuality education has become the educational response to the HIV pandemic. Goldman (2008) argues that many parents do not feel comfortable in teaching their children openly about sex. Francis and Zisser (2006) are in line with this notion, saying that it is also the case in South Africa. Sex and HIV/STD education programmes that are based on a written curriculum implemented in schools can reach a larger number of youths.

The main concerns regarding the teachers of sexual health programmes in a school context is the lack of training for teachers, who often do not have the skills and knowledge to tackle this task (Rooth, 2005). Talking about sex and sexuality with learners often generates a great deal of anxiety as some teachers are frightened of encouraging sexual activity, or of parents accusing them of this (Helleve et al., 2009; Mukoma et al., 2009; Rooth, 2005). Teachers also feel it is inappropriate for them to talk about these things to learners who are young (Jewkes, 2009). Many teachers feel embarrassed and wish to keep a professional distance between themselves and the learners (Mukoma et al., 2009). This results in little open and frank discussion coming from learners (Francis, 2010).

Training teachers is a challenge everywhere, including in developed countries. For instance, a recent national review of sexuality education in Britain recommends that teachers should be given further guidance about content and methods in teaching sexuality, and schools should employ or train expert teachers.

In Mexico, a lack of teacher training has hampered the success of the country in implementing its policy on school sexuality education. Tanzania experiences difficulty in motivating teachers to carry out sexuality education. Incentives are lacking and teachers

expect extra pay for anything outside their normal duties. These attitudes can reduce the effectiveness of the programme. Senegal shows that in-depth knowledge of the school environment is essential to teacher-motivation and successful implementation. Officials running the programme argue that only education professionals thoroughly familiar with the schools should manage and implement sexuality education (Rosen et al., 2004).

In their research, Rosen et al. (2004) conclude with the following about sexuality education in schools:

- Comprehensive sexuality education is effective in improving the behaviour of young people. In a wide range of settings, in both developed and developing nations, school-based sexuality education has improved important behaviour, such as delaying sexual initiation, reducing the number of sexual partners, and increasing the use of condoms among youth who are sexually active.
- Everywhere, sexuality education is controversial and difficult to carry out on a national scale, especially while trying to maintain the quality of that education. Effectively addressing the concerns of parents, teachers and the broader community will be essential to eventual success.
- Despite these problems, even conservative countries have made head-way into incorporating high quality education in the schools. Opposition to sexuality education can diminish through active engagement of religious leaders, parents and teacher groups. It is important to involve young people themselves in the advocacy effort in as many ways as possible and to give parents better skills for transmitting information on sexuality and reproductive health to their children.
- In order for programmes to be effective, they must be implemented correctly. It is important to implement a sound curriculum and to train and support teachers and students adequately. Critical steps to ensure effective implementation include monitoring of state-level effort based on work plans designed by state governments and introducing sexuality education into pre-service teaching.
- The challenges of implementation vary from country to country and even within countries; local adaptation to culture, language and religion is often necessary. In a country as diverse as Nigeria, such adaptation will be critical to success at the level of the school and the individual student. Faith-based organisations, in particular, can play a central role in developing and promoting culturally appropriate materials on sexuality education.

Francis (2010) stated that, in the midst of readily available information about HIV/AIDS, the youth still find themselves unable to negotiate safe sex practices and that teachers are still challenged in providing HIV and AIDS education. He argued that youth should be

provided with knowledge as opposed to being innocent in relation to sex. He further argues that, in order effectively to meet the needs of youth, the content of sexual health programmes needs to span the whole spectrum of discourse, from disease to desire. In addition, any discussion of content needs to reflect on how content is delivered in order to provide an overview of how sex education exists in practice. Schools and teachers are given a considerable amount of responsibility and autonomy in respect of implementation of the LO sex education programme, which means that the understanding of the needs of the youth and the approach to teaching to them varies considerably.

There are changes as to how youth are viewed by adults as well as changes in the needs of youth for information and skills to negotiate their sexuality. Youth are seen as experimental and innocent at the same time. Risks and opportunities facing individuals vary in relation to social background, gender, sexuality, culture and ethnicity, among other factors. Children are in need of protection in contrast to the youth who have the rights to relevant information about their bodies and new sexuality. This leads more appropriately to seeing youth as knowers who bring with them knowledge about sexuality and their own experience (Francis, 2010).

Allen (2005) states that youth need to be positioned positively and legitimately as sexual subjects within sexuality education programmes. Youth may lack practical knowledge, which makes them more vulnerable to HIV/AIDS, but he takes into account the needs and interest of the youth by increasing open discussions and talks around sex, sexuality and sexual health within health programmes. These discourses have been linked to the negatives of sex, such as disease, abuse and violence.

One particular health activist and inspirational radio personality who has been living with HIV virus for many years was talking to students about how important it is to live a healthy lifestyle. She said that the road-show encourages the South Africans to be concerned about their health pro-actively and help prevent the onset of illness (Masuku, 2011). This means that it is also important to conduct awareness programmes for youth and children in addition to what they learn from school. Young people need the knowledge and skills to make the right choices.

During the 2010 world cup in South Africa, there was a fear of children being exploited as schools would close for the duration of the soccer tournament. The fear was that unwanted and vulnerable children would face the risk of being trafficked for labour or sexual exploitation during that period, but the awareness programmes that were conducted helped (Mercury, 2010). When the Human Sciences Research Council (2008) released the results of a study conducted on Human Trafficking in South Africa and other African countries, the study showed that only eight South Africans had been trafficked to other countries between the years 2004 to 2008, but that South Africa was a major

destination for people trafficked from elsewhere. Collaboration of teachers and other public figures is important for these programmes.

Peer Education as another school-based programme is a dynamic process, a strategy, a communication channel, system and a tool whereby selected and well-trained people in a specific situation contribute to the wellbeing of others in the same situation. In schools the school based support team (SBST) is an ideal steering committee for the peer education programme and the LO is a coordinator. The purpose is to address the needs of the learners in the target school and the community they come from by: Contributing towards an increase in knowledge, skills, values and attitudes; enhance health-seeking behaviour; reduce risk behaviour and vulnerability; promote resilience and rectify or influence a situation. This programme aims to influence the behaviour of peers in a positive way.

Peer Education programme provides peer educators with a structured manual and lesson plan activities to implement as part of Life Orientation curriculum in class under the supervision of LO teacher. So life skills training and peer education are integrated in one programme where educator and peer educator present different parts of the curriculum. For instance, educators provide information while peer educators do best at norm forming activities. In this way peer educators have support and acceptance as part of the school structure without having schedule extra time after school. Field experience in South Africa showed that peer educators who are accommodated as part of the LO curriculum have appropriate contact with their peers and exposure in the school to convey their message (Department of Education, 2008). Senderowitz and Kirby (2006) revealed that international research showed that structured, curriculum-based programmes that are intensive and focused have positive results.

Educators also confirmed that the peer education programme worked best when integrated into the LO subject area since the content areas are aligned. So in all, the Life Orientation through which peer education programmes are often implemented, aims to guide and prepare learners for life and its possibilities, by developing skills, knowledge, values and attitudes that empower learners to make informed decisions and take appropriate actions regarding their health, social, physical and personal development (Department of Basic Education, 2011).

The advantage of this programme is that peer educators continue to deliver peer services outside the school context and ensure strengthening of the LO outcomes from the school context through to the community. Peer education though is not a replacement for professional or responsible adult involvement but intended to complement, supplement and strengthen the LO curriculum in the school and to community support networks and to promote dialogues, debates, information sharing, and discussion amongst peers (South African Qualification Authority, 2009).



Collaboration and partnership are also essential in dealing with education based programmes. For instance, Communication Based Organisations (CBOs) and Non-governmental Organisations (NGOs) that are present at the community level with their expertise could assist and implement school based programmes activities in schools. The School Feeding programme of the World Food Programme contributes to its mission by enabling children to attend school and helping to improve their nutritional status. Given that the core competencies of the World Food Programme food and logistics, it must work with other organisations that bring other competencies and expertise to carry out HIV/AIDS prevention and awareness activities (World Food Programme, 2011; UNICEF, 2008).

The National School Nutrition Programme (NSNP) in South Africa has similar mission mentioned above and its aim is to provide meals to the most needy learners as good food provides energy for the brain (Department of Education, 2009). The meals which are provided at schools are therefore, intended to give energy for mental and physical activities for the body and brain to function and to make the learners alert and receptive during lesson presentation (Department of Education, 2009). Ms GT Ndebele the Deputy Director General in Social and School enrichment in January 2009, stated that during the implementation of NSNP programme in schools has been shown to promote punctuality, regular school attendance and improving the concentration of learners and contributing to their general development. The NSNP school coordinator is usually the LO teacher who would supervise the day-to-day activities of the programme. The Department of Education, in executing the NSNP works closely with the Department of Health. Health inspectors are expected to check the quality of the products for the menu.

Regarding the anti-bullying or school safety programme, the role of teachers in the classroom as role models is emphasised. School policies need to promote safety and strategies that address or prevent bullying (Jonsson, 2003). In the school context it is suggested that these policies may need to be developed and most importantly to include life skills education focusing on interpersonal skills, conflict, anger management and communication skills which are catered for in the Life Orientation Programme (Johnson, 2005; Johnson & Lazarus, 2008; Donald et al., 2010).

### **2.3 The influence of gender, age, educational category, residence and years of formal education on the perception of a Life Orientation Programme**

According to Allen (2005), research indicates that the needs of boys and girls in sex education classes can differ and are influenced by cultural and social norms. Research shows also that girls tend to be very quiet during sexuality education classes, and teachers usually do not attempt to engage them in discussion. So this means that

teachers need to be sensitised to gender identities and roles so that these are not unintentionally reinforced in the classroom.

This was similarly found by Helleve et al. (2009) who examined the perception of sex education held by Life Orientation teachers in South Africa in relation to their teaching of the topic. They found that inadequately trained teachers often add to the silence surrounding topics of sex, compounding gender issues as well. They also reported that teachers are contributing to a culture where boys are expected to take the initiative and girls to be subordinate. This enhances the possibility of boys and girls engaging in relations with little communication and negotiation and perhaps little respect and empathy for one another.

Davidson et al. (2010) found that younger educators interact with learners regarding issues relating to HIV and sexuality more frequently than the older colleagues. They also found that favourable educator-learner interventions were associated with factors such as a good level of HIV/AIDS knowledge, personal experience, and low stigmatising attitudes towards the disease. Cadima et al. (2010) also found that student-learning outcomes improve when they attend classrooms in which teachers are warm and respond to student needs, stimulate student analysis and reasoning, and provide feedback focused on the process of learning.

Education regarding issues related to sex that works starts early, (this is achieved by South African government because LO starts at an early age) before young people reach puberty and before they have developed established patterns of behaviour (Beyers & Hay, 2011). Such education reaches the majority of young people effectively when they are still at a receptive age. The precise age at which information should be provided depends on the physical, emotional and intellectual development of the young people, as well as their level of understanding. Education is a powerful tool in transforming poverty and gender inequality (Helleve et al., 2009; Beyers & Hay, 2011).

Evaluation of the programme used in Kenya revealed positive results, an increase in condom use among boys was reported, and girls were more likely to decrease or delay sexual activity. It was found also that positive parent-child communication about sexual matters can lead to greater condom use among young men and a lower rate of teenage conception among young women. Girls who attend schools for longer periods tend to abstain from sex until a later age (Rosen et al., 2004). HIV/AIDS awareness and prevention education should be done during early adolescence (ages 10-14) because studies have shown that this is the best time to establish enduring patterns of healthy behaviour. Increased HIV awareness and prevention could save 29 million people from infection by 2010 and bring down HIV infection rates among young people by a quarter (UNICEF, 2003).

Johnson (2005) stated that both girls and boys are experiencing bullying and harassment but boys are at greater risk than girls as boys are more involved in physical fighting and more likely to carry weapons to schools. S/he further argued that safety or violence is often related to socio-economic circumstances as the learners most at risk are those who are from impoverished backgrounds. Lazarus et al. (2012) indicated that safety promotion programmes should use the existing LO curriculum to ensure that violence is pursued in the programme because the life skills areas identified on violence in schools is integrated into the LO curriculum.

They further argued that it might be useful to highlight these aspects particularly in schools located within high-risk areas for professional and community members who have their expertise to offer their services to the local schools. Safety promotion programme also include other programmes like anti-bullying projects, development of social skills groups for assertiveness training and anger management, parent support groups, themed talks and workshops, and parent effectiveness training.

## **2.4 Conclusion**

The nature and effectiveness of Life Orientation Programme in Eastern Cape Schools, different sources of Life Orientation Programmes, and certain variables have been discussed in this chapter. In conclusion, it has been identified that although Life Orientation Programme was included in the curriculum and is trying to be effective in a way but there are still challenges that are encountered by teachers and students in its implementation to mention few are trainings of teachers, learner teacher material, cultural differences and others.

Another thing is the fact that Life Orientation is seen as focussing only on one aspect which is called Health Promotion which include teenage pregnancy, drugs, sexuality education and “favourite HIV/AIDS” and as it has been called by (Mhlanga, 2011) supported by (Allen, 2010) who stated that narrow focus on specific issues, such as drugs and sexual health, in a life skills programme, does not meet the needs of learners. It was further argued that there is a need for a more inclusive approach, which takes into account the mental, emotional and social dimensions of health experience. The school-based programmes integrated into LO curriculum and coordinated by LO teachers show positive results (Senderowitz & Kirby, 2006).

The next chapter deals with the methodology, method of scoring, and data analysis employed in the current study.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1. INTRODUCTION**

In this chapter, the methodology that was followed in the course of executing the research study is discussed. This chapter specifically described the rationale behind the methodology used and how the research was conducted. This chapter intended to specify the procedure by which the researcher performed her research study. It is simply the flowchart followed by the events to be achieved from start to finish. It mainly dealt with the practical part; the sample survey methodology, the construction of the questionnaire instrument, how data was collected, method of data capturing, type of data to be collected and method of data analysis. The analysis and interpretation procedure was briefly elaborated.

This chapter specifically described the rationale behind the methodology used and how the research was conducted. The primary aim of the study was to evaluate the Life Orientation Programme in Eastern Cape Schools through Appreciative Inquiry (AI); the experiences and perceptions of learners, educators and departmental officials regarding the nature and effectiveness of the LO programme. More specifically, this research sought to determine the nature and effectiveness of the Life Orientation Programme in Eastern Cape Schools in relation to information given by teachers, learners and education specialists (subject advisors) as well as how its effects were influenced by variables such as; gender, age, educational category, and years of formal education and area of residence. Within an appreciative inquiry context, programme evaluation refers to the process of determining the quality of the programme and how it could be improved (Bushe, 2007; Sanders & Sullins, 2006).

The study further intended to understand the different perceptions depending on the category of the respondent. The participants in this study were allowed to express their appreciative criticism (Cooperrider, Whitney & Stavros, 2007) of the programme and suggest ways to improve its efficiency. Participants reflected on their positive experiences and discovered their own capacity to make a difference. Appreciative Inquiry searches for what works best (Reed, Pearson, Douglas, Swinburne & Wilding, 2001; Serrat, 2008); the success stories of individuals are, therefore, recognised and affirmed as contributing towards the improvement of the Life Orientation Programme. The expectation has been that teachers, learners and departmental officials would have positive attitudes towards the programme.

The data for this research was collected from two schools in King Sabata Dalindyebo local municipality in O R Tambo District Municipality in the Eastern Cape Province of South Africa. The two main areas to be sampled include: randomly selected areas be identified in the target area.

At this point in time, the researcher outlines the proposed activities of the study which have been detailed in this chapter; sampling method, research instrument (questionnaire), Sampling design, data collection and analysis, observation of the principles of reliability and validity, interpretation and the final conclusion is outlined. The data was analysed by two procedures namely: the descriptive output and the inferential tests of analysis.

### **3.2. RESEARCH DESIGN**

The study clarified the research techniques utilized in this study. Of particular interest, both the descriptive (Neuman, 2005; Terre Blanche, Durrheim, & Painter, 2009) and explanatory research designs have been utilized. The “why” questions were given the Explanatory Research Design while the “what is in place” type of questions were of course be accorded the Descriptive Research Design. The majority of the questions were of the second type. The research study involved both qualitative and quantitative approaches which aim to evaluate Life Orientation Programme by means of a descriptive research approach.

This research intended to establish facts related to perceptions of Life Orientation. The study intended to bring new knowledge to the subject of Life Orientation; the contributions of Life Orientation to the South African educational community.

Having collected the data, and, the researcher, under the guidance of a professional statistician, data was scrutinized, captured and analysed by use of SPSS (the Statistical Package for Social Sciences). Outputs of the analysis comprised of tables and charts consisting of percentages for quantitative research comparisons. This was so because the researcher had the intention of using three dimensional charts for the final data analysis.

#### **3.2.1. PROCEDURE FOR DATA COLLECTION**

Data was collected from two schools to be identified within the target area. It is usually the case that different schools to be included in the survey could not be identical in all respects of the variables under this study, including environmental issues and so. A Stratified Random Sampling (Babbie, 2010; McMillan & Schumacher, 2010) procedure

though the data were not split in the analysis according to strata. In this case a stratum was a school. This, however, was not the main planning of the method of analysis. The planned procedure was to perform analysis for the whole data combined in line with the objectives. The approach was to compare the constructed response percentages in the analysis and interpretation.

### **3.2.2. THE SAMPLING DESIGN**

Data were collected by means of a well-constructed questionnaire. It was ensured that all questions were easy to understand, without any misunderstanding or misinterpretation. The researcher and her assistants followed the sequence of the questionnaire and explained or probed further where there was need and also made clarities where necessary to the respondents.

Each questionnaire consisted of both closed-ended and open-ended questions. Open-ended questions were those that allowed the respondent to state whatever comments or concerns regarding the particular item in the questionnaire. Such questions put no limits to explanations; they encouraged more elaboration to the satisfaction of the participants and the researcher and above all, the subject matter.

The researcher further conducted face to face clarities and even witnessed the respondents' reactions to demanding questions. The beauty of open-ended questions is the fact that the respondent is never forced to pick some answers which are made by the researcher according to the researcher's test. In spite of these observations, closed-ended questions are more appreciable than open ended ones due to good prior organization, clarity, non-ambiguity and even they are usually easier to analyse and interpret. This is in addition to the ease of capturing. Accordingly, the researcher has used many closed-ended questions in the instrument for this research.

According to Babbie (1995) an interview schedule has a response rate and allows a researcher to probe for further clarity on the participant's responses. It is therefore required of the researcher to be available for purposes of clarifying ambiguities in a questionnaire and monitor the questionnaire processes.

The questionnaires were prepared in the English Language. It should be remembered that the South African schools recognize English as the official language of Learning and Teaching (LOLT) and learners are taught through English as the medium of instruction. The researcher therefore, made herself available for any clarity that may become necessary. Another requirement for the presence of the researcher would be to monitor

and see to it that all go on well. The distribution of the questionnaires was done by random choice. The researcher used the random number table to plan out the response selection in such a manner that all those who qualified to respond were identified by numbers and their participation depended on the qualification of the individual if the number on the random number table tallied with the respondent (McMillan & Schumacher, 2001; Babbie & Mouton, 2011).

### **3.2.3. DESIGNING DATA COLLECTION**

The target population was divided into sub-populations. Every sub-population was a stratum (a fraction of the study area), within the target area. The final sample was formed of collections from the strata sub-areas.

According to statistical principles of Stratified Random Sampling Survey Design, the final sample would consist of fractions of sub-samples collected from every stratum. Applying the Stratified sampling procedure explained above, the sample was constituted of proportional contributions from all the strata according to sub-population size.

Randomization (Bak, 2005) was effectively limited to the stratum. The selection of the units to be included in the sample was done by random choice, using the random number table (McMillan & Schumacher, 1993). The whole success depended heavily on the effective randomization procedure.

### **3.3. UNIT OF ANALYSIS**

The unit of collection under this study was defined to be the individual member of the area under the target area. Thus, a unit is a person to be interviewed. Once data was collected, the researcher, under the guidance of a Statistician, checked for data scrutiny followed by data capturing and analysis. This study targeted learners, educators and subject advisors especially those who are dealing with Life Orientation in the selected schools. The researcher considered and interviewed 120 participants. The analysis consisted of tables and charts which comprised of frequencies and percentages for comparison and ease of interpretation. Two types of analyses were performed by the researcher: the descriptive analysis and the inferential analysis.

### **3.4. POPULATION**

Koch (2008) refers to population as an entire group. A population is a set of persons or objects having common observable characteristics. For example, a group of people admitted for the purpose of receiving medical treatment and care. A population may comprise of all patients suffering from a specific disease or undergoing a specific form of treatment (Koch, 2008). In this study the population is composed of all those learners, educators and subject advisors in schools in the target area. These were people who deal directly and on daily basis interacting with the subject of Life Orientation. The subject matter of Life Orientation needed people in the educational/academic arena who knew and understood the usefulness of the Life Orientation Programme. The only prospects were subject advisors, educators and learners.

### **3.5. SAMPLING METHOD AND SIZE**

According to Bless and Higson-Smith (1995) defines sampling is a technical device to rationalize the collection of information, to choose in an appropriate way a number of objects, individuals, treatments, etc, to participate in a research enquiry. The researcher randomly sampled and obtained 120 respondents for the survey.

The researcher used two types of sampling procedure. First, the two participating schools were randomly selected out of all the schools in the district municipality. The second randomisation was limited to the selected stratum. Randomisation had to be limited within the stratum due to the planned Stratified Random Sampling procedure. The whole process was done to maintain requirement of making sure that the selected sample had the properties of the target population.

Bless and Higson-Smith (1995) further claim that a sample must have properties which make it representative of the whole population. The 120 sample size number has been arrived at by use of Cochran's formula for determining sample size for social studies.

### **3.6. THE DATA**

As stated earlier on, the data were collected from two randomly selected schools identified only as: Dalukhanyo Senior Secondary School in Mqanduli district and Holy Cross Senior Secondary School in Mthatha district. The data were collected by use of a questionnaire which was completed by teachers, learners and subject advisors in the presence of the researcher and research assistants.

The data collected were classified as either nominal or ordinal data. The variables included in the questionnaire included: Gender, Age group, Educational category, Area of residence, Number of years of formal education. These were identified as biographical



data information. Other data collected included research questions such as: “Life Orientation promotes healthy behaviour”, “Life Orientation helps prevent risky behaviour”, etc. As an example, consider age group. The levels of age group were: Up to 20 years, 21 - 30 years, 31 - 40 years and 41 - 50 years, which was on an ordinal scale of measurement, whereas the levels of area of residence were: Rural or Urban, which was on a nominal scale of measurement.

Researcher questions had Likert scale responses. Three (3) open-ended questions included in the questionnaire were:

1. What is your experience of the Life Orientation Programme?
2. What do you appreciate about the Life Orientation Programme?
3. How can the Life Orientation Programme be improved?

The following table shows the frequency distribution of the responses of the data collected according to participant’s category.

**Table 3.1**

Sample	Frequency	Percent
Learner	90	75.0
Teacher	20	16.7
Subject Advisor	10	8.3
Total	120	100.0

### **3.7. METHOD OF DATA ANALYSIS**

The collected data was scrutinized, organized and captured by use of the SPSS (Statistical Package for Service Solutions, Version 20). As said earlier, the analysis commenced after capturing. The analysis comprised of tables and charts whose parameters of analysis were percentages and frequencies. The interpretation for both quantitative and qualitative analysis was performed in line with the output.

According to Bless and Higson-Smith (1995) quantitative data is often analysed using a range of descriptive and inferential statistical procedures and qualitative data is analysed with techniques especially designed for this form of data.

According to Govender and Edwards (2005) it is advisable for a study to contain both qualitative and quantitative data. In order for a research to be exhaustively sufficient, both qualitative and quantitative data should be properly analysed and properly interpreted in order that the study is satisfactorily completed.

The interpretation based on the output of tables and charts was accomplished based on the objectives of the study. The interpretation was strictly guided by the objectives. For this study, both tables and charts were produced for every variable and the researcher, in consultation with the supervisor and the statistician for advice chose to use both tables and charts.

### **3.8. TIME FRAME**

The researcher gathered data from the respondents within a period of about ten days. This was followed by data scrutiny which was then be followed by data capturing and the subsequent analysis. The analysis output consisted of statistical tables and charts. The two processes were accomplished by use of the SPSS (The Statistical Package of Social Sciences, version 20).

### **3.9. VALIDITY AND RELIABILITY**

According to Bless and Higson-Smith (1995), validity is the potential of a relationship between the independent variables with high degree of certainty. It is measured in terms of internal and external validity. Internal validity examines the extent to which a particular research has excluded all other possible causes of errors, which could explain the variation of the data under different variables.

As for the Life Orientation data, errors could result from the following sources;

- Wrong answers being given to correct questions even in the presence of a researcher or an assistance
- Respondents being reluctant to answer questions
- Respondents willingly providing false information

The above sources of errors and others not specified here have been taken care of at the planning stage. A pilot survey was done just to correct the questionnaire. Thus the

principles of validity and reliability were not be compromised at any level and in any manner.

Meaningful validity examined the extent to which the result of the study could be generalized or repeated by any other interested researcher in the future. The researcher used constructive validity to identify closely related variables, and create a distinction which outlined a legitimate scale of measurement. Wiener (1978) states that a measure is reliable if a researcher can consistently get the same answer at different points in time; meaning that the measuring tool has not been changed over time.

The researcher used an inter observer reliability which refers to the degree to which the observers' codes were consistent in the categorization of the subjects and any variable that was included in the analysis. This means that the instrument to be used met all the test conditions of reliability and validity to the satisfaction of the researcher and the set research objectives. In essence, the researcher is sure that she collected both reliable and valid data.

On the other hand, the above explains the need and necessity of validity and reliability.

### **3.10. ETHICAL CONSIDERATION**

The following were considered during the collection of data for this study.

#### **3.10.1. ANONYMITY AND CONFIDENTIALITY**

In this study anonymity was ensured by not identifying the respondents. Confidentiality was maintained as it is one of the principles of professional research. The respondents were assured of the confidentiality of their information drawn where such information would only be used for the purpose of the study.

#### **3.10.2. VOLUNTARY AND NO HARM TO THE PARTICIPANTS**

The respondents were informed of their voluntary participation in the study and that they had the right to withdraw at any time they felt like doing so. The respondents were asked for consent to participate prior to the interview and they were given a chance to continue or to withdraw from the interview. In this study the researcher was concerned with the

challenges of establishing factors associated with Life Orientation Programme as a means of improving on people's behaviour.

Further to this, the researcher hopes to find answers to concerns regarding the future and current dependency of Life Orientation in the moulding of society. Further, the researcher wanted to understand the dependency of responses on biological parameters such as Age group, Number of years of formal education, Educational category, Area of residency, etc. The fundamental belief was that there was, at least, some dependence of some research issues on; one's age, one's level of education, etc.

### **3.10.3. INFORMED CONSENT**

The researcher fully explained to the participants what was required of them in terms of participation. All prospective participants were asked to sign an informed consent form.

### **3.10.4. DISCONTINUANCE**

Participants were given assurance that they were free to discontinue their participation at any time without being required to offer an explanation.

## **3.11. CONCLUSION**

This chapter was devoted to the discussion of the of research methodology where-by the researcher provided the information with respect to the flow chart of the research activities for this research. The whole process to be effected by the researcher and all the steps that would be followed by the researcher in the course of pursuing this study were detailed in this chapter.

As stated earlier on, this research sought to establish factors associated with Life Orientation in schools in King Sabata Dalindyebo local municipality of O R District Municipality, in the Eastern Cape Province. Further, this research intended to establish the interaction between biological data and the response to research questions on Life Orientation Programme.

The researcher wishes to understand how Life Orientation equips learners with the knowledge needed to solve problems, make informed decisions and choices, and take appropriate actions to enable them to live meaningfully and successfully in a rapidly

changing society. Learners need guidance in their personal lives, guidance on careers to choose, guidance on how to relate to people around them, and guidance on how to fit into the social context of their communities.

This chapter deals with the methodology of the specific steps taken towards achieving proper results of this research.

The following chapter will be concentrating on data analysis and interpretation. Chapter five will be looking at conclusions and recommendations.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

#### **4.1 Introduction**

The preceding chapter dealt with the research design and the methodology employed in this study. The Chapter further provided the researcher with the flowchart used for conducting of the research and, dealt extensively with the methodological procedure used in the evaluation of the Life Orientation programme in the Eastern Cape Schools.

The current chapter focuses on presenting the research data, data analysis and interpretation of results. Furthermore, it provides a comprehensive discussion of the findings. The questionnaire consisted of closed-ended questions and open-ended questions. Questionnaires were randomly distributed to participants. Raw data were collected, organised and captured. The final analysis output produced frequency tables, graphs, and chi-square test statistics.

#### **4.2 DESCRIPTIVE DATA ANALYSIS**

Data capturing and analysis were conducted by means of IBM SPSS version 19 statistical software. The two types of analysis performed were descriptive analysis and inferential analysis. The output was in the form of percentages presented in tables and charts.

The main aim of the study was to evaluate the nature and effectiveness of the Life Orientation Programme in the Eastern Cape Schools. The information given by teachers, learners and education specialists (subject advisors), as well as the extent of the influence of gender, age, educational category, residence, and years of formal education on the evaluation of the programme has been considered.

#### **4.3 Survey data**

In the following sections the data derived from the survey would be presented according to the main sections in the questionnaire.

### 4.3.1 Demographic information

#### 4.3.1.1 Gender of respondent

This section presents the analysis, presentation and interpretation of the collected data. Out of 120 respondents who participated in the study, females constituted 69.2%, whereas males formed only 30.8%.

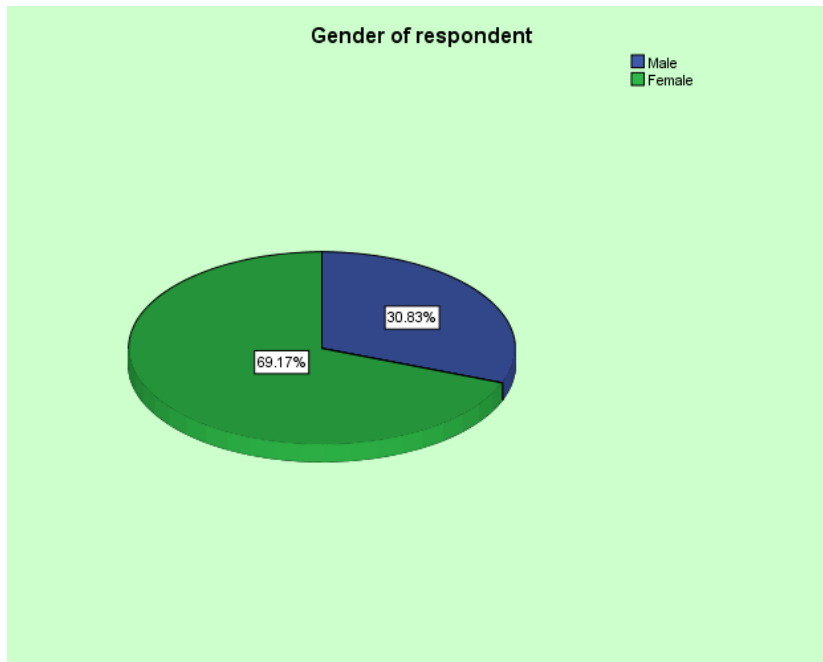
The observation was that more females participated in this study than their male counterparts. The reason was that the researcher targeted schools and education-oriented institutions under the umbrella Department of Education in the Eastern Cape Province of South Africa. The researcher justified this ratio by understanding that it was generally an observation that there were more females than males in any institution.

The second observation by the researcher was that it was easier to administer questionnaires to females than males because, whenever males participated, there were countless and unnecessary time-consuming arguments before completing a questionnaire.

Finally, it was noted that most males who participated in this study wanted to be given incentives before completing a questionnaire.

**Table 1: Gender distribution of respondents**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	37	30.8	30.8	30.8
Female	83	69.2	69.2	100.0
Total	120	100.0	100.0	



**Fig. 1 Gender distribution of respondents**

#### **4.3.1.2 Age group of respondent**

This section presents the percentage distribution of age of those who participated in the study. The inclusion of age, as a topic in this research, was quite necessary owing to the objective of the study which seeks to understand the impact of Life Orientation on the target group, who happened to be school learners, teachers, and subject advisors. It became necessary to create different age groups which would assist in that understanding, particularly where age is a factor. Furthermore, there was a need to assess the impact of Life Orientation on young people before they develop patterns of behaviour (Allen, 2005; Beyers & Hay, 2011).

This study revealed that the percentage (%) composition of the respondents, according to age group, was as follows: up to 20 years (70.4%); 21 to 30 years (10.4%); 31 to 40 years (13.0%); and 41 to 50 years (6.1%). It was noted that the majority (70.4%) of the respondents were aged 20 years or less. This age group was followed by those who were aged between 31 to 40 years. This group formed 13%. The smallest percentage (6.1%)

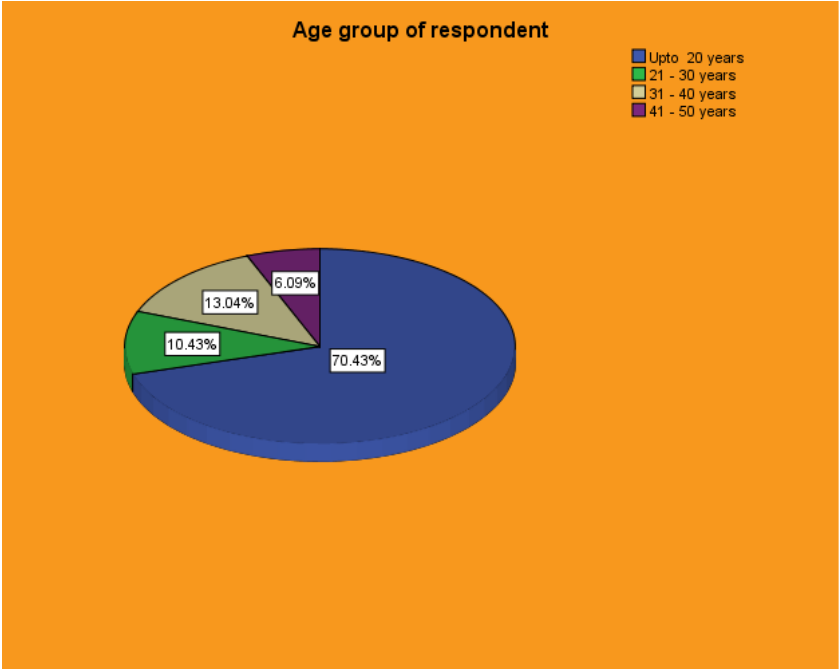


was for those aged between 41 to 50 years. The justification of this percentage distribution is that there were more young respondents than their old counterparts.

(See Table 2 and Figure 2 below).

**Table 2: Age group of respondents**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Up to 20 years	81	67.5	70.4	70.4
	21 - 30 years	12	10.0	10.4	80.9
	31 - 40 years	15	12.5	13.0	93.9
	41 - 50 years	7	5.8	6.1	100.0
	Total	115	95.8	100.0	
Missing	System	5	4.2		
Total		120	100.0		



**Fig. 2: Age group of respondents**

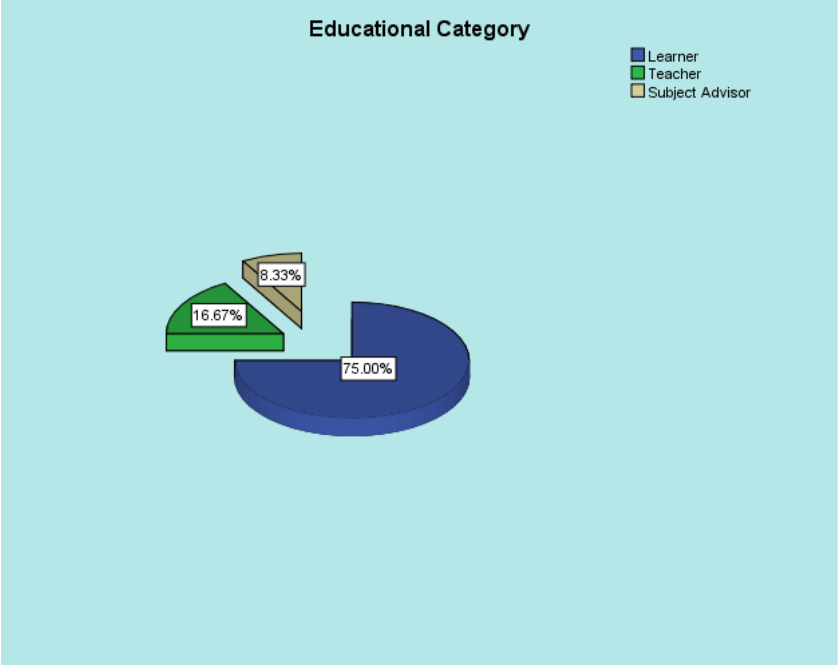
### 4.3.1.3 Educational category

It was found necessary to include the educational level of the respondents. The main reason was that according to the objectives of this study, a time would come when categorization according to level of education would be a necessity. It was also imperative to get the views and perceptions of teachers regarding Life Orientation as they are directly involved in teaching and handling life orientation topics as a subject. Subject advisors were also included as they are specialists in the subject field, and the learners themselves were included as they are the recipients of the programme. It was, therefore, necessary to include the educational category in the evaluation so as to establish any differences in the results.

Results by this study showed that the percentage composition of the respondents, according to educational category, was as follows: learners (75%); teachers (16.7%) and subject advisors (8.3%). It was observed that the majority of the respondents were learners (75%) followed by teachers who were rated at 16.7%. The smallest group was formed by subject advisors (8.3%). Subject advisors and teachers formed the smallest groups in terms of percentage due to their small numbers and there was only one Life Orientation teacher per phase per school. It was interesting to note that there were many students attending the Life Orientation Programme in each school as compared to other categories of respondents. (See Table 3 and Figure 3 below).

**Table 3: Educational Category**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Learner	90	75.0	75.0	75.0
Teacher	20	16.7	16.7	91.7
Subject Advisor	10	8.3	8.3	100.0
Total	120	100.0	100.0	



**Fig. 3: Educational category**

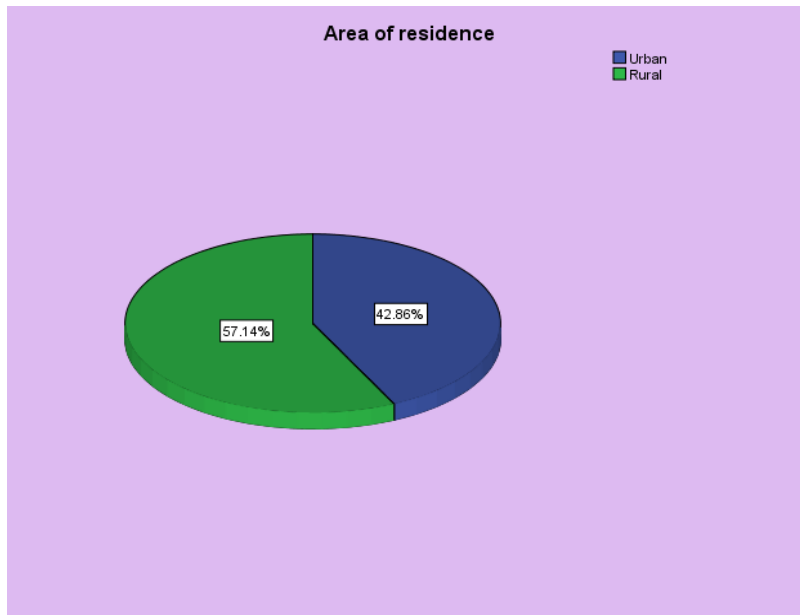
#### 4.3.1.4 Area of residence

Two responses were identified for this statement. The majority of the respondents (57.14%) lived in rural areas, whereas 42.86% resided to urban areas. It was observed that although many learners studied in urban schools, they indicated they belonged to rural areas in the questionnaire because they originated from rural setups. This contributed to the number of students who indicated they belonged to rural areas to be greater than those from urban areas.

The percentage distribution of respondents by area of residence was presented in Table 4 and Figure 4 below. The percentage distribution of this topic came as no surprise as it is understood that due to the fact that the target area had a greater percentage of rural dwellers and that, most respondents claimed to be from rural communities. Thus, this result therefore, aligns itself with the objectives of the study as it is earmarked for an African setup.

**Table 4: Area of Residence**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Urban Areas	51	42.5	42.5	42.5
Rural areas	68	56.7	56.7	99.2
Missing	1	0.8	0.8	100.0
Total	120	100.0	100.0	



**Fig. 4 Area of residence**

#### **4.3.1.5 Years of formal education**

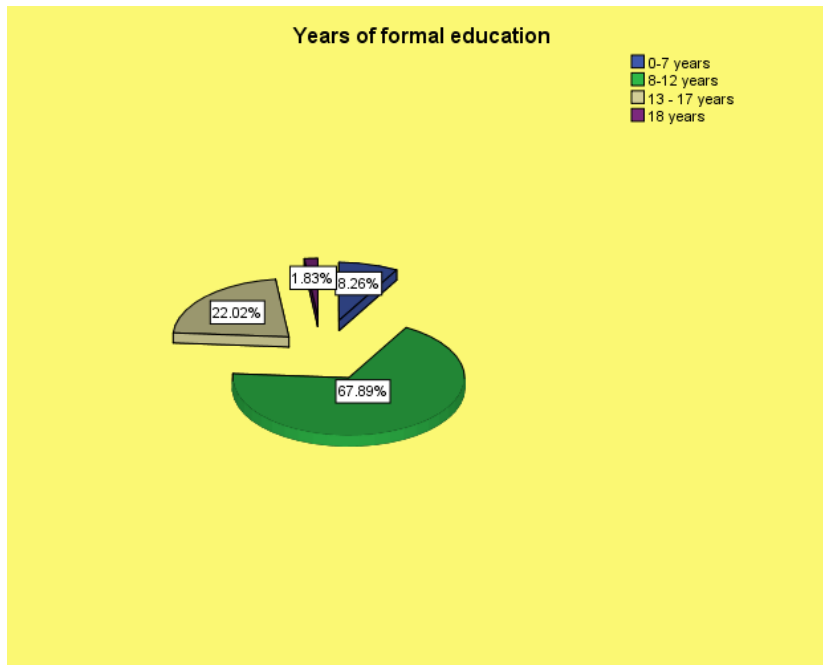
This section presents the number of years of formal education attended by the respondents in the sample. The topic is included in this study for purposes of soliciting views of different categories of respondents. The analysis of the data on this statement showed that the majority of the respondents (67.9%) had between 8 and 12 years of formal education. This class of respondents was followed by those who had 13 to 17 years of formal education. The least among the percentages was for those who had 18 years of formal education group which formed 1.8%.

The researcher found this percentage distribution to be quite true due the fact that a large number of those who participated in this study were school-going learners most of whom had not completed their matric studies. The 67.9% must have constituted of those learners in that category in addition to educators and other respondents whose formal education was not beyond matric level.

(See the distribution in Table 5 and Figure 5 below).

**Table 5: Years of formal education**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-7 years	9	7.5	8.3	8.3
	8-12 years	74	61.7	67.9	76.1
	13 - 17 years	24	20.0	22.0	98.2
	18 years	2	1.7	1.8	100.0
	Total	109	90.8	100.0	
Missing	System	11	9.2		
Total		120	100.0		



**Fig. 5 Years of formal education**

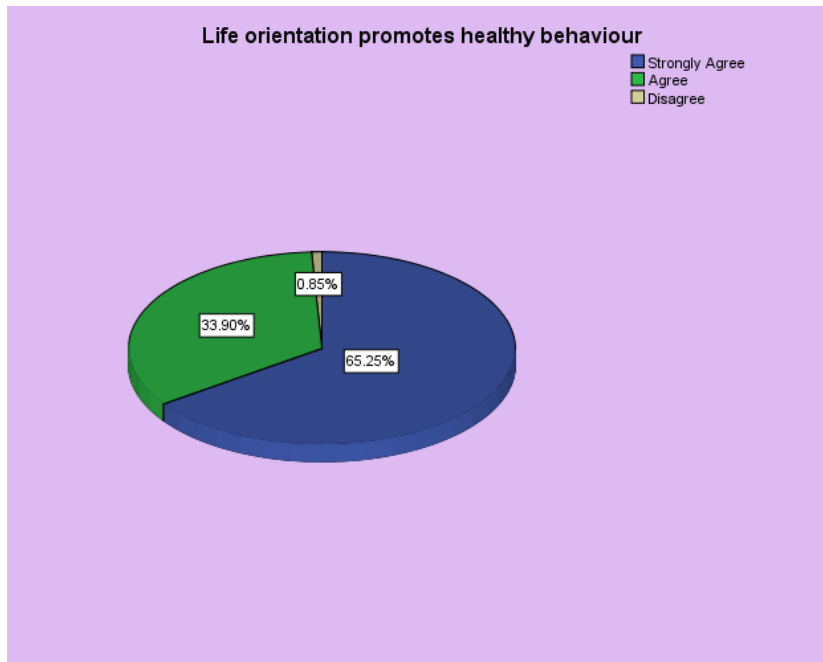
#### 4.3.1.6: Life Orientation promotes healthy behaviour

According to the analysis of the data on statement 4.3.1.6, the majority of the respondents (65.3%) strongly agreed with the statement. This was followed by 33.9% who just agreed with the statement. The lowest percentage (0.8%) was for those who disagreed. This analysis indicated that Life Orientation promotes healthy behaviour as stated by the majority of the respondents. As it was stated by the Department of Education, “The Life Orientation Learning Area aims to empower learners to use their talents to achieve their full physical, intellectual, personal, emotional and social potential” (Department of Education, 2002).

Research has shown that safe schools are protective against negative reproductive health outcomes such as teenage pregnancy and HIV and AIDS. The implication of this was that safe schools must be those which include Life Orientation on their teaching curriculum while they encourage learners to practice what they teach. For this statement, when the researcher collapsed the response percentages, the collapsed total percentage for **strongly agree** and **agree** totalled 99.2%, which was by any standards too high. This is a signal of the usefulness and contribution of the Life Orientation Programme in schools. Consequently, all other schools are encouraged to emulate those successful schools both in the province and the country.

**Table 6: Life orientation promotes healthy behaviour**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	77	64.2	65.3	65.3
	Agree	40	33.3	33.9	99.2
	Disagree	1	0.8	0.8	100.0
	Total	118	98.3	100.0	
Missing	System	2	1.7		
Total		120	100.0		



**Figure 6: Life orientation promotes healthy behaviour**

**4.3.1.7: Life Orientation teachers orientate their students about the careers they want to pursue.**

According to the data analysis on statement 4.3.1.7 the majority (47.9%) strongly agreed with the statement. This was followed by those (39.5%) of the respondents who just agreed with the statement. The least among the percentages was for those who strongly disagreed. When the researcher collapsed the percentages according to how positive or negative the response was to the statement, the following collapsed percentages were obtained; 87.4% was the collapsed total percentage for strongly agree and agree responses while 5.8% was the collapsed percentage for strongly disagree and disagree. It is quite clear that the positive response when combined was too high as compared to the negative collapsed total percentage.

As stated by Bryanston High School management, the following statements summarise the importance of Life Orientation included in the curriculum: *“Life orientation is an excitingly diverse subject, incorporating many aspects of life. Most people who matriculated more than a decade ago, will remember life skills, guidance counselling, PT classes and religious studies. However, Life orientation (LO) has evolved into a holistic subject encompassing emotional, physical, spiritual and mental aspects of life. For example: Life orientation provides a learner with the necessary skills to compile a CV,*



*understand relationships, find a career, learn about lifestyle diseases or understand why democracy is necessary in our country.....to name but a few.*

*Life orientation is a compulsory subject from grade 8-12.*

*Based on the National Curriculum Statement, grades 8, 9 & 12 follow 4 learning outcomes in 2013:*

- *LO 1: Personal well-being*
- *LO 2: Citizenship*
- *LO 3: Recreation and physical well-being*
- *LO 4: Career and career choices*

*Grades 10 & 11 follow the CAPS (Curriculum and assessment policy statement) syllabus of 2013:*

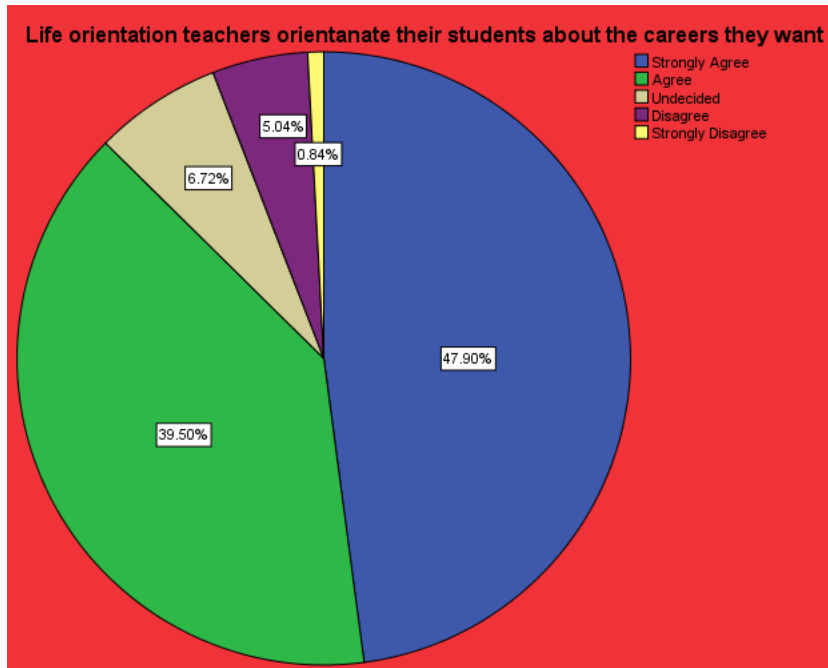
- *Development of self in society*
- *Social & environmental responsibility*
- *Democracy and Human rights*
- *Career and career choices*
- *Study skills*

*Physical Education is a compulsory component of the LO Curriculum. Each term, a learner has to complete physical activity assessments that count towards their overall LO mark. Currently, grades 8 and 9 do not have formal physical education lessons, but it will be implemented in 2014. Grades 10-12 have a 1-hour compulsory physical education lesson in a 6-day cycle. This is a structured curriculum with supervision and assessments. We have a good relationship with a variety of tertiary institutions, which provide valuable information to matrices throughout the year and offer bursary opportunities to our learners".* These statements by one of the successful high schools in the country speak a big story about the usefulness of Life Orientation in the preparation of the youth with their career choices.

The results found are also in line with Ombaba et al. (2014) who found that the support from teachers in schools on the career guidance programme needed to be enhanced to make sure that the guidance services rendered are effective to students to make good career choices. They also found that teachers positively observed that career guidance services were beneficial to school students in preparing them for their future.

**Table 7: Life orientation teachers orientate their students about the careers they want to pursue.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	57	47.5	47.9	47.9
	Agree	47	39.2	39.5	87.4
	Undecided	8	6.7	6.7	94.1
	Disagree	6	5.0	5.0	99.2
	Strongly Disagree	1	0.8	0.8	100.0
	Total	119	99.2	100.0	
Missing	System	1	0.8		
Total		120	100.0		



**Figure 7: Life orientation teachers orientate their students about the careers they want to pursue**

#### **4.3.1.8: Life Orientation helps prevent risky behaviour**

According to the analysis of the data on statement 4.3.1.8, the majority (43.5%) of the respondents strongly agreed with the statement. This was followed in magnitude by 36.5% of the respondents who just agreed with the statement. The least among the percentage responses was 4.3% of the respondents who disagreed with the statement.

The researcher collapsed the percentages for the positive responses and obtained a collapsed total response rate of 80%. The collapsed response percentage for the negative responses was 10.4%. Comparatively, the positive collapsed response was quite significant. The collapsed positive rating of 80% showed that the majority of the respondents fully agreed with the statement regarding the prevention of risky behaviour by Life Orientation in schools. This means that it is a welcome idea for schools to promote Life Orientation in schools.

On the list of advantages, one will notice that Life Orientation prevents young people from engaging in risky behaviour where most of them end up smoking bad stuff, engaging in sexual promiscuity, drunkenness, getting pregnant at tender ages, and even stopping to go to school. Many schools have reinforced LO as a subject which they believe will go a long way in moulding the youth and shape their future.

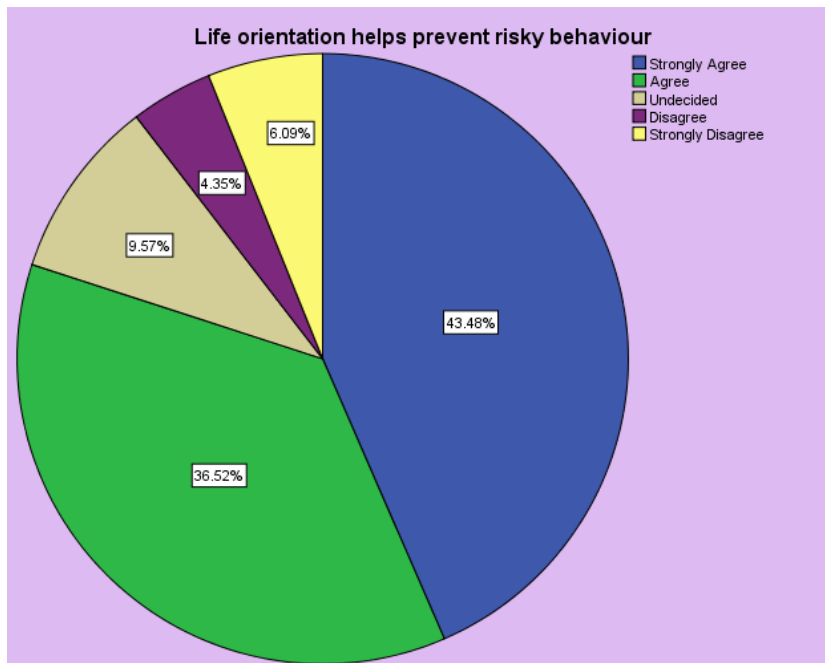
*In summary, LO is the study of the self in relation to others and to society. It prepares learners for life, and for its responsibilities and possibilities.*

*•It equips learners to solve problems, to make informed decisions and choices, and to take appropriate actions to enable them to live meaningfully and successfully in a rapidly-changing society*

Evaluations of the programme have revealed mixed results on its impact on sexual and HIV related risk behaviours

**Table 8: Life orientation helps prevent risky behaviour**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	50	41.7	43.5	43.5
	Agree	42	35.0	36.5	80.0
	Undecided	11	9.2	9.6	89.6
	Disagree	5	4.2	4.3	93.9
	Strongly Disagree	7	5.8	6.1	100.0
	Total	115	95.8	100.0	
Missing	System	5	4.2		
Total		120	100.0		



**Figure 8: Life orientation helps prevent risky behaviour**

#### **4.3.1.9: It is not good to participate in activities that promote physical development**

The analysis of the data on statement 4.3.1.9 showed that the majority (55.8%) of the respondents strongly disagreed with the statement. This was followed by 23.0% of the respondents who just disagreed.

The researcher collapsed the percentages for the two negative responses and obtained a total response rate of 78.8% which represented the participants who either disagreed or strongly disagreed with the statement. This was done to indicate that the disagreement with the statement (whether strongly disagree or just disagree) was in fact chosen by the majority of the participants.

This high-level disagreement with the statement showed that the respondents did not agree with the view expressed by the statement. It is also common understanding that human physical development is a vital part of human development.

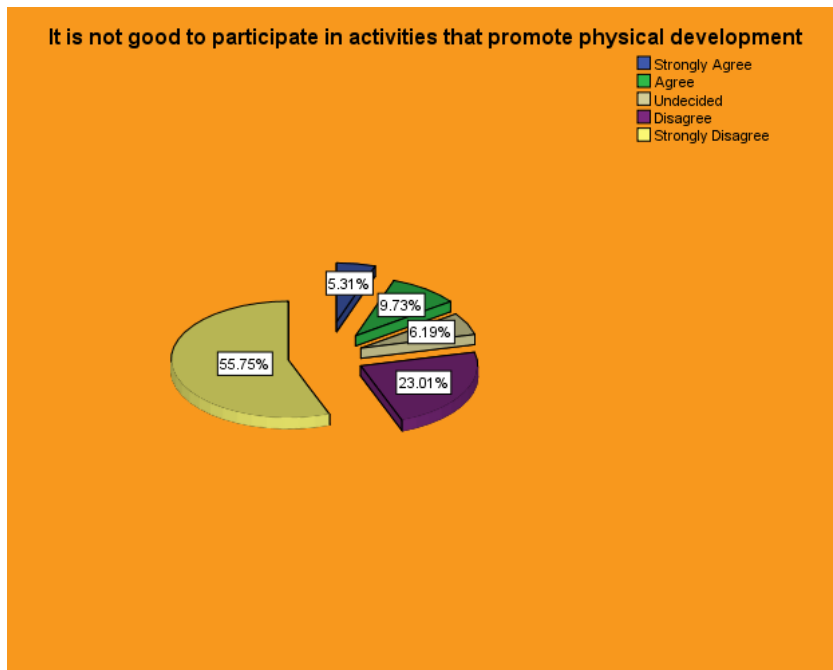
In a way, the respondents who included educators, learners and other academic participants felt strongly that promotion of physical development should be encouraged and must become part of school curriculum.

Many schools in the country have made physical activity to be part of the LO Programme of teaching. As stated by Department of Education (2000) that physical and motor development is integral to the holistic development of learners. Jones-Palm and Palm (2004); Corneliben and Pfeifer (2007); Stead and Nevill (2010); Trudeau and Shephard (2010), stated in the literature review that physical education, physical activity and sport have shown positive impact on classroom behaviour and academic performance, and on anxiety, depression, mood and wellbeing.

They further said that there is a positive association between physical activity and several components of mental health, including self-esteem, emotive well-being, and spirituality and future expectations.

**Table 9: It is not good to participate in activities that promote physical development**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	6	5.0	5.3	5.3
	Agree	11	9.2	9.7	15.0
	Undecided	7	5.8	6.2	21.2
	Disagree	26	21.7	23.0	44.2
	Strongly Disagree	63	52.5	55.8	100.0
	Total	113	94.2	100.0	
Missing	System	7	5.8		
Total		120	100.0		



**Figure 9: It is not good to participate in activities that promote physical development**

#### **4.3.1.10: Respect for human rights is a prerequisite for moral development in a society**

According to the analysis of the data on statement 4.3.1.10, the researcher observed that the majority (51.9%) of the respondents strongly agreed with statement 4.3.1.10. This was followed in magnitude by 35.2% of the respondents who just agreed.

The researcher collapsed the percentages for the two positive responses and obtained a response rate of 78.8% which represented the participants who either agreed or strongly agreed with the statement. This was done to indicate that the agreement with the statement (whether strongly agree or just agree) was in fact chosen by the majority of the participants. 78.8% of the total response was too high a percentage and this showed that respect to human rights was a prerequisite for moral development for any society. According to the South African constitution, respect for human rights has different rights components including the following:

#### **Rights and responsibilities**

For every right that a person has there is usually a responsibility that is connected to that right. For example, having a right to freedom of expression, but a responsibility not to tell deliberate lies about someone else. There is a general responsibility to respect and be tolerant of other peoples' rights. The government also has responsibilities in terms of rights. These are examples of some rights and responsibilities:

- **The right to be equal before the law**

**One's duty:** to respect other people even if they are different to you, and to accept that they are equal to you.

**The state's duty:** to make laws apply equally to everyone regardless of their race, colour, gender and so on.

- **The right to life**

**One's duty:** not to hurt someone so as to threaten their life.

**The state's duty:** to pass a law to stop the death sentence.

- **Right to freedom and security of the person**

**One's duty:** not to abuse your partner or children in the privacy of your home.

**The state's duty:** to ban the use of torture to get information from people.

- **No slavery or forced labour**

**One's duty:** not to allow your children to go to work when they are very young.  
**The state's duty:** to pass a law that sets a minimum wage and age for people who are working.

- **Right to privacy**

**One's duty:** to knock on someone's door before entering their home.

**The state's duty:** to keep people's information about themselves private and confidential, for example a woman who wants to have an abortion should know that this information will be kept private.

### **Freedom of assembly, demonstration, picket and petition**

**One's duty:** not to carry a gun or dangerous weapon in a march or demonstration.

**The state's duty:** to make it safe and secure for people who want to have a demonstration, for example by diverting traffic, and confiscating guns and weapons.

- **Freedom of movement and residence**

**One's duty:** to accept anyone who comes and lives next door to you as your neighbour.

**The state's duty:** to issue passports and identity documents to all citizens who apply.

- **Right to education**

**One's duty:** to send all your children to school.

**The state's duty:** to build enough schools and provide enough teachers so that everyone can go to school and get a proper education.

- **Right of access to health care, food, water, social security**

**One's duty:**

- to look after and care for public water pumps and to keep these in proper working order
- not to pollute rivers that people are using for drinking water
- to throw household litter in a proper place away from people's homes
- to pay rates and duties for services to the municipal council



**The state's duty:**

- to provide a rubbish removal service to all communities
- to provide clean running water to all communities
- not to turn people away from hospitals if they need care
  
- **Right to a clean environment**

**One's duty:** not to throw rubbish on the ground.

**The state's duty:** to pass laws that stop factories from dumping their rubbish into our rivers.

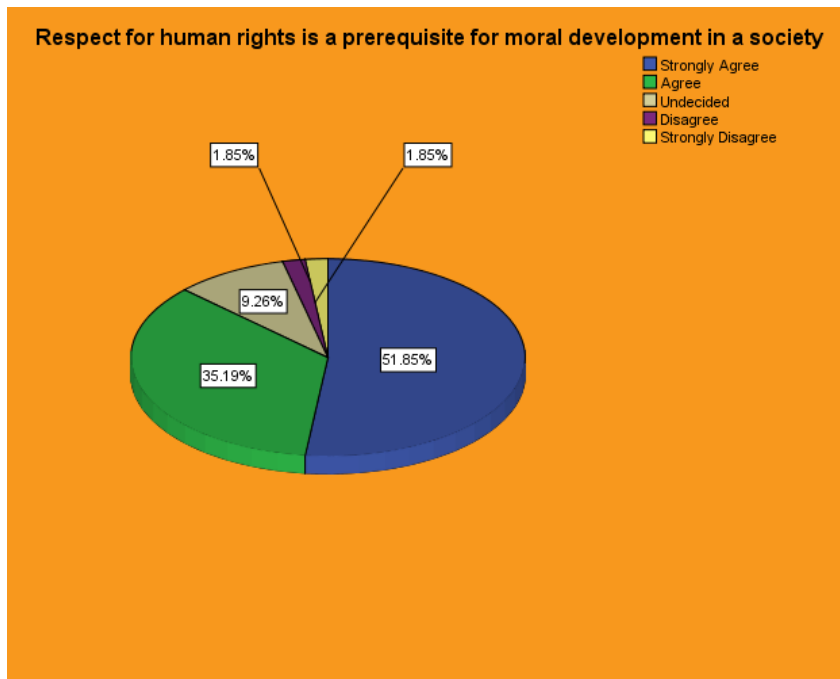
**Conflicts in rights**

There are times when one person's right will conflict with the rights of another person. The South African Bill of Rights says it is acceptable in certain situations to limit rights, if it is reasonable to limit them in the situation, and it is justifiable in an open and democratic society that is based on equality and freedom. Where there is a conflict of rights and each person thinks their right is more important than the other person's right, the courts may be approached to decide whose right is more important in a particular situation.

Stated above were some of the rights, which people have to watch for as they go about in their daily life routines.

**Table 10: Respect for human rights is a prerequisite for moral development in a society**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	56	46.7	51.9	51.9
	Agree	38	31.7	35.2	87.0
	Undecided	10	8.3	9.3	96.3
	Disagree	2	1.7	1.9	98.1
	Strongly Disagree	2	1.7	1.9	100.0
	Total	108	90.0	100.0	
Missing	System	12	10.0		
Total		120	100.0		



**Table 10: Respect for human rights is a prerequisite for moral development in a society**

#### **4.3.1.11: Life Orientation content is clearly understandable**

According to the analysis on statement 4.3.1.11, the majority (55.9%) of the respondents ***strongly agreed*** with the statement. This was followed by 33.1% of the respondents who ***just agreed***. The least among the response percentages was for those who strongly disagreed and those who disagreed with the statement. These groups of respondents formed 2.5% each.

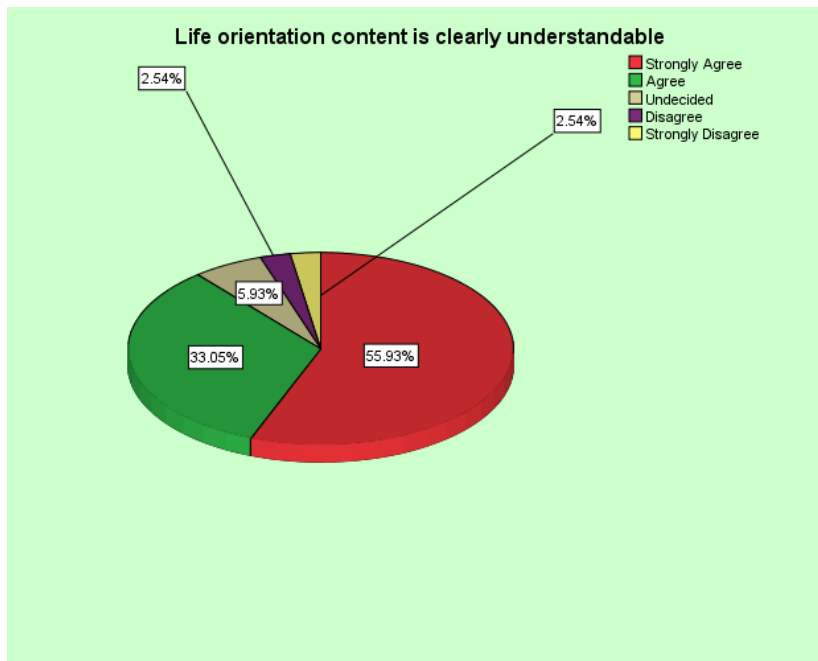
The researcher collapsed the percentages according to the positive agreement or the negative disagreement with the statement. When the two negative responses were collapsed they totalled 5% whereas the collapsed positive responses totalled 89%. The researcher collapsed the percentages just to understand the degree of agreement or disagreement with the statement. The 89% total for positive responses showed that the collapsed positive percentage was chosen by the majority of the respondents. That ***Life Orientation content is clearly understandable***, is a proven fact.

The Department of Education (DoE) has both trained and equipped educators on the administration and teaching of the Life Orientation programme. The DoE has organized periodical trainings, seminars and other short-term courses where they equip educators with enough resources for teaching all classes. In line with these findings Prinsloo (2007) argued that teacher trainings had consisted of one-to three-day short courses on the content and aims of the LO Programmes.

The reason for this serious emphasis originated from the fact that LO as a subject has a number of practical advantages including; warning the youth about the dangers of careless behaviour such as to avoid contracting HIV AIDS, to avoid smoking of dangerous stuff such as dagga, to avoid engaging in relationships that may lead to learners getting pregnancies, etc. Other expected outputs include the promise of a country with more organized future leaders and reliable citizenry.

**Table 11:Life orientation content is clearly understandable**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	66	55.0	55.9	55.9
	Agree	39	32.5	33.1	89.0
	Undecided	7	5.8	5.9	94.9
	Disagree	3	2.5	2.5	97.5
	Strongly Disagree	3	2.5	2.5	100.0
	Total	118	98.3	100.0	
Missing	System	2	1.7		
Total		120	100.0		



**Figure 11: Life orientation content is clearly understandable**

#### **4.3.1.12: Drugs give you a true sense of security**

According to the analysis of the data on statement 4.3.1.12, the majority (75.9%) of the respondents strongly disagreed with the statement. This response was followed by the “disagree” response which formed 14.7%. The least among the percentages was 1.7% which was formed by those respondents who strongly agreed with the statement.

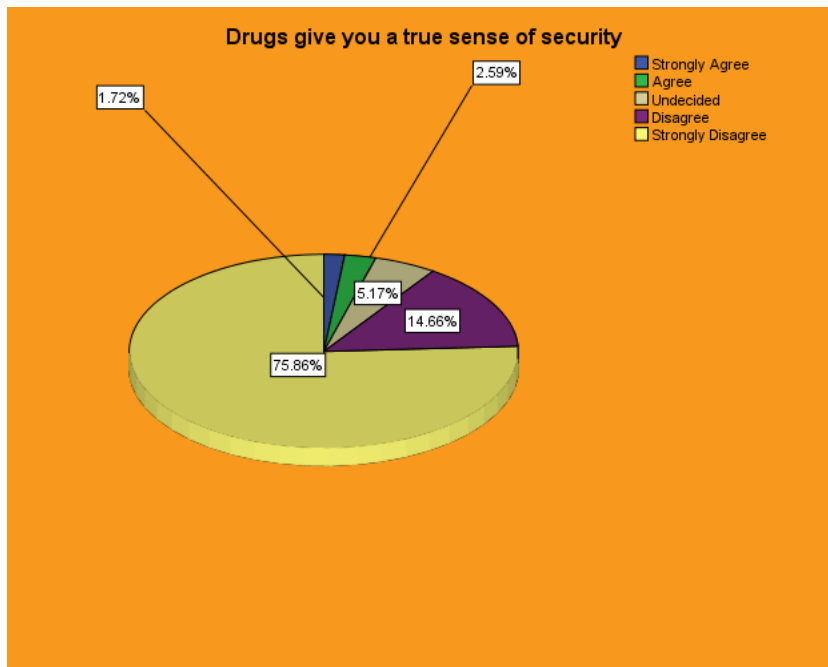
The researcher collapsed the negative response percentages and obtained a total negative rating of 90.6%. This was done to demonstrate the fact that the majority of the respondents favoured the negative responses as far as this statement was concerned. The majority negative response to statement 4.3.1.12 was an indication that most observers would not approve of their youth in particular and the community in general to be engaging in the use of drugs.

The researcher noticed that the sense of security experienced by those who use drugs does not reflect a genuine state of truth but rather that it is a false condition resulting from use of drugs which intoxicates one to a level where one will be cheated to feel as if one is very secure, safe and even one may feel like he/she will never have any problem. This is usually for a limited time which ends when one becomes sober. Problems will always refresh themselves once the false feeling of drunkenness reduces or disappears. The researcher observed that many have regretted after using drugs which force them to act with an abnormal behaviour.

According to (Oswald et al., 2005; Roese et al., 2006; Eshbugh & Gute 2008), stated many regrets use of drugs because of action may be associated with a decrease in self-esteem especially in woman because such a behaviour violates a social norm. Donald et al. (2010) argue that students can be prevented from these behaviours through inclusion of life skills education on interpersonal skills through the Life Orientation Programme.

**Table 12: Drugs give you a true sense of security**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	2	1.7	1.7	1.7
	Agree	3	2.5	2.6	4.3
	Undecided	6	5.0	5.2	9.5
	Disagree	17	14.2	14.7	24.1
	Strongly Disagree	88	73.3	75.9	100.0
	Total	116	96.7	100.0	
Missing	System	4	3.3		
Total		120	100.0		



**Figure 12: Drugs give you a true sense of security**

#### **4.3.1.13: It is good to get pregnant these days in order to get a social grant for the child**

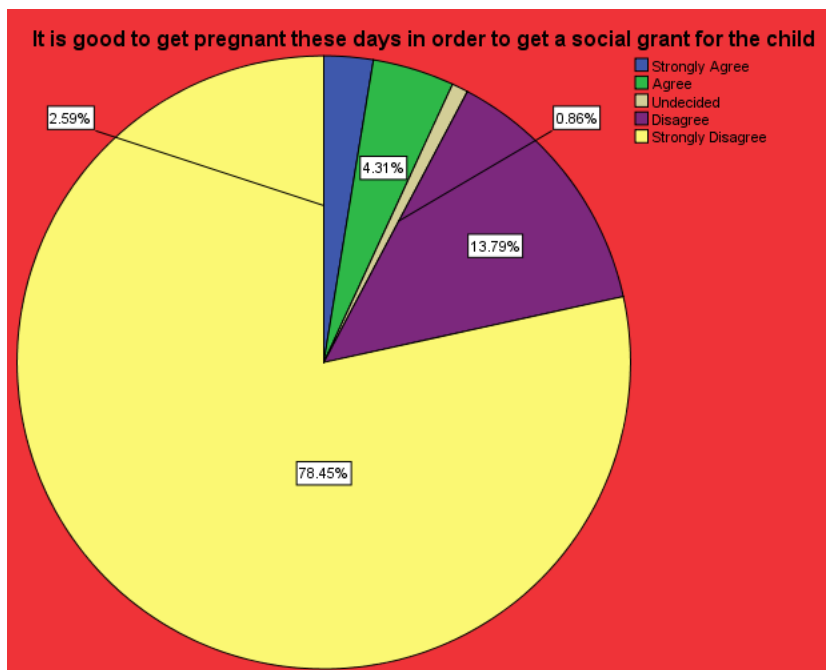
The analysis and interpretation that follow refers to the above statement. The above is statement 4.3.1.13. According to the analysis of the data on statement 4.3.1.13, the majority (77.1%) strongly disagreed. This was followed by those (13.6%) who just disagreed. The smallest percentage among the percentage responses was noted to be 0.8% which was formed by those respondents who were undecided on the statement. The truth of the matter is that the South African government distributes support grants for different categories of people who live to benefit from these social grants. These include; Old Age Grant, Child Support Grant, Disability Grant, etc.

It is very sad to learn that in spite of the good intentions by the central government, a number of beneficiaries have abused these grants. The great part of these abuses emanate from Child Support Grant where, as the statement goes, has been heavily abused by many. Many mothers have abused these grants by practicing what this statement says. These are the same people who refuse the rightful beneficiaries from receiving the grants and instead, use the funds for their own selfish purposes. It is with this view that the matter was included in the study. It is therefore understandable why the majority rejected the view expressed by the statement.

It is the intention of this study that those unscrupulous citizens who engage in these dirty deals be exposed and brought to book. The collapsed negative percentage was 90.7%. This collapsed percentage shows that the negative responses were in fact chosen by the majority of the respondents, refuting these practices as being illegal.

**Table 13: It is good to get pregnant these days in order to get a social grant for the child**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	3	2.5	2.5	2.5
	Agree	5	4.2	4.2	6.8
	Undecided	1	0.8	0.8	7.6
	Disagree	16	13.3	13.6	21.2
	Strongly Disagree	91	75.8	77.1	98.3
	Total	118	98.3	100.0	
Missing	System	2	1.7		
Total		120	100.0		



**Figure 13: It is good to get pregnant these days in order to get a social grant for the child**



#### 4.3.1.14: I do not fully understand the constitution

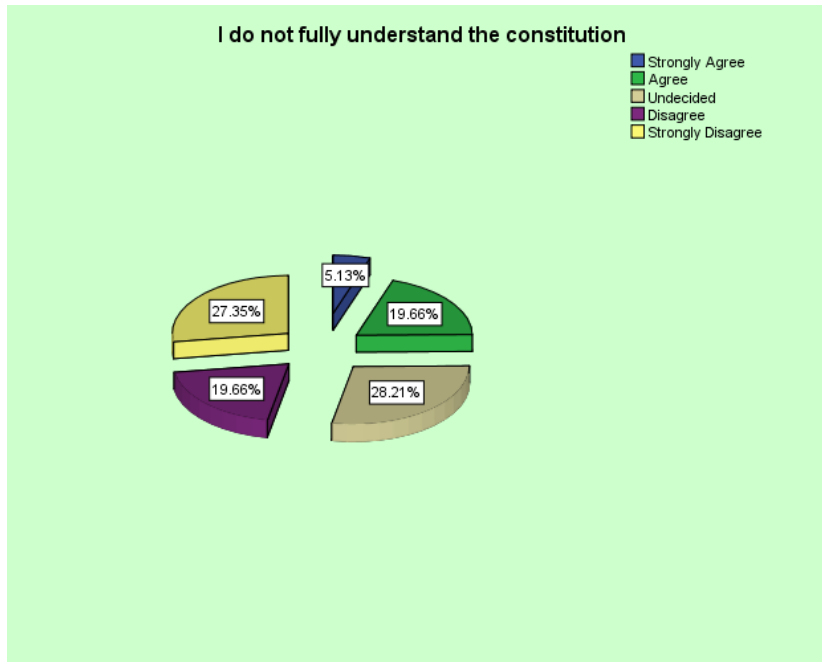
According to the analysis of the data on statement 4.3.1.14, the majority (28.2%) were completely undecided. This was followed quite closely by those who strongly disagreed with the statement. Those who strongly disagreed formed 27.4%. The least among the response percentages (5.1%) were those who strongly agreed with the statement.

The researcher collapsed the negative response percentages and obtained a negative response rating of 47.1% which was compared to the collapsed positive response percentage of 47.9%. This was done by the researcher in order to create a summary of percentages of those who were positive and those who were negative to the statement. The general conclusion was that it was a split opinion for those who supported the idea of fully understanding the constitution as compared to those who did not understand the constitution. 47.1 were for while 47.9% were for against.

The overall suggestion is that the whole community should be made aware of the contents of constitution. The DoE should endeavour to create an environment where people must know their constitution.

**Table 14: I do not fully understand the constitution**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	6	5.0	5.1	5.1
	Agree	23	19.2	19.7	24.8
	Undecided	33	27.5	28.2	53.0
	Disagree	23	19.2	19.7	72.6
	Strongly Disagree	32	26.7	27.4	100.0
	Total	117	97.5	100.0	
Missing	System	3	2.5		
Total		120	100.0		



**Figure 14: I do not fully understand the constitution**

#### **4.3.1.15: Schools do not take career guidance seriously**

The analysis and interpretation of the above statement refers. According to the analysis and interpretation of the data on statement 4.3.1.15, the majority (30.8%) strongly disagreed with the statement. This was followed by 24.8% of the respondents who just agreed. The least among the response percentages was 8.55 which was formed by those who were undecided. When the negative and positive response percentages were collapse, the combined percentages were respectively 50.5% and 41%.

The result was that those who were opposed to the statement were in fact the majority among all respondents for this statement. This meant that the rating was slightly above average that schools take career guidance seriously. These results are in line with the idea that career guidance in schools increased the students' awareness of career path and overcoming students' sense of limit in life and developing individual's values (Mochizuki, 2011).

Mochizuki (2011) stated further that career guidance might *fan the flames* of the competitive spirits in students in relation to a small number of highly selective universities that are not easy to get into and mostly contributes to the decision about future socioeconomic status.

The following is an abstract obtained about the disadvantages of failing to provide career guidance to learners by schools.

### *The Problem*

*Within the South African public educational system there is presently inadequate provision for vocational guidance or assessment of individual learners. This weakness results in high unnecessary costs for the Country and South African Business, as well as social discontent and hardship. The majority of young people leave school with only a vague knowledge of employment opportunities and with little insight as to the most appropriate career direction for their abilities, interests and personality. A large number of school-leavers receive no training at all beyond school and become virtually unemployable. And yet, if pointed in the correct direction, could have become assets to the South African economy.*

*Those school-leavers who believe that their only chance of future employment, with current unemployment at around 40%, is gaining some qualification, undertake tertiary education, irrespective of their suitability for the subjects chosen. Little wonder that the drop-out rate for first year tertiary students stands at 35%! It is at this point that the first of the wasted costs are incurred, especially by companies giving bursaries to these students. The next area of wasted costs comes after these school and university leavers are employed. Research shows that a large proportion of employees feel "stuck" in their careers. This leads to low morale, disinterest and de-motivation, translating into poor performance and bad service levels.*

*Further company training tends to have only a short term affect. In the end unhappy employees either leave at their own wish or need to be dismissed. In either case, the cost to the business is substantial – recruitment costs, training costs, hidden costs resulting from the poor performance, and the lack of continuity within the business. In the case of dismissal, there could well be added costs arising from our very stringent labour laws. The psychological cost to the employee and his family in either case can also be considerable.*

*Career guidance at grade 11, as undertaken in many first world countries, would help alleviate much of this hardship and unnecessary expense. It could also play an important role in reducing the high unemployment rate. However, despite a recent reduction in price, the cost of psychometric assessment is still beyond the means of many schools and learners, especially those in the public educational system.*

## The Solution

A solution is now available through the use of Career Mapper, the world's leading careers guidance psychometric assessment instrument, and a funding project being driven by Perfect Careers. Being aware of the cost hurdle, Perfect Careers has drawn up a funding opportunity to enable the less and under privileged grade 11 learners to be assessed through the use of Career Mapper.

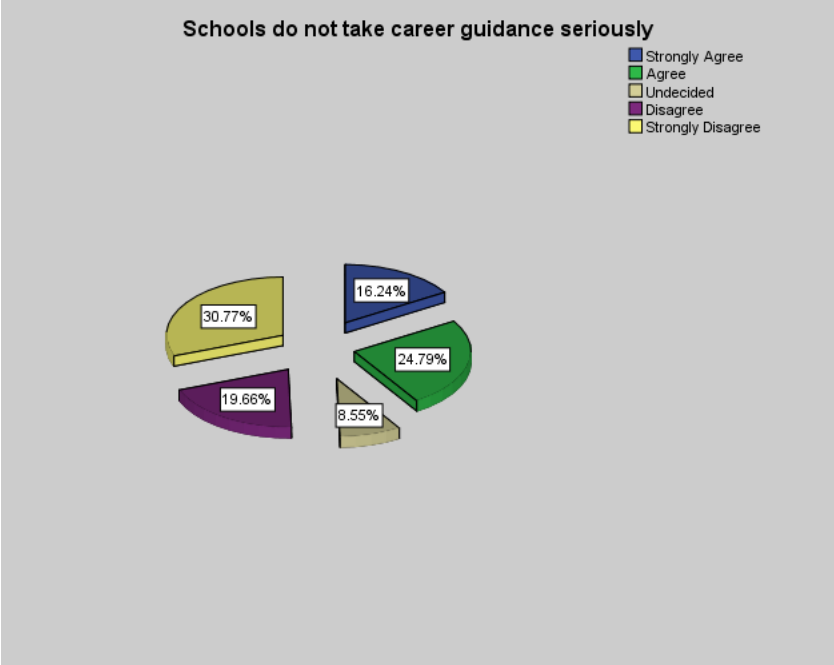
Funding will be through Business, in the form of individual companies, "adopting" one or more schools within the public sector. All aspects of the programme will be handled by Perfect Careers in close cooperation with the adopted school and the sponsoring company.

## About Career Mapper

This fully computerised assessment tool, developed by leading psychometrics Professor David Bartram of Hull University, UK, is registered with the SA Health Professions Council. As it needs no psychologist to administer it or interpret the results, the programme can be run by teachers – all it takes is one double period. Career Mapper is currently used throughout North America and the UK as well as developing countries such as Indonesia.

**Table 15: Schools do not take career guidance seriously**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	19	15.8	16.2	16.2
	Agree	29	24.2	24.8	41.0
	Undecided	10	8.3	8.5	49.6
	Disagree	23	19.2	19.7	69.2
	Strongly Disagree	36	30.0	30.8	100.0
	Total	117	97.5	100.0	
Missing	System	3	2.5		
Total		120	100.0		



**Figure 15: Schools do not take career guidance seriously**

**4.3.1.16 Your experience of the Life Orientation Programme**

According to the analysis and interpretation of the data on statement 4.3.1.16, the majority (51.8%) of the respondents claimed that Life Orientation motivates and guides them about basic life styles and careers. This experience was followed in percentage by 16.7% who claimed that LO teaches them about health and keeping fit.

The least among the response percentages was where they formed 0.9% for those groups which felt that Life Orientation; teaches them about people and their country, teaches them about human goals in life and careers, the LO programme is not taken seriously and the LO helps people to fight against physical abuse. Each one of these formed 0.9%. Other experiences and their respective percentages can easily be observed from the table and chart below.

**Table 16: Your experience of the Life Orientation Programme**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Motivates and guides us about basic life styles and careers	59	49.2	51.8	51.8
	Teaches about health and keeping fit	20	16.7	17.5	69.3
	Educates about life and the consequences of our actions	5	4.2	4.4	73.7
	Teaches us about people and their country	1	0.8	0.9	74.6
	Teaches us about our goals and careers	1	0.8	0.9	75.4
	Teaches about problem solving and social approach	9	7.5	7.9	83.3
	Teaches about community development and career choice	3	2.5	2.6	86.0
	Teaches learners understand how to be independent	3	2.5	2.6	88.6
	Shapes the life of a child	2	1.7	1.8	90.4
	LO Programme is not taken seriously	1	0.8	0.9	91.2
	LO helps to communicate with learners and other people	2	1.7	1.8	93.0
	Teachers always never take it seriously and do things in a hurry	4	3.3	3.5	96.5

LO helps people to fight against physical abuse	1	0.8	0.9	97.4
LO empowers all kinds of people	3	2.5	2.6	100.0
Total	114	95.0	100.0	
Total	120	100.0		

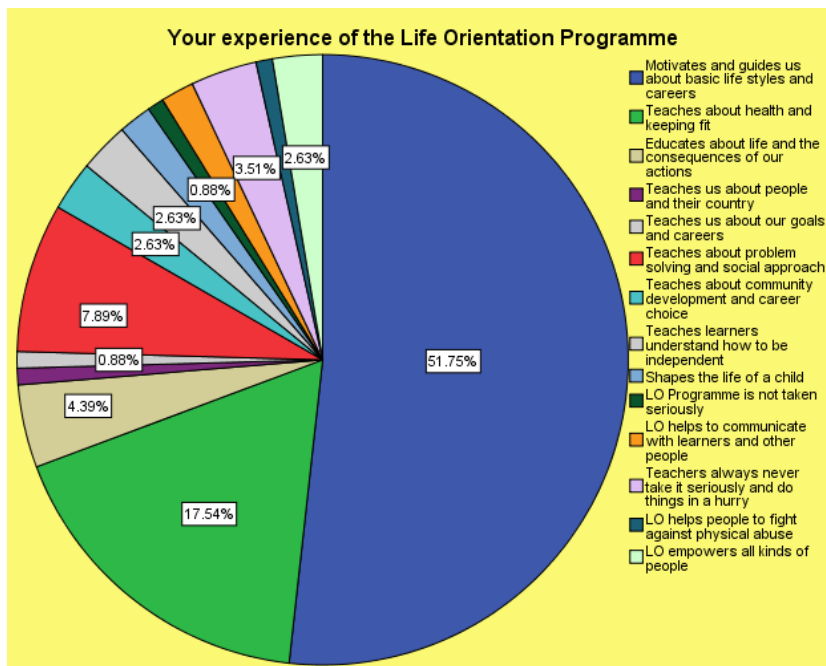


Figure 16: Your experience of the Life Orientation Programme

#### **4.3.1.17 What I appreciate about the Life Orientation Programme**

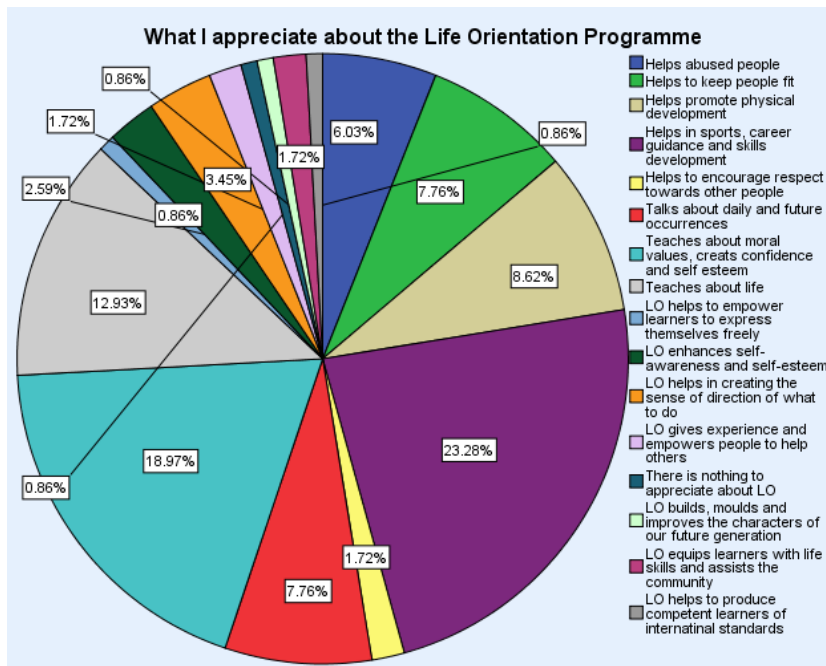
The following table summarises what different respondents experienced in a Life Orientation programme. Different respondents indicated how they appreciate about LO programme and the respective percentages have been stated.



**Table 17: What I appreciate about the Life Orientation Programme**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Helps abused people	7	5.8	6.0	6.0
	Helps to keep people fit	9	7.5	7.8	13.8
	Helps promote physical development	10	8.3	8.6	22.4
	Helps in sports, career guidance and skills development	27	22.5	23.3	45.7
	Helps to encourage respect towards other people	2	1.7	1.7	47.4
	Talks about daily and future occurrences	9	7.5	7.8	55.2
	Teaches about moral values, creates confidence and self esteem	22	18.3	19.0	74.1
	Teaches about life	15	12.5	12.9	87.1
	LO helps to empower learners to express themselves freely	1	0.8	0.9	87.9
	LO enhances self-awareness and self-esteem	3	2.5	2.6	90.5
	LO helps in creating the sense of direction of what to do	4	3.3	3.4	94.0
	LO gives experience and empowers people to help others	2	1.7	1.7	95.7
	There is nothing to appreciate about LO	1	0.8	0.9	96.6
	LO builds, moulds and improves the characters of our future generation	1	0.8	0.9	97.4
	LO equips learners with life skills and assists the community	2	1.7	1.7	99.1
	LO helps to produce competent learners of international standards	1	0.8	0.9	100.0

Total	116	96.7	100.0
Missing	4	3.3	
Total	120	100.0	



**Table 17: What I appreciate about the Life Orientation Programme**

#### **4.3.1.18 How the Life Orientation Programme can be improved**

The following table and chart provide different suggestions as to how Life Orientation Programme could be improved. Different suggestions have different percentage ratings as shown in the table.

**Table 18: How the Life Orientation Programme can be improved**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Adding to the course content	6	5.0	5.7	5.7
Teachers should avoid name-calling in class	1	0.8	0.9	6.6
Accommodation of everyone in career exhibitions without discrimination	16	13.3	15.1	21.7
Improve on the presentation tasks	8	6.7	7.5	29.2
Must have more PET programmes	16	13.3	15.1	44.3
There must be video presentations while teaching	6	5.0	5.7	50.0
The programme must focus more on self-awareness	23	19.2	21.7	71.7
Every school should have an LO teacher who must organize outside campaigns	8	6.7	7.5	79.2
Children must be taught about self-discipline	2	1.7	1.9	81.1
Training of educators through workshops and scrutiny when appointing LO educators	8	6.7	7.5	88.7
System should capacitate all LO educators	3	2.5	2.8	91.5
Motivation of learners and parents to attend awareness meetings	2	1.7	1.9	93.4
The course is good and must be set at a high standard	3	2.5	2.8	96.2

Missin g Total	Make LO an examinable learning area	3	2.5	2.8	99.1
	Learners need representation even in parliament for their own rights	1	0.8	0.9	100.0
	Total	106	88.3	100.0	
	System	14	11.7		

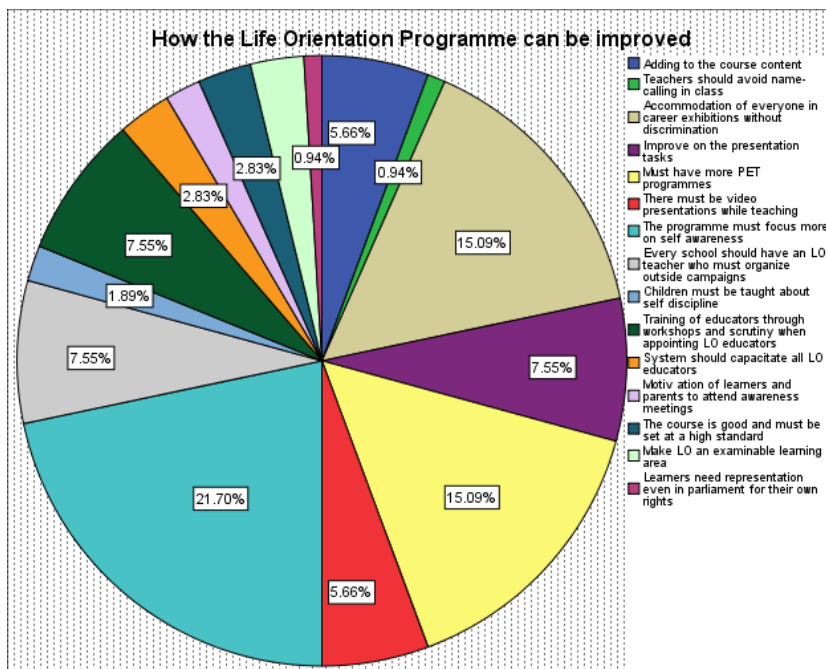


Figure 18: How the Life

Orientation Programme can be improved

### 4.3.2 INFERENCE ANALYSIS

#### 4.3.2 Relationship between independent variables and research statements in the questionnaire

Four scale items were used for cross-tabulation with biographical characteristics to determine the extent of their influence on the Life Orientation Programme research questions. Specific hypotheses were formulated to test for the existence of an association between two variables. In addition, a level of significance for testing the Chi-Square test statistic has been stated. Under this analysis and interpretation, the row variable has been identified as the independent variable whereas the column variable was defined to be the dependent variable.

This approach falls under inferential statistical analysis. The reason for doing this further analysis and interpretation was the researcher's view to add to the depth of understanding the study. Here, unlike before, the researcher tests two variables at ago.

#### 4.3.2.1 GENDER OF RESPONDENT AND LIFE ORIENTATION PROMOTING HEALTHY BEHAVIOUR

Table: 4.3.2.1: Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	0.535 <sup>a</sup>	2	0.765
Likelihood Ratio	0.831	2	0.660
Linear-by-Linear Association	0.304	1	0.581
N of Valid Cases	118		

**H<sub>0</sub>:** There is no association between gender of respondent *and* Life Orientation promoting healthy behavior

**H<sub>1</sub>:** There exists a significant association between gender of respondent *and* Life Orientation promoting healthy behavior

**Level of significance** : 0.05, 0.025 and 0.010

**P-value** : 0.765

### **The test criterion**

We compare the observed p-value with the level of significance (0.05, 0.025 and 0.010). If the observed p-value is less than the level of significance, the null hypothesis is rejected and we conclude that there exists significant association between two variables.

### **Observation**

The observed p-value was 0.765 which was greater than the level of significance at 0.05, 0.025 and 0.01.

### **Conclusion**

Since the observed p-value is greater than the level of significance, the researcher did not have sufficient evidence to reject the null hypothesis.

The two-way table of percentages showed that there was no association between the two variables. This was further evidenced by the percentages in the two-way bar graph. Furthermore, the p-value of 0.765 (more than 0.05, 0.025, 0.010) proved that there was no association between gender of respondent *and* Life Orientation promoting healthy behavior. This meant that Life Orientation promoting healthy behavior does not depend on gender of respondent when the data was analyzed.

### **Two-way table summaries**

The percentage distribution according to gender is broken down as follows: Table 6.1 in appendix B reveals that 25 (21.19%) males and 52 (44.07%) females strongly agreed with statement, "Life Orientation promotes healthy behaviour", whereas 12 (10.17%)

males and 28 (23.73%) females agreed with the statement. Overall, both males and females strongly agreed that Life Orientation promotes healthy behaviour, indicating that there was no significant difference between the results for males and females with regard to the given statement.

There was no significant relationship between gender and whether life orientation promotes healthy behaviour or not. (See Table above).

#### **4.3.2.2 GENDER OF RESPONDENT AND LIFE ORIENTATION HELPING TO PREVENT RISK BEHAVIOUR**

**Table: 4.3.2.2: Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.224 <sup>a</sup>	4	0.377
Likelihood Ratio	6.174	4	0.187
Linear-by-Linear Association	1.054	1	0.305
N of Valid Cases	115		

**H<sub>0</sub>:** There is no association between gender of respondent *and* life orientation helping to prevent risk behavior

**H<sub>1</sub>:** There exists a significant association between gender of respondent *and* life orientation helping to prevent risk behavior

**Level of significance** : 0.05, 0.025 and 0.010

**P-value** : 0.377

#### **The test criterion**

We compare the observed p-value with the level of significance (0.05, 0.025 and 0.010).



If the observed p-value is less than the level of significance, the null hypothesis is rejected and we conclude that there exists significant association between two variables.

### **Observation**

The observed p-value was 0.377 which was greater than the level of significance at 0.05, 0.025 and 0.01.

### **Conclusion**

Since the observed p-value is greater than the level of significance, the researcher did not have sufficient evidence to reject the null hypothesis.

The two-way table of percentages showed that there was no association between the two variables. This was further evidenced by the percentages in the two-way bar graph. Furthermore, the p-value of 0.377 (more than 0.05, 0.025, 0.010) proved that there was no association between gender of respondent *and* life orientation helping to prevent risk behavior.

This meant that life orientation helping to prevent risk behavior was not influenced by gender of respondent when the data was analyzed.

### **Two-way table summaries**

Table 6.2 in appendix B shows that 14 (12.2%) males and 36 (31.3%) females strongly agreed with the statement, "Life orientation programme helps prevent risk behaviour", whereas 15 (13.0%) males and 27 (23.5%) females agreed with the statement. Only 1 (0.9%) male disagreed, 7 (6.1%) females strongly disagreed and 4 (3.5%) females disagreed, whereas 4 (3.5%) males and 7 (6.1%) females were undecided.

The results in Table 6.1b above indicate that there was no significant relationship between gender and whether or not life orientation helps to prevent risk behaviour.

**4.3.2.3 GENDER OF RESPONDENT AND RESPECT FOR HUMAN RIGHTS IS A PREREQUISITE FOR MORAL DEVELOPMENT IN A SOCIETY**

**Table: 4.3.2.3: Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.779 <sup>a</sup>	4	0.437
Likelihood Ratio	4.853	4	0.303
Linear-by-Linear Association	0.006	1	0.936
N of Valid Cases	108		

**H<sub>0</sub>:** There is no association between gender of respondent *and* respect for human rights being a prerequisite for moral development in a society

**H<sub>1</sub>:** There exists a significant association between gender of respondent *and* respect for human rights being a prerequisite for moral development in a society

**Level of significance** : 0.05, 0.025 and 0.010

**P-value** : 0.437

**The test criterion**

We compare the observed p-value with the level of significance (0.05, 0.025 and 0.010). If the observed p-value is less than the level of significance, the null hypothesis is rejected and we conclude that there exists significant association between two variables.

### **Observation**

The observed p-value was 0.437 which was greater than the level of significance at 0.05, 0.025 and 0.01.

### **Conclusion**

Since the observed p-value is greater than the level of significance, the researcher did not have sufficient evidence to reject the null hypothesis.

The two-way table of percentages showed that there was no association between the two variables. This was further evidenced by the percentages in the two-way bar graph. Furthermore, the p-value of 0.437 (more than 0.05, 0.025, 0.010) proved that there was no association between gender of respondent *and* respect for human rights being a prerequisite for moral development in a society.

This meant that respect for human rights being a prerequisite for moral development in a society was not influenced by gender of respondent when the data was analyzed.

### **Two-way table summaries**

Table 6.3 in appendix B indicates that 16 (14.8%) males and 40 (37.0%) females strongly agreed with the statement, "Respect for human rights is a prerequisite for moral development in a society", whereas 13 (12.0%) males and 25 (23.1%) females agreed with the statement. Both males and females, with 5 (4.5%) each, were undecided about the statement. Only 2 (1.9%) females disagreed, while the same number, 2 (1.9%) females, strongly disagreed with the statement.

The results in Table 6.1c above, therefore, indicate that there was no significant association between gender and the given statement.

#### **4.3.2.4 GENDER OF RESPONDENT AND DRUGS GIVING ONE A TRUE SENSE OF SECURITY**

**Table: 4.3.2.4: Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.749 <sup>a</sup>	4	0.441
Likelihood Ratio	5.103	4	0.277
Linear-by-Linear Association	0.866	1	0.352
N of Valid Cases	116		

**H<sub>0</sub>:** There is no association between gender of respondent *and* drugs giving one a true sense of security

**H<sub>1</sub>:** There exists a significant association between gender of respondent *and* drugs giving one a true sense of security

**Level of significance** : 0.05, 0.025 and 0.010

**P-value** : 0.441

#### **The test criterion**

We compare the observed p-value with the level of significance (0.05, 0.025, and 0.010). If the observed p-value is less than the level of significance, the null hypothesis is rejected and we conclude that there exists significant association between two variables.

#### **Observation**

The observed p-value was 0.441 which was greater than the level of significance at 0.05, 0.025 and 0.01.

## **Conclusion**

Since the observed p-value is greater than the level of significance, the researcher did not have sufficient evidence to reject the null hypothesis.

The two-way table of percentages showed that there was no association between the two variables. This was further evidenced by the percentages in the two-way bar graph.

Furthermore, the p-value of 0.441 (more than 0.05, 0.025, 0.010) proved that there was no association between gender of respondent *and* drugs giving one a true sense of security. This meant that drugs giving one a true sense of security does not depend on gender of respondent when the data was analyzed but rather that drugs affect both genders equally. Gender does not influence the effect of drugs on human beings

## **Two-way table summaries**

Table 6.4 in appendix B indicates that 28 (24.1.8%) males and 60 (51.7%) females strongly disagreed with the statement, "Drugs give you a true sense of security", whereas 4 (3.4%) males and 13 (11.2%) females disagreed with the statement. Five (4.6%) males and the same percentage of females were undecided about the statement. Only 2 (1.7%) females strongly agreed whereas 3 (2.6%) agreed with the statement.

The results in Table 6.1d above, therefore, indicate that there was no significant relationship between gender and the given statement.

#### 4.3.2.5 AGE GROUP OF RESPONDENT AND LIFE ORIENTATION PROMOTING HEALTHY BEHAVIOUR

**Table: 4.3.2.5: Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.562 <sup>a</sup>	6	0.016**
Likelihood Ratio	5.981	6	0.425
Linear-by-Linear Association	1.501	1	0.221
N of Valid Cases	113		

**H<sub>0</sub>:** There is no association between age respondent *and* Life Orientation promoting healthy behavior

**H<sub>1</sub>:** There exists a significant association between age of respondent *and* life Orientation promoting a healthy behavior

**Level of significance** : 0.05, 0.025 and 0.010

**P-value** : 0.016

#### The test criterion

We compare the observed p-value with the level of significance (0.05, 0.025, and 0.010). If the observed p-value is less than the level of significance, the null hypothesis is rejected and we conclude that there exists significant association between two variables.

## **Observation**

The observed p-value was 0.016 which was less than the level of significance at 0.05 and 0.025.

## **Conclusion**

Since the observed p-value is less than the level of significance, the researcher had a sufficient evidence to reject the null hypothesis.

The two-way table of percentages showed that there existed significant association between the two variables. This was further evidenced by the percentages in the two-way bar graph.

Furthermore, the p-value Of 0.016 (less than 0.05 and 0.025) proved that there existed significant association between age of respondent *and* life Orientation promoting a healthy behavior. This meant that Life Orientation promoting a healthy behavior was influenced by age of respondent when the data was analyzed.

## **Two-way table summaries**

Table 7.1 in appendix B presents the information according to age group, as follows: up to 20 years, 52 (46.0%) strongly agreed, whereas 27 (23.9%) agreed with the statement, "Life Orientation promotes healthy behaviour"; 21-30 years, 7 (6.2%) strongly agreed, whereas 5 (4.4%) agreed with the statement; 31-40 years, 10 (8.8%) strongly agreed, whereas 5 (4.4%) agreed; and 41-50 years, 4 (3.5%) strongly agreed, whereas 2 (1.8%) agreed and only 1 (0.9) disagreed with the statement.

The results in Table 7.1a above, therefore, indicate that age had a significant influence on the given statement. For example, almost all the categories significantly agreed with the statement except the last category for older people.

#### **4.3.2.6: AGE GROUP OF RESPONDENT AND RESPECTING HUMAN RIGHTS IS A PREREQUISITE FOR MORAL DEVELOPMENT IN A SOCIETY**

**Table: 4.3.2.6: Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.806 <sup>a</sup>	12	0.633
Likelihood Ratio	9.554	12	0.655
Linear-by-Linear Association	0.761	1	0.383
N of Valid Cases	104		

#### **Hypothesis testing**

**H<sub>0</sub>:** There is no association between age group of respondent *and* respecting human rights being a prerequisite for moral development in a society

**H<sub>1</sub>:** There exists a significant association between age group of respondent *and* respecting human rights being a prerequisite for moral development in a society

**Level of significance** : 0.05, 0.025, 0.010,

**P-value** : 0.633

#### **The test criterion**

We compare the observed p-value with the level of significance (0.05) or 5%. If the observed p-value is less than the level of significance, the null hypothesis is rejected and we conclude that there existed significant association between the two variables.

#### **Observation**

The observed p-value was 0.633 which was greater than the level of significance.



## Conclusion

Since the observed p-value was greater than the level of significance, the researcher did not have sufficient evidence to reject the null hypothesis.

The two-way table of percentages showed that there was no association between the two variables. This was further evidenced by the percentages in the two-way bar graph.

Furthermore, the p-value of 0.633 (more than 0.05) proved that there was no association between age group of respondent *and* respecting human rights being a prerequisite for moral development in a society.

This meant that respecting human rights being a prerequisite for moral development in a society is not influenced by the age group of respondent when the data was analyzed. (See table & bar graph above):

## Two-way table summaries

Table 7.3 in appendix B presents the information according to the age group of respondents as follows: up to 20 years, 40 (38.5%) strongly agreed, 23 (22.1%) agreed, 2 (1.9%) disagreed, only 1 (1.0%) strongly disagreed, whereas 8 (7.7%) were undecided with the statement, "Respect for human rights is a prerequisite for moral development in a society"; 21-30 years, 2 (1.9%) strongly agreed, 5 (4.8%) agreed, 1 (1.0%) strongly disagree, whilst 1 (1.0%) was undecided with the statement; 31- 40 years, 8 (7.7%) strongly agreed, 5 (4.8%) agreed whilst 1 (1.0%) was undecided with the statement; and 41-50 years, 5 (4.8%) strongly agreed, whereas 2 (1.9%) agreed with the statement.

The results in Table 7.1c above, therefore, indicate that age did not have a significant influence on the given statement.

#### **4.3.2.7: AGE GROUP OF RESPONDENT AND DRUGS GIVING ONE A TRUE SENSE OF SECURITY**

**Table: 4.3.2.7: Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	32.563 <sup>a</sup>	12	0.001***
Likelihood Ratio	21.080	12	0.049
Linear-by-Linear Association	0.310	1	0.578
N of Valid Cases	111		

#### **Hypothesis testing**

**H<sub>0</sub>:** There is no association between age group of respondent *and* drugs giving one a true sense of security

**H<sub>1</sub>:** There exists a significant association between age group of respondent *and* drugs giving one a true sense of security

**Level of significance** : 0.05, 0.025, 0.010,

**P-value** : 0.001

#### **The test criterion**

We compare the observed p-value with the level of significance (0.05) or 5%. If the observed p-value is less than the level of significance, the null hypothesis is rejected and we conclude that there existed significant association between the two variables.

#### **Observation**

The observed p-value was 0.001 which was less than the level of significance.

#### **Conclusion**

Since the observed p-value was less than the level of significance, the researcher has sufficient evidence to reject the null hypothesis.

The two-way table of percentages showed that there existed significant association between the two variables. This was further evidenced by the percentages in the two-way bar graph.

Furthermore, the p-value of 0.001 (less than 0.05) proved that there existed significant association between age group of respondent *and* drugs giving one's a true sense of security.

This meant that drugs giving one a true sense of security was depended on the age group of respondent when the data was analyzed. (See table above):

### Two-way table summaries

Table 7.4 in appendix B presents the information according to the age group of respondents as follows: up to 20 years, 3 (2.7%) agreed, 10 (9.0%) disagreed, 65 (58.6%) strongly disagreed, whilst 2 (1.8%) were undecided with the statement, "Drugs give you a true sense of security"; 21-30 years, 2 (1.8%) strongly agreed, only 1 (0.9%) disagreed, 6 (5.4%) strongly disagreed, whilst 2 (1.8%) were undecided with the statement; 31- 40 years, 5 (4.5%) strongly disagreed, whereas 9 (8.1%) disagreed with the statement; and 41-50 years, 1 (0.9%) disagreed, whereas 5 (4.5%) strongly disagreed with the statement.

The results in Table 7.1d above, therefore, indicate that age had a significant influence on the given statement.

### **4.3.2.8: EDUCATIONAL CATEGORY AND LIFE ORIENTATION PROMOTES HEALTHY BEHAVIOUR**

**Table: 4.3.2.8: Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.461 <sup>a</sup>	4	0.022*
Likelihood Ratio	5.695	4	0.223
Linear-by-Linear Association	0.444	1	0.505
N of Valid Cases	118		

### **Hypothesis testing**

**H<sub>0</sub>:** There is no association between educational category *and* Life Orientation promotes healthy behaviour

**H<sub>1</sub>:** There exists a significant association between educational category *and* Life Orientation promotes healthy behaviour

**Level of significance** : 0.05, 0.025, 0.010,

**P-value** : 0.022

### **The test criterion**

We compare the observed p-value with the level of significance (0.05) or 5%. If the observed p-value is less than the level of significance, the null hypothesis is rejected and we conclude that there existed significant association between the two variables.

### **Observation**

The observed p-value was 0.022 which was less than the level of significance.

### **Conclusion**

Since the observed p-value was less than the level of significance, the researcher has sufficient evidence to reject the null hypothesis.

The two-way table of percentages showed that there existed significant association between the two variables. This was further evidenced by the percentages in the two-way bar graph.

Furthermore, the p-value of 0.022 (less than 0.05) proved that there existed significant association between educational category *and* Life Orientation promotes healthy behaviour.

This meant that Life Orientation promotes healthy behaviour was influenced by the educational category when the data was analyzed. Some categories depending on level of education were more agreeable to the promotion of healthy behavior than others. (See table above):

### **Two-way table summaries**

Table 8.1 in appendix B reveals that 57 (48.3%) learners strongly agreed and 31 (26.3%) agreed with the statement, "Life orientation promotes healthy behaviour"; 13 (11%) teachers strongly agreed with the statement, whilst 7 (5.9%) of the teachers agreed. Although only 1 (0.8%) subject specialist disagreed, 7 (5.9%) strongly agreed, and 2 (1.7%) agreed with the statement. There were, therefore, significant association between teachers, learners, and subject advisors with regard to the fact that LO promotes healthy behaviour. (See Table above)

#### **4.3.2.9: EDUCATIONAL CATEGORY AND LIFE ORIENTATION HELPS PREVENT RISK BEHAVIOUR**

**Table: 4.3.2.9: Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.925 <sup>a</sup>	8	0.656
Likelihood Ratio	8.392	8	0.396
Linear-by-Linear Association	1.192	1	0.275
N of Valid Cases	115		

#### **Hypothesis testing**

**H<sub>0</sub>:** There is no association between educational category *and* life orientation helps prevent risk behaviour

**H<sub>1</sub>:** There exists a significant association between educational category *and* life orientation helps prevent risk behaviour

**Level of significance** : 0.05, 0.025, 0.010,

**P-value** : 0.656

#### **The test criterion**

We compare the observed p-value with the level of significance (0.05) or 5%. If the observed p-value is less than the level of significance, the null hypothesis is rejected and we conclude that there existed significant association between the two variables.

#### **Observation**

The observed p-value was 0.656 which was greater than the level of significance.

#### **Conclusion**

Since the observed p-value was greater than the level of significance, the researcher did not have sufficient evidence to reject the null hypothesis.

The two-way table of percentages showed that there was no association between the two variables. This was further evidenced by the percentages in the two-way bar graph. Furthermore, the p-value of 0.656 (more than 0.05) proved that there was no association between educational category *and* Life Orientation helps prevent risk behaviour.

This meant that Life Orientation helps prevent risk behaviour was not depended on the educational category when the data was analyzed. (See table above):

### Two-way table summaries

Table 8.2 in appendix B reveals that 37 (32.2%) learners strongly agreed, 29 (25.2%) agreed, 3 (2.6%) disagreed, and 10 (8.7%) were undecided with the statement, “Life orientation helps prevent risky behaviour”; 8 (7.0%) teachers strongly agreed, 9 (7.8%) agreed, 1 (0.9%) disagreed, and 1 (0.9%) was undecided with the statement. Although 1 (0.9%) subject advisor disagreed, 5 (4.3%) strongly agreed, and 4 (3.5%) agreed with the statement.

Table 8.1d, therefore, indicates that there was a significant difference between teachers, learners, and subject advisors with regard to the given statement. Teachers and subject advisors agreed more than learners with the statement and, in particular, 8.7% of the learners were undecided about the statement. These differences were, however, not significant enough to create any significant association.

#### **4.3.2.10: EDUCATIONAL CATEGORY AND RESPECTING HUMAN RIGHTS IS A PREREQUISITE FOR MORAL DEVELOPMENT IN A SOCIETY**

**Table: 4.3.2.10: Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.016 <sup>a</sup>	8	0.341
Likelihood Ratio	11.892	8	0.156
Linear-by-Linear Association	3.678	1	0.055
N of Valid Cases	108		

## **Hypothesis testing**

**H<sub>0</sub>:** There is no association between educational category *and* respecting human rights being a prerequisite for moral development in a society

**H<sub>1</sub>:** There exists a significant association between educational category *and* respecting human rights being a prerequisite for moral development in a society

**Level of significance** : 0.05, 0.025, 0.010,

**P-value** : 0.341

### **The test criterion**

We compare the observed p-value with the level of significance (0.05) or 5%. If the observed p-value is less than the level of significance, the null hypothesis is rejected and we conclude that there existed significant association between the two variables.

### **Observation**

The observed p-value was 0.341 which was greater than the level of significance.

### **Conclusion**

Since the observed p-value was greater than the level of significance, the researcher did not have sufficient evidence to reject the null hypothesis.

The two-way table of percentages showed that there was no association between the two variables. This was further evidenced by the percentages in the two-way bar graph.

Furthermore, the p-value of 0.341 (more than 0.05) proved that there was no association between educational category *and* respecting human rights being a prerequisite for moral development in a society.

This meant that respect for human rights being a prerequisite for moral development in a society was not influenced by the educational category when the data was analyzed. (See table above):

### **Two-way table summaries**

Table 8.3 in appendix B indicates that 41 (38.0%) learners strongly agreed, 27 (25.0%) agreed, 2 (1.9%) of them disagreed, 2 (1.9%) strongly disagreed, whereas 10 (9.3%) were undecided with the statement, "Respect for human rights is a prerequisite for moral development in a society"; 7 (6.5%) teachers strongly agreed, 9 (8.3%) agreed, 8 (7.4%) subject advisors strongly agreed, and 2 (1.9%) agreed with the statement.

Table 8.1c above, therefore, indicates that there is no significant difference between teachers, learners, and subject advisors with regard to the given statement.

#### **4.3.2.11 EDUCATIONAL CATEGORY AND DRUGS GIVING ONE A TRUE SENSE OF SECURITY**

**Table: 4.3.2.11: Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.901 <sup>a</sup>	8	0.768
Likelihood Ratio	6.077	8	0.639
Linear-by-Linear Association	0.170	1	0.680
N of Valid Cases	116		

#### **Hypothesis testing**

**H<sub>0</sub>:** There is no association between educational category *and* drugs giving one a true sense of security

**H<sub>1</sub>:** There exists a significant association between educational category *and* drugs giving one a true sense of security

**Level of significance** : 0.05, 0.025, 0.010,

**P-value** : 0.768

#### **The test criterion**

We compare the observed p-value with the level of significance (0.05) or 5%. If the observed p-value is less than the level of significance, the null hypothesis is rejected and we conclude that there existed significant association between the two variables.

#### **Observation**

The observed p-value was 0.768 which was greater than the level of significance.



## **Conclusion**

Since the observed p-value was greater than the level of significance, the researcher did not have sufficient evidence to reject the null hypothesis.

The two-way table of percentages showed that there was no association between the two variables. This was further evidenced by the percentages in the two-way bar graph. Furthermore, the p-value of 0.768 (more than 0.05) proved that there was no association between educational category *and* drugs giving one a true sense of security.

This meant that drugs giving one a true sense of security was not dependent on the educational category when the data was analyzed. (See table above):

## **Two-way table summaries**

Table 8.4 in appendix B reveals that 2 (1.7%) learners strongly agreed, 3 (2.6%) agreed, 69 (59.5%) strongly disagreed, 11 (9.5%) disagreed, whilst 4 (3.4%) were undecided with the statement, "Drugs give you a true sense of security"; although 2 (1.7%) teachers were undecided, 4 (3.4%) of them disagreed and 12 (10.3%) strongly disagreed with the statement; whilst 2 (1.7%) subject advisors disagreed and 7 (6.0%) strongly disagreed with the statement. Subject advisors, therefore, disagreed significantly more than teachers and learners that drugs give one a true sense of security.

The results in Table 8.1c indicate that there were significant differences between teachers, learners, and subject advisors with regard to the given statement. Overall, there was no association between the two topics.

#### **4.3.2.12: AREA OF RESIDENCE AND LIFE ORIENTATION PROMOTES HEALTHY BEHAVIOUR**

**Table: 4.3.2.12: Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.943 <sup>a</sup>	4	0.746
Likelihood Ratio	2.620	4	0.623
Linear-by-Linear Association	0.973	1	0.324
N of Valid Cases	118		

#### **Hypothesis testing**

**H<sub>0</sub>:** There is no association between area of residence *and* life orientation promotes healthy behaviour

**H<sub>1</sub>:** There exists a significant association between area of residence *and* life orientation promotes healthy behaviour

**Level of significance** : 0.05, 0.025, 0.010,

**P-value** : 0.746

#### **The test criterion**

We compare the observed p-value with the level of significance (0.05) or 5%. If the observed p-value is less than the level of significance, the null hypothesis is rejected and we conclude that there existed significant association between the two variables.

#### **Observation**

The observed p-value was 0.746 which was greater than the level of significance.

#### **Conclusion**

Since the observed p-value was greater than the level of significance, the researcher did not have sufficient evidence to reject the null hypothesis.

The two-way table of percentages showed that there was no association between the two variables. This was further evidenced by the percentages in the two-way bar graph.

Furthermore, the p-value of 0.746 (more than 0.05) proved that there was no association between area of residence *and* Life Orientation promotes healthy behaviour.

This meant that Life Orientation promotes healthy behaviour was not depended on the area of residence when the data was analyzed. (See table above):

### Two-way table summaries

Table 9.1 in appendix B shows that 32 (27.1%) learners from urban areas strongly agreed, 18 (15.3%) agreed, whereas 2 (0.8%) of them strongly disagreed with the statement, “Life orientation promotes healthy behaviour”; in contrast, 44 (37.3%) learners from rural areas strongly agreed, and 22 (18.6%) agreed with the statement. Rural learners, therefore, agreed with the statement significantly more than urban learners. The results in Table 9.1a above indicate that there was no significant association between urban learners and rural learners with regard to the given statement.

### **4.3.2.13: AREA OF RESIDENCE AND LIFE ORIENTATION HELPS PREVENT RISK BEHAVIOUR**

**Table: 4.3.2.13: Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.860 <sup>a</sup>	8	0.447
Likelihood Ratio	8.335	8	0.401
Linear-by-Linear Association	2.176	1	0.140
N of Valid Cases	115		

## **Hypothesis testing**

**H<sub>0</sub>:** There is no association between Area of residence *and* life orientation helps prevent risk behaviour.

**H<sub>1</sub>:** There exists a significant association between Area of residence *and* life orientation helps prevent risk behaviour.

**Level of significance** : 0.05, 0.025, 0.010,

**P-value** : 0.447

### **The test criterion**

We compare the observed p-value with the level of significance (0.05) or 5%. If the observed p-value is less than the level of significance, the null hypothesis is rejected and we conclude that there existed significant association between the two variables.

### **Observation**

The observed p-value was 0.447 which was greater than the level of significance.

### **Conclusion**

Since the observed p-value was greater than the level of significance, the researcher did not have sufficient evidence to reject the null hypothesis.

The two-way table of percentages showed that there was no association between the two variables. This was further evidenced by the percentages in the two-way bar graph. Furthermore, the p-value of 0.447 (more than 0.05) proved that there was no association between Area of residence *and* life orientation helps prevent risk behaviour. This meant that life orientation helps prevent risk behaviour was not depended by the Area of residence when the data was analyzed. (See table above):

### **Two-way table summaries**

Table 9.2 in appendix B shows that 15 (13.0%) learners from urban areas strongly agreed, 23 (20%) agreed, 3 (2.6%) of them strongly disagreed, 3 (2.6%) disagreed and 6 (5%) were undecided with the statement, "Life orientation promotes healthy behaviour"; in contrast, 34 (29.6%) learners from the rural areas strongly agreed, 19 (16,5%) agreed, 4 (3.5%) strongly disagreed, 2 (1.7%) disagreed, whilst 5 (4.3%) were undecided with the statement. The results in Table 9.1b, therefore, indicate that there was no significant association between area of residence and the research statement.

#### **4.3.2.14: AREA OF RESIDENCE AND RESPECT FOR HUMAN RIGHTS BEING A PREREQUISITE FOR MORAL DEVELOPMENT IN SOCIETY**

**Table: 4.3.2.14: Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.956 <sup>a</sup>	8	0.268
Likelihood Ratio	11.115	8	0.195
Linear-by-Linear Association	2.074	1	0.150
N of Valid Cases	108		

#### **Hypothesis testing**

**H<sub>0</sub>:** There is no association between Area of residence *and* respect human rights being a prerequisite for moral development in a society.

**H<sub>1</sub>:** There exists a significant association between Area of residence *and* respecting human rights being a prerequisite for moral development in a society.

**Level of significance** : 0.05, 0.025, 0.010,

**P-value** : 0.268

#### **The test criterion**

We compare the observed p-value with the level of significance (0.05) or 5%. If the observed p-value is less than the level of significance, the null hypothesis is rejected and we conclude that there existed significant association between the two variables.

#### **Observation**

The observed p-value was 0.268 which was greater than the level of significance.

## **Conclusion**

Since the observed p-value was greater than the level of significance, the researcher did not have sufficient evidence to reject the null hypothesis.

The two-way table of percentages showed that there was no association between the two variables. This was further evidenced by the percentages in the two-way bar graph.

Furthermore, the p-value of 0.268 (more than 0.05) proved that there was no association between Area of residence *and* respecting human rights being a prerequisite for moral development in a society. This meant that respecting human rights being a prerequisite for moral development in a society was not influenced by the Area of residence when the data was analyzed. (See table above):

## **Two-way table summaries**

With regard to the statement, "Life orientation helps prevent risk behaviour", findings in Table 9.3 in appendix B show that 31 (28.7%) urban learners strongly agreed, 13 (12.0%) agreed, 1 (0.9%) strongly disagreed, and 2 (1.9%) were undecided; 25 (23.1%) rural learners strongly agreed with the statement, 24 (22.2%) agreed, 1 (0.9%) strongly disagreed, 2 (1.9%) disagreed, whereas 8 (7.4%) of them were undecided.

Although urban learners agreed more than their rural counterparts, the results shown in Table 9.1c indicate that there were no significant association between residence and the given research statement.

#### **4.3.2.15: AREA OF RESIDENCE AND DRUGS GIVING ONE A TRUE SENSE OF SECURITY**

**Table: 4.3.2.15: Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.949 <sup>a</sup>	8	0.763
Likelihood Ratio	6.973	8	0.540
Linear-by-Linear Association	0.009	1	0.924
N of Valid Cases	116		

#### **Hypothesis testing**

**H<sub>0</sub>:** There is no association between Area of residence *and* drugs giving one a true sense of security.

**H<sub>1</sub>:** There exists a significant association between Area of residence *and* drugs giving one a true sense of security.

**Level of significance** : 0.05, 0.025, 0.010,

**P-value** : 0.763

#### **The test criterion**

We compare the observed p-value with the level of significance (0.05) or 5%. If the observed p-value is less than the level of significance, the null hypothesis is rejected and we conclude that there existed significant association between the two variables.

#### **Observation**

The observed p-value was 0.763 which was greater than the level of significance.

#### **Conclusion**

Since the observed p-value was greater than the level of significance, the researcher did not have sufficient evidence to reject the null hypothesis.

The two-way table of percentages showed that there was no association between the two variables. This was further evidenced by the percentages in the two-way bar graph.

Furthermore, the p-value of 0.763 (more than 0.05) proved that there was no association between Area of residence *and* drugs giving one a true sense of security. This meant that drugs giving one a true sense of security was not dependent on the Area of residence when the data was analyzed. (See table above):

### Two-way table summaries

Table 9.4 in appendix B shows that 3 (2.6%) urban area learners were undecided about the statement, “Drugs give you a true sense of security”; 9 (7.8%) disagreed and 37 (31.9%) strongly disagreed; whereas 50 (43.1%) students from rural areas strongly disagreed, 8 (6.9%) of them disagreed whereas 3 (2.6%) agreed, 2 (1.7%) strongly agreed, and 3 (2.6%) were undecided. Learners from urban areas agreed with the statement more than their counterparts, meaning that there were significant differences between rural and urban learners with regard to the statement.

The results shown in Table 9.1d above, therefore, confirm that there was no significant relationship between residence and the given research statement.

### **4.3.2.16: YEARS OF FORMAL EDUCATION AND LIFE ORIENTATION PROMOTES HEALTHY BEHAVIOUR**

**Table: 4.3.2.16: Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.856 <sup>a</sup>	3	0.183
Likelihood Ratio	5.771	3	0.123
Linear-by-Linear Association	3.195	1	0.074
N of Valid Cases	108		



## **Hypothesis testing**

**H<sub>0</sub>:** There is no association between years of formal education *and* life orientation promotes healthy behaviour.

**H<sub>1</sub>:** There exists a significant association between years of formal education *and* life orientation promotes healthy behaviour.

**Level of significance** : 0.05, 0.025, 0.010,

**P-value** : 0.183

### **The test criterion**

We compare the observed p-value with the level of significance (0.05) or 5%. If the observed p-value is less than the level of significance, the null hypothesis is rejected and we conclude that there existed significant association between the two variables.

### **Observation**

The observed p-value was 0.183 which was greater than the level of significance.

### **Conclusion**

Since the observed p-value was greater than the level of significance, the researcher did not have sufficient evidence to reject the null hypothesis.

The two-way table of percentages showed that there was no association between the two variables. This was further evidenced by the percentages in the two-way bar graph.

Furthermore, the p-value of 0.183 (more than 0.05) proved that there was no association between years of formal education *and* Life Orientation promotes healthy behaviour. This meant that Life Orientation promotes healthy behaviour was not influenced by the years of formal education when the data was analyzed. (See table above):

### **Two-way table summaries**

Table 10.1 in appendix B presents the information according to the years of formal education as follows: 0-7 years, 6 (5.6%) strongly agreed, and 3 (2.8%) agreed with the statement, "Life orientation promotes healthy behaviour"; 8-12 years, 45 (41.7%) strongly agreed and 28 (25.9%) agreed; 13-17 years, 20 (18.5%) strongly agreed, and 4 (3.7%) agreed; and 18 years 2 (1.9%) strongly agreed with the statement. It can, therefore, be concluded that there were no significant differences between the categories in years of formal education.

The results in Table 10.1a show that there was no significant relationship between years of formal education and the given statement.

#### **4.3.2.17: YEARS OF FORMAL EDUCATION AND LIFE ORIENTATION HELPS PREVENT RISK BEHAVIOUR**

**Table: 4.3.2.17: Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.583 <sup>a</sup>	12	0.400
Likelihood Ratio	15.808	12	0.200
Linear-by-Linear Association	2.103	1	0.147
N of Valid Cases	104		

#### **Hypothesis testing**

**H<sub>0</sub>:** There is no association between years of formal education *and* Life Orientation helps prevent risk behaviour.

**H<sub>1</sub>:** There exists a significant association between years of formal education *and* Life Orientation helps prevent risk behaviour.

**Level of significance** : 0.05, 0.025, 0.010,

**P-value** : 0.400

#### **The test criterion**

We compare the observed p-value with the level of significance (0.05) or 5%. If the observed p-value is less than the level of significance, the null hypothesis is rejected and we conclude that there existed significant association between the two variables.

#### **Observation**

The observed p-value was 0.400 which was greater than the level of significance.

#### **Conclusion**

Since the observed p-value was greater than the level of significance, the researcher did not have sufficient evidence to reject the null hypothesis.

The two-way table of percentages showed that there was no association between the two variables. This was further evidenced by the percentages in the two-way bar graph. Furthermore, the p-value of 0.400 (more than 0.05) proved that there was no association between years of formal education *and* Life Orientation helping prevent risk behaviour. This meant that Life Orientation helping prevent risk behaviour was not dependent on the years of formal education when the data was analyzed. (See table above):

### **Two-way table summaries**

Table 10.2 in appendix B presents the information according to the years of formal education as follows: 0-7 years, 2 (1.9%) strongly agreed, 5 (4.8%) agreed, whereas 1 (1.0%) disagreed with the statement, "Life Orientation helps prevent risk behaviour"; 8-12 years, although 10 (9.6%) were undecided, 30 (28.8%) strongly agreed, 24 (23.1%) agreed, 2 (1.9%) disagreed, and 6 (5.8%) strongly disagreed; 13-17 years, 12 (11.5%) strongly agreed, 8 (7.7%) agreed, whereas 1 (1.0%) disagreed, and 1 (1.0%) strongly disagreed; and 18 years, 2 (1.9%) strongly agreed with the statement. Those students with 18 years of formal education agreed significantly more than those with fewer years of education.

The results in Table 10.1b above show that there was no significant relationship between years of formal education and the given statement.

**4.3.2.18 YEARS OF FORMAL EDUCATION AND RESPECTING HUMAN RIGHTS IS A PREREQUISITE FOR MORAL DEVELOPMENT IN A SOCIETY**

**Table: 4.3.2.18: Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.362 <sup>a</sup>	12	0.945
Likelihood Ratio	6.974	12	0.859
Linear-by-Linear Association	0.001	1	0.974
N of Valid Cases	99		

**Hypothesis testing**

**H<sub>0</sub>:** There is no association between years of formal education *and* respecting human rights being a prerequisite for moral development in a society.

**H<sub>1</sub>:** There exists a significant association between years of formal education *and* respecting human rights being a prerequisite for moral development in a society.

**Level of significance** : 0.05, 0.025, 0.010,

**P-value** : 0.945

**The test criterion**

We compare the observed p-value with the level of significance (0.05) or 5%. If the observed p-value is less than the level of significance, the null hypothesis is rejected and we conclude that there existed significant association between the two variables.

**Observation**

The observed p-value was 0.945 which was greater than the level of significance.

**Conclusion**

Since the observed p-value was greater than the level of significance, the researcher did not have sufficient evidence to reject the null hypothesis.

The two-way table of percentages showed that there was no association between the two variables. This was further evidenced by the percentages in the two-way bar graph.

Furthermore, the p-value of 0.945 (more than 0.05) proved that there was no association between years of formal education *and* respecting human rights being a prerequisite for moral development in a society. This meant that respecting human rights being a prerequisite for moral development in a society was not influenced by the years of formal education when the data was analyzed. (See table & bar graph above):

### Two-way table summaries

Table 10.3 in appendix B presents the information according to the years of formal education as follows: 0-7 years, 5 (5.1%) strongly agreed and 2 (2.0%) agreed with the statement, “Respect for human rights is a prerequisite for moral development in a society”; 8-12years, 34 (34.3%) strongly agreed, 24 (24.2%) agreed, 8 (8.1%) were undecided, 2 (2.0%) disagree, and only 1 (1.0%) strongly disagreed with the statement; 13-17 years, 20 (18.5%) agreed, even though only 1 (1.0) strongly disagreed and 2 (2.0) were undecided, 5 (5.1%) agreed and 14 (14.1%) strongly disagreed; and 18 years, 1 (1.0%) strongly agreed with the statement.

The results in Table 10.1c show that there is no significant relationship between years of formal education and the given statement.

### **4.3.2.19: YEARS OF FORMAL EDUCATION AND DRUGS GIVING ONE A TRUE SENSE OF SECURITY**

**Table: 4.3.2.19: Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.752 <sup>a</sup>	12	0.966
Likelihood Ratio	6.221	12	0.905
Linear-by-Linear Association	0.004	1	0.948
N of Valid Cases	105		

## **Hypothesis testing**

**H<sub>0</sub>:** There is no association between years of formal education *and* drugs giving one a true sense of security.

**H<sub>1</sub>:** There exists a significant association between years of formal education *and* drugs giving one a true sense of security.

**Level of significance** : 0.05, 0.025, 0.010,

**P-value** : 0.966

### **The test criterion**

We compare the observed p-value with the level of significance (0.05) or 5%. If the observed p-value is less than the level of significance, the null hypothesis is rejected and we conclude that there existed significant association between the two variables.

### **Observation**

The observed p-value was 0.966 which was greater than the level of significance

## **4.4 Discussion of findings**

The aim of this study was to evaluate the nature and effectiveness of the Life Orientation Programmes in Eastern Cape Schools using information obtained from teachers, learners, and subject advisors, as well as the extent of influence by gender, age, residence, educational category, and years of formal education on several research topics included in the study. The influence of these stated variables has been achieved through inferential analysis performed on the data where cross tabulations were performed producing tables, charts and Pearson's probability value.

### **4.4.1 Findings with regard to the nature and effectiveness of Life Orientation Programme**

The focus of the study is to evaluate the Life Orientation Programme in Eastern Cape schools. With regard to the first aim, which concerns the nature and effectiveness of Life Orientation, 99 % of respondents strongly agreed or agreed that Life Orientation promotes healthy behaviour and 80% of respondents strongly agreed or agreed that Life Orientation helps prevent risk behaviour. This is an amazingly positive response which shows that teachers, subject advisors, and learners have positive attitudes towards the Life Orientation Programme. These results also suggest that the introduction of the Life

Orientation Programme in schools has an impact on the lives of many learners in Eastern Cape schools. The findings are surprising because many researchers disagree with these results. According to Beyers and Hay (2011); Clarke (2008); Eloff and Kgwete (2007); Kachingwe, Norr, Kaponda, Norr, Mbweza and Magai (2005); McGinty and Mundy (2008); Oshi and Nakalema (2005) and Wood and Webb (2008), educators are reluctant to address issues related to the Life Orientation Programme because they lack adequate knowledge and necessary skills to educate learners about the issues in the programme.

The above-mentioned view by the researchers may be true; on the contrary, this current research has however, shown that educators are willing and confident to share the information and to address Life Orientation issues to their students. These findings are in line with the results found by George et al. (2010); Hoadly (2007); Govender and Edwards (2005) and Magnani, MacIntyre, Mehryar Karim, Brown and Hutchinson (2005), which indicated that teachers have positive attitudes towards teaching Life Orientation and, that they are also comfortable, confident, and effective in what they do.

In spite of the fact that teachers perform multiple roles and experience some problems Morrow (2005) and Bloch (2009) still believe that effective and efficient teachers who are obsessively committed and willing to walk an *extra mile* to make adaptations in accordance with the needs of the learners. This is evident from the results provided by the teachers who are driving the Life Orientation Programmes in the Eastern Cape schools.

The fact that teachers are comfortable with, and confident in, communicating and answering the questions of learners related to LO issues, reinforces the educator-learner interactions, this being a very important factor. Studies have shown that teachers in many communities are mentors of academic life as well as social life and can impart values (Jacob, Shaw, Morisky, Hite & Nsubuga, 2007; George et al., 2010).

The results of this research, therefore, have demonstrated that learners themselves are willing to receive information about Life Orientation from their teachers. This implies that teachers are influential and respected members of the community from whom many children and parents seek advice. They impart knowledge to the children and transfer values to them. This has been shown by the high percentage of perceptions of participants about the effectiveness of the Life Orientation Programme.

#### **4.4.2 Findings with regard to the extent to which gender, age, educational category, residence and years of formal education influence the perception of respondents towards the Life Orientation Programme**

Considering the gender of respondents, out of 99.2% of total respondents, 64.2% of females strongly agreed that Life Orientation promotes healthy behaviour, and 34.6% of females agreed, whereas 67.6% of males strongly agreed, and 32.4% agreed with the statement.

These findings indicate that both genders have positive attitudes towards Life Orientation Programmes, and they can participate equally where sexuality issues are debated in schools and at home. These findings are in contrast to the findings of Beyers and Hay (2011) and Francis (2010). They found that boys and girls are engaging in relations with little communication and negotiation and little respect and empathy. Allen (2005) added that girls tend to be very quiet during sexuality education classes.

The current findings showed that boys and girls are no more influenced by culture where boys are expected to take the initiative and to place girls in a subordinate role.

Learners (about 60.6%) who are 20 years and below agreed with the statement that respect for human rights is a prerequisite for moral development in a society. These results showed that learners now are aware of the right of individuals to choose when and how and with whom to have sexual relations and how to communicate to others. These results concur with findings by George et al. (2010) and Govender and Edwards (2005). The results showed that Life Orientation Programmes play an effective role in schools in ensuring that learners understand the need to respect the rights of other people and their decisions.

The respondents in all educational categories agreed that Life Orientation promotes healthy behaviour, and it is interesting to observe that 74.6% of the learner category agreed with the statement. These results are in line with findings by (Ferguson & Roux, 2003; Horn & Parkinson, 2004; Pate, 2008). They found that participation of students in learning support programmes, such as Life Orientation, increases their interest in learning, confidence, self-esteem, and learning skills. These results also suggest that there is good educator-learner interaction when they are engaged in Life Orientation issues. This relationship between teachers and learners helps to increase knowledge and teach important life skills, such as effective communication, conflict resolution, problem solving, decision-making, and planning for the future as mentioned in (Bond, 2009).

Among the respondents (about 80%) showed positive attitudes towards the statement that Life Orientation helps prevent risk behaviour, but it became clear that 100% of respondents who had received 18 years or more of formal education agreed more than the other categories of respondents. This may be because the more educated one is the



more empowered one becomes. Ferguson and Roux (2003) add that the inability of some learners in a given grade to express an opinion may be related to the age and developmental stages of learners in that grade.

Regarding the area of residence, about 90.6% of all respondents responded negatively to the statement that drugs give you a true sense of security. Learners from both rural and urban areas disagreed with the statement, but it became evident that learners from urban areas disagreed with the statement more than their counterparts in the rural areas. These results concur with the findings from previous studies. This may be because children in the rural areas have fewer recreational centres and, as a result, spend most of their leisure time on drugs, compared with those in the urban areas who mostly spend their leisure time participating in sport, visiting libraries and recreational centres, and so on.

Variables such as gender, age, educational category, years of formal education, and residence did not influence the perception of learners, teachers, and subject advisors towards the Life Orientation Programme. This shows that the Life Orientation Programme plays an important role in teaching many issues in Eastern Cape schools. In particular, it has been found that it improved the attitude of participants towards Life Orientation issues, making them less likely to engage in risk-taking behaviours.

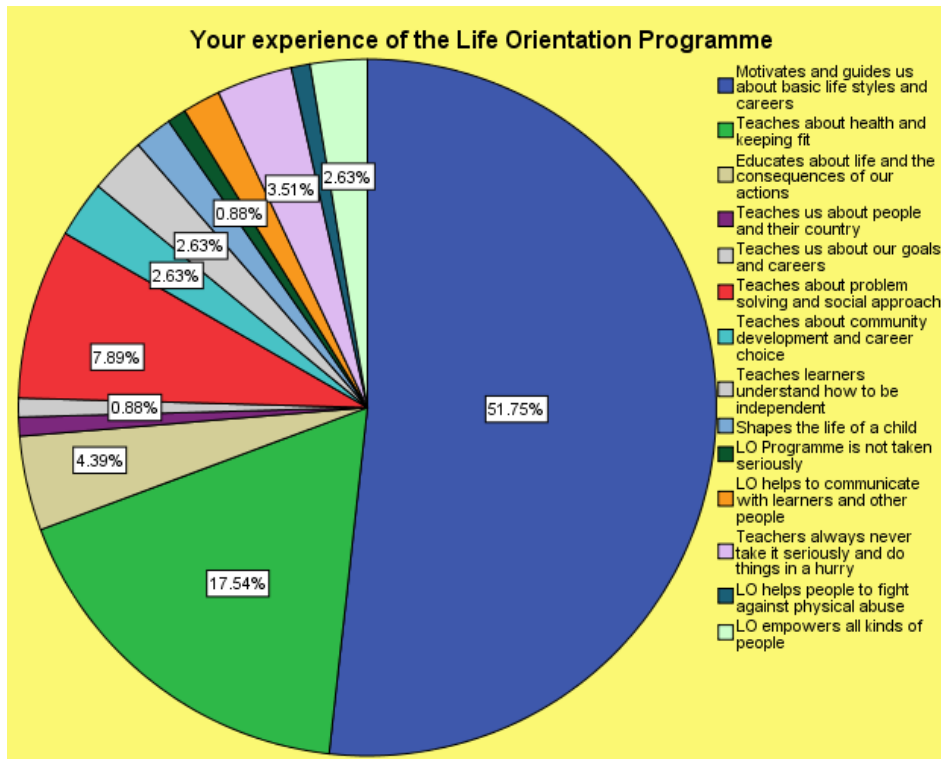
#### **4.4.3 Findings with regard to the perception of teachers, learners, and subject advisors in relation to Life Orientation Programme**

In response to the question, “what is your experience of the Life Orientation Programme”, most respondents (51.8%) reported that the Life Orientation Programme motivates and guides them towards basic life styles and careers.

It was found that 17.5% of respondents indicated that the programme teaches them about community development and career choice, 7.9% of respondents indicated that this programme teaches them about problem solving and approaches to life in and in society, 4.4% indicated an awareness of the consequences of actions, 2.6% indicated that the programme empowers all kinds of people to be independent, to reach goals, to communicate with all kinds of people effectively, and it shapes the life of each and every child.

About 3.5%, furthermore, indicated that teachers never take the programme seriously and do things in a hurry, whereas 0.9% indicated that it is not taken seriously.

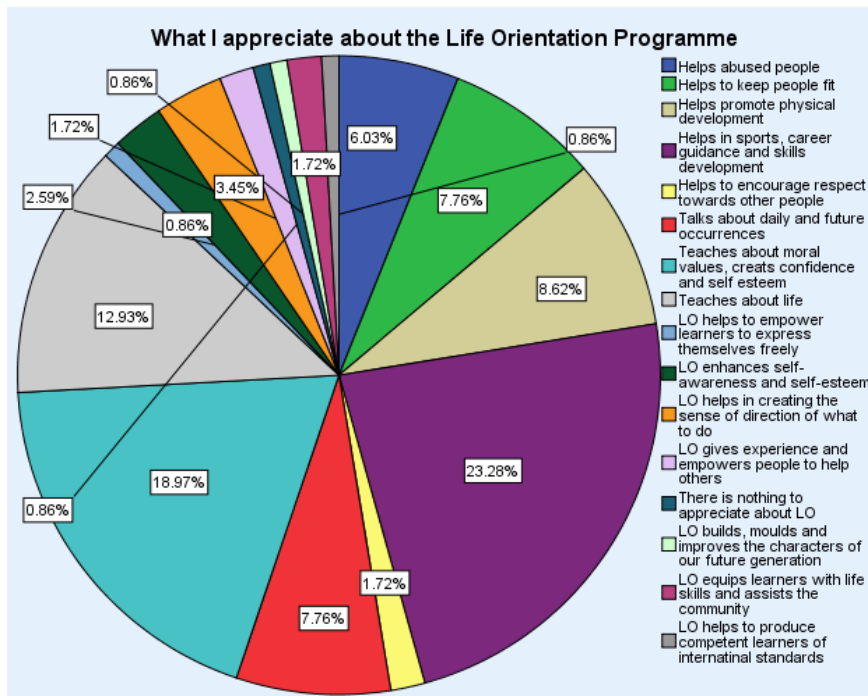
(See Figure A below).



**Figure 19: Experience of the Life Orientation Programme**

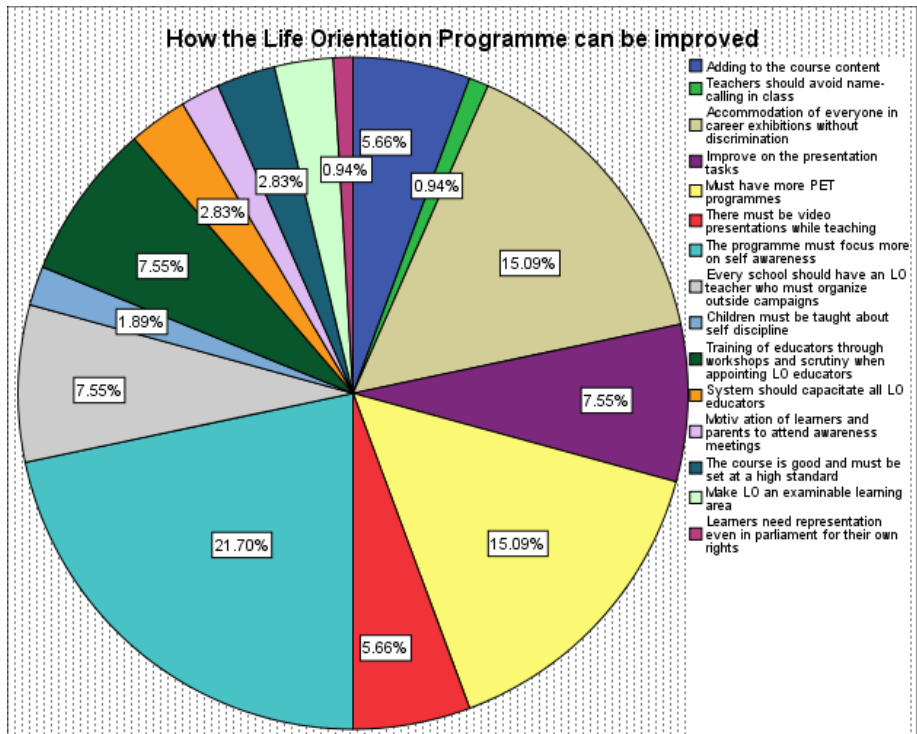
In response to the question, “What do you appreciate about Life Orientation Programme?”, most respondents (23.3%) appreciated that Life Orientation equips learners with life skills and assists the community, 18.9% appreciated that it teaches moral values, creates confidence, boosts self-esteem and helps to encourage respect towards other people, 12.5% say it teaches about life, 8.3% state it helps promote physical development, 7.5% believe it helps to keep people fit, 5.8% say it helps abused people, 7.5% talk about daily and future occurrences, 2.8% say it enhances self-awareness and self-esteem, 3.3% believe it creates a sense of direction, 1.7% say it gives experiences and empowers people to help others and helps learners with life skills and respect towards others, 0.8% say it builds, moulds, and improves the characters of the future generation, 0.8% believe it helps to produce competent learners of international standard, whereas only 0.8% indicated that there is nothing to appreciate about LO.

(See Figure B below).



**Figure 20: What is appreciated about Life Orientation Programme**

In response to the question, “How can the Life Orientation Programme be improved”, most respondents (21.7%) indicated that the Life Orientation can be improved by focusing more on self-awareness, 15.1% indicated that everyone should be accommodated in career exhibitions without discrimination and must have more Parent Education Training (PET) programmes, 7.5% indicated that educators should be trained through workshops and carefully scrutinised before being appointed as Life Orientation educators so that the presentation tasks are improved, and teachers must organise outside campaigns such as awareness of HIV/AIDS and sexuality and HIV/AIDS related issues to empower students, their parents, and teachers, 5.7% advised that there must be some additions in the course content, 2.8% indicated that Life Orientation teachers should be capacitated by the system and a Life Orientation learning area should be examined externally, 1.9% respondents indicated that learners and parents should be motivated to attend awareness meetings where various topics, such as respect, self-discipline, sexuality education, HIV/AIDS etc. are discussed, 0.9% indicated that teachers should avoid name-calling in the classrooms, and 0.8% indicated that learners should be represented in the parliament for their own rights. (See Figure C below).



**Figure 21: How Life Orientation Programme can be improved**

#### 4.4.3.1 Qualitative findings

In this section, key themes were identified, collected and coded in figures A, B and C above. Learners, teachers and departmental officials were asked to share their experiences, appreciation of the Life Orientation Programme and their suggestion for improvement of the programme. The key themes therefore, were identified and sub-themes being further identified and the final themes were broken down and explained in simple and understandable terms. The themes were explained as follows:

#### **4.4.3.2 Skills and areas of knowledge acquired**

##### **Empowerment**

Many respondents indicated that the Life Orientation Programme equips them with life skills, thereby enhancing moral values. It also helps in boosting their self-confidence and self-esteem. It inculcates a sense of respect towards one's self and towards others. It provides learners with self-awareness, and it creates a sense of direction which will shape the characters of the future generation.

Respondents also felt that LO helps to produce competent learners to an international standard. Other skills that they believe they have acquired through LO include communication and decision-making.

##### **Communication**

Respondents, especially learners, indicated that they are able to communicate with all kinds of people effectively. They also indicated that they have acquired life skills, such as decision making skills, help with career choice, independence, motivation, empowerment, and the consequences of behaviour. This was evident in a 17-year-old learner's statement that "It has led me to healthy lifestyle" and "now it has made to make healthy decisions."

#### **4.5 Suggestions for improvement**

##### **Training:**

A high percentage of the respondents suggested that there is a strong need to train educators. The theme of training was suggested repeatedly in order to improve the presentation of educators and their confidence in handling issues of the Life Orientation Programme. This is in line with studies which indicated that training is one of major concerns that need to be addressed before any programme can be implemented successfully to learners in the schools (Beyers & Hay, 2011; Engelbrecht & Green, 2009).

Research by Shefer and Macleod (2015) has supported the suggestion by indicating that several papers explored the complexity of pedagogical challenges in the teaching of LO sexuality education as the central issue. They further said that some local research had

already called attention to foregrounding in particular the failings of a didactic model of education for sexuality education and teachers' discomfort in teaching.

Few South African teachers have a formal qualification in the teaching of Life Orientation, although they are expected to teach a diverse number of components or fields that are included in LO (Beyers & Hay, 2011; Francis, 2010; Wood, 2008). About 15.1% of respondents suggested that there must be more Parent Education Training Programme. This is congruent with the view of Francis (2010), stating that there is a need for parents to be mobilized, informed, empowered and encouraged to participate in Life Orientation issues so as to support initiate better dialogue and communication at home.

## **Resources**

Resources are also important to support the teachers of Life Orientation. Respondents indicated that insufficient resources are one of the major challenges to the effective implementation of the programme. They mentioned that the small number of qualified Life Orientation teachers in schools and qualified subject advisors has an adverse effect on the implementation of the life orientation programme.

The participants pointed out that there is a need to employ more personnel in both schools and district offices to deal with Life Orientation issues. Effective learning resources should also be taken into consideration because they are vital in ensuring the implementation of the programme and the quality of learning environments.

## **Motivation and support**

The participants suggested the importance of motivating educators involved in Life Orientation Programmes by the department, parents, and the community at large. This will encourage educators to commit themselves more than they already do.

Regular support of Life Orientation teachers by specialized officials from the District-Based Support Team is emphasized. They suggested that there should be careful monitoring of newly appointed Life Orientation teachers when a Life Orientation teacher is appointed, and Life Orientation should be externally examined so that learners and teachers take it seriously. These findings are in line with Diale et al. (2014) who found that LO is still undermined and not taken seriously because it is not examinable and is often the last subject to be placed on the time table and was treated as an add on to other subjects (Rooth, 2005; Christiaans, 2006).

Respondents suggested that teachers should be given incentives at the institutional level to ensure that they focus on, and promote, effective implementation of the programme.

### **Accommodation, Collaboration and Consultation**

It was clear from respondents that, in schools, teachers should demonstrate an ability to develop a supportive and empowering environment for the learner as well as responding to their needs. Teachers whose behaviour is regarded as bad and wrong by the learners, are unable to be successful facilitators in the LO Programme (Prinsloo, 2007). Teachers, therefore, should accommodate their learners by creating a caring and supporting environment so that learners can trust and open up to them.

This can be achieved if views, advices, and contributions of learners, parents, and other appropriate stakeholders are taken into consideration, (Bond, 2009). In line with this view Prinsloo (2007) stated that involvement of parents is important in the implementation of LO Programme because although their support cannot guarantee the success of the aims of Life Orientation Programme but their lack of support can sabotage even the most well-intentioned reforms.

### **Avoid name-calling**

Learners expressed the concern that teachers were calling them names (stigmatized and labelled). This imposes a challenge to students because labelling causes other students to bully and bluster those who are named, resulting in barriers to learning being created. This situation is actually quite possible as, according to Kendall and O'Gara (2007), research conducted revealed that teachers reported that performing outside of their scope is overwhelming and contributes to job stress. Their roles ranged from that of teachers to advisors, counsellors, sports coach, advocates and parents (Diale et al., 2014).

Teachers reported that they are comfortable with simply teaching students, and not having to deal with their social and emotional problems because they are not social workers, psychologists, or pastors. Mrs Makhanya from the University of South Africa conducted a Life Orientation Teachers Workshop at Libode Mega district in the Eastern Cape where she urged teachers to treat pupils with care, emphasizing also that the learner of today needs to be understood, accepted, respected, and included in the process of teaching and learning (Makhanya, 2012). In line with this issue Shefer and Ngabaza (2015) concluded that more work is required to challenge the way in which dominant gendered and moralistic discourses shape the kinds of messages that are conveyed to young men and women in the LO classroom.

## 4.6 Conclusion

This chapter had explored the results obtained from both the questionnaire and the semi-structured interviews. It was evident that the Life Orientation Programme is implemented in Eastern Cape schools and it has been received well by the students, teachers, and subject advisors. The analysis had seen both descriptive and inferential statistical applications, in practice.

Whereas descriptive analysis was done for all the variables included in the questionnaire, inferential statistics were done between numbers of pairs of some selected topics to respond to the research questions. The researcher had formed the opinion that the respondents were sober and quite fair in their answers. The reason for this was the researcher's observation of some obvious issues where even common sense would agree and the respondents gave quite realistic responses. The researcher was quite happy with the data analysis and the subsequent outcomes.

The descriptive analysis utilised percentages in tables and charts. The researcher compared the percentage for different responses to make inferences about a given statement. On the other hand, the researcher used the P-value under the Chi-Square distribution to draw legitimate conclusions based on statistical comparison with the prior set level of significance. These two approaches revealed wonderful relationships after the analysis.

Chapter five would deal with the summary, conclusions, limitations, and recommendations.



## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION, RECOMMENDATIONS AND LIMITATIONS**

#### **5.1 Introduction**

The previous chapter presented the research results, which were discussed comprehensively. The previous chapter presented findings in the form of tables, charts while others such as the test for associations relied on P-values. This chapter gives the summary, conclusion, limitations and recommendations for future research. Under this chapter, a complete summary will be provided, a list of limitations will be given and a list of recommendations will be suggested.

#### **5.2 Summary**

The study was designed to evaluate the Life Orientation Programme in Eastern Cape schools through an Appreciative Inquiry into the experiences and perceptions of learners, teachers, and departmental officials (subject advisors) regarding the effectiveness of the LO programme. The expectation was that learners, teachers, and departmental officials (subject advisors) would hold positive attitudes towards the LO Programme.

The aims of the study were as follows:

- The central aim was to evaluate the nature and effectiveness of the Life Orientation Programme in Eastern Cape schools.
- The additional aim was to determine the extent of the influence of gender, age, educational category, residence, and years of formal education on the programme research topics.
- The last additional objective was to determine the perception of learners, teachers, and subject advisors towards the Life Orientation Programme.

Chapter one described the motivation for evaluation in the field, gives a statement of the problem, aims of the study, and a plan for the organization of the whole report. Chapter two comprised a review of previous work done in this area in South Africa and in other countries.

Chapter three delved into the methodology of the study. The measuring instrument, a Likert type scale, was constructed, and the method of scoring and data analysis was described. Chapter four contains analysis of response percentages on one part and the Chi-Square P-value on the other. Chapter five consisted of a summary, conclusion, limitations and future research recommendations.

## **5.3 Conclusion**

### **5.3.1 Quantitative findings**

The following are comments in summary form of the analysis and results of the data for this study. The findings showed that learners, teachers, and subject advisors hold positive attitudes towards the life orientation programme. According to these results, the inclusion of Life Orientation in the Eastern Cape schools has influenced positively on the lives of many students.

According to the literature reviewed, an effective programme is one that teaches learners necessary life skills, and this research has proved that the Life Orientation programme is perceived by respondents as doing just that.

#### **Summaries of descriptive statistics**

According to the analysis, more females (62.5%) participated in this research than the males. On the issue of age group, the research observed that 93.8% were those who were aged between less than 20 years and 40 years. With respect to educational category, the majority were learners who formed 75% of those who participated in the study. The majority of the participants originated from rural areas and further that the greater majority supported the subject Life Orientation.

A total of 99.2% of the respondents was a collapsed percentage for the responses for strongly agree and agree with the proposition that Life Orientation promoted healthy behaviour. Another collapsed majority of 80% supported the fact that LO helps prevent risky behaviour. Other results from the statistical analysis revealed that collapsed majorities of respondents both strongly agreed and agreed with a total of 89% supporting respect for human rights as a prerequisite for moral development in society while another collapsed percentage of 90.6% either strongly disagreed or disagreed with the view that use of drugs give one a true sense of security.

With regard to experiences with the LO programme, the majority (51.8%) claimed they received motivation and guidance by the programme while another 17.5% claimed the programme taught them about health and how to keep fit. Other respondents were of the view that LO educated them about life in general and the expected consequences of people's actions in life.

Other advantages of LO were stated as follows:

- Helping abused people
- Helping to keep people fit
- Equips learners with life skills and assists the community

Suggestions were put forward with respect to improving Life Orientation. Some of the suggestions were summarised follows:

- Life Orientation should be added to course content
- Name-calling by teachers in class should come to an end
- Life Orientation be made an examinable programme

### **Summary of the inferential statistical analysis**

A part from the above summaries of descriptive analyses, the researcher went further and performed the following summaries of inferential analyses. Remember that the data consisted of two types of variables; the dependent variables and the independent variables. The bio-data formed the independent variables whereas the research questions formed the dependent variables.

The researcher had the additional motive of investigating for the existence of an association between a dependent variable and an independent variable. The researcher will discuss a few of the pairs included in this analysis but will not dwell on all the pairs.

The inferential statistical analysis revealed additional information from the data. The cross tabulation between gender and the research issue of Life Orientation promoting healthy behaviour revealed that promoting healthy behaviour by Life Orientation did not depend on the type of gender of the participant. The respondents' answer did not depend on the gender, but rather, a general feeling across gender that Life Orientation was good for health. A similar argument was noted when determining the existence of an association between the independent variable, gender, and the assertion that LO helps prevent risky behaviour. The probability value under this analysis was a little bit high and so no association was observed. The same logic and conclusion applied to "Gender of respondent" versus "Respect for human rights being a prerequisite for moral developing in society.

On the two topics of age group and Life Orientation promoting healthy behaviour, the analysis proved that there existed a strong association between age group and LO promoting healthy behaviour. This meant that the assumption of promoting healthy behaviour was highly influenced by the respondent's age group. The inferential statistical test between educational category and LO promoting healthy behaviour, the analysis

showed that there existed a strong association between the two variables. The observed p-value was less than the level of significance, which meant that LO promoting healthy behaviour was highly influenced by the educational level of the participant.

Other pairs of analysis were as stated below:

- Educational category and respecting human rights being a prerequisite for moral development were not associated
- Area of residence and LO promoting healthy behaviour were not associated since they recorded a p-value of 0.746
- Area of residence and LO helping to prevent risky behaviour were not associated as they had a p-value of 0.447
- Etc.

### **Subject matter interpretation of the above descriptive and inferential analyses**

Current findings showed that Life Orientation promotes healthy behaviour and helps prevent risk behaviour. Participants confirmed that the Life Orientation Programme teaches them the following skills, communication, negotiation, decision making, assertion, and listening. As they claimed to have acquired these skills, they are able to recognize and resist pressure from other people and to be competent citizens who can compete globally. The results have proved that Life Orientation Programme is perceived as a good and effective programme in the Eastern Cape Schools by learners, teachers, and subject advisors.

Findings showed that gender does not affect the perception of respondents towards the Life Orientation Programme. These findings indicate that both genders have positive attitudes with regard to the programme. This implies that males and females are no more influenced by traditional culture where the males are expected to take the initiative and to place women in a subordinate role, but, instead, they respect one another.

Learners in the younger age group, who were 20 years or below, agreed that respect for human rights is a prerequisite for moral development in a society. These results showed that younger learners have positive attitudes towards the Life Orientation Programme, and they understand the need to respect the rights of other people and their decisions.

Findings showed that all educational categories have positive attitudes towards the Life Orientation Programme. This implies that the participation of learners in the Life Orientation Programme increases good educator-learner interaction, which helps in increasing the knowledge of learners and the teaching of life skills, such as effective

communication, negotiation, conflict resolution, problem solving, decision making, assertion, and listening.

Findings showed that the respondents aged 18 and above had a greater positive attitude towards the Life Orientation Programme than the other categories of respondents. This implies that the level of education is an important factor in acquiring knowledge. One view maintains that lack of knowledge and training about issues related to a particular programme can make educators reluctant to engage in those issues with their learners.

The other view holds that the educator-learner interaction is associated with experience in teaching and a good level of knowledge of the programme. The findings of the present study are, therefore, in line with the latter, the reason being that training and experience in teaching about a school programme are associated with higher levels of instructional confidence and being comfortable in discussing issues relating to the programme.

The findings regarding residence showed that it does not affect the attitudes of learners towards the Life Orientation Programme. Learners from both rural and urban areas had positive attitudes towards the Life Orientation Programme; learners from urban areas, however, showed more positive attitudes to the programme than their counterparts. The reason for this is that most of these learners are exposed to a wider range of information and that most of their parents are more comfortable talking about Life Orientation related issues than some of their counterparts from rural areas.

All the findings showed that variables, such as gender, age, educational category, years of formal education, and residence, did not influence the perception of learners, teachers, and subject advisors (departmental officials) towards the Life Orientation Programme. In fact, findings showed that the Life Orientation Programme improved the perception of the participants towards the programme, making them less likely to engage in risky behaviours.

### **5.3.2 Qualitative findings**

Qualitative findings showed that participants, in general, reported skills and knowledge that they acquired when receiving or handling the Life Orientation Programme in their experience and appreciation of Life Orientation in schools. Respondents expressed their views regarding their experiences and their appreciation of Life Orientation in schools, the key themes identified by the researcher being:

- Communication;
- Empowerment;

- Training;
- Resources;
- Motivation and support;
- Accommodation, collaboration, consultation; and
- Name-calling.

The first two themes that were identified by the researcher were in relation to the experiences of and the appreciation of the Life Orientation Programmes in schools by the respondents, whilst the last five were in relation to suggestions on improvements to the programme.

The findings show that most participants, through the Life Orientation Programme, were empowered in the following skills and values:

- Decision-making;
- Career choices;
- Independence;
- Motivation;
- Communication;
- Self-confidence;
- Self-esteem;
- Self-awareness and respect;
- Sense of direction;
- Competition; and
- Exercise.

The most important aspect of gaining these skills, especially for the learners, is that they will be able to recognize and resist pressure from other people in the future.

Despite the overall positive findings which were shown by participants towards the Life Orientation Programme, it is evident that there are still outstanding issues pertaining to the improvement of the programme that need to be addressed. Most participants raised concerns with regard to the implementation of the Life Orientation Programme.

In their responses, the following themes were identified:

- Training of teachers;
- Resources;
- Motivation and support;
- Accommodation, collaboration and consultation; and
- Name-calling.

## 5.4 Recommendations

Based on the information gathered from the respondents through the questionnaires and interviews, the following intervention strategies are recommended in order to improve the Life Orientation Programme in schools.

- Training programmes

Effective training programmes, specifically aimed at improving the presentation of the programme by the educators, are required. Teachers have to be adequately trained in understanding the content, aims, outcomes, and didactic methods of the LO Programme (Prinsloo, 2007). These will enhance the confidence of educators in handling issues of the Life Orientation Programme because the integration of knowledge gained by the learners and its application in the future is very important.

- Provision of more resources

More qualified Life Orientation educators should be employed in schools, and qualified subject advisers should be employed in the district offices. This is crucial as currently, in most schools, there is one Life Orientation teacher in the whole school and one Life Orientation subject advisor in the whole district. Appointment of specialized Life Orientation teachers is crucial so that the subject is not treated as an 'add-on'. The findings indicated that teachers are not serious about teaching Life Orientation. This could be because, usually, when subjects are allocated at school, Life Orientation is the last to be allocated to teachers after all other subjects. As one of the subject advisers put it: 'Life Orientation would, therefore, be given to anyone as an add-on subject' (personal communication, August 2012).

Life Orientation must be treated as being just as important as other subjects and handled with extra care. The subject must be considered as being critical.

- External examinations for Life Orientation as a subject should also be centrally marked.

This subject should be centrally marked and be allocated enough time to cover the content. The findings indicated that teachers are not serious about Life Orientation; they

do things in a hurry. Life Orientation should be allocated enough time and be treated as important and just as critical as other subjects that treated with extra care.

- Motivation and Support

Regular support should be provided to Life Orientation teachers by specialized officials from the district-based support team. Teachers should be motivated and supported by the department, parents, and the community at large. Psychological and social care and support should be provided to teachers and learners, especially to teachers as they are overwhelmed by performing their multiple roles.

- Accommodation, Collaboration and Consultation

Life Orientation teachers should create a caring and supportive environment for their learners. The School Based Support Team, the District Based Support Team, and teachers in the schools should work in collaboration with Life Orientation teachers. Parents and learners should be consulted about their needs so that parents can know when and how to intervene to support the programme. As Francis (2010) indicates, school programmes which involve parents, notifying them of what is being taught and when they can support, initiate better dialogue and communication at home. There is a need for parents to be mobilized, informed, and encouraged to participate in Life Orientation issues. Learners should also be consulted about their needs in order to facilitate support for the Life Orientation Programme.

- Name calling

Labelling is tantamount to bullying, so teachers should avoid name-calling because it results in creating barriers to learning, particularly as learners absent themselves from schools when they are treated in this way. Bullying, stereotyping, abuse, and exploitation influence relationships negatively. In schools, positive learner-teacher, learner-learner, and teacher-parent relationships are very important, and they should be encouraged at all times to ensure the effectiveness of the programme, resulting in learners performing outstandingly.



## 5.5 Limitations

- The study emphasized only two aspects of Life Orientation.
- Available literature deals more with topics related to sexuality and HIV/AIDS.
- Time and financial resources available to the researcher were not enough; consequently, the researcher was not able to consider more than two schools and could not consider more than one province. The scope of this study concentrated on one province of South Africa only, namely the Eastern Cape.
- The study was conducted during the afternoon sessions, which could have affected the findings, as learners were exhausted at that time of the day.
- The size of the sample, both subject advisors and teachers, was very small.

## 5.6 Avenues for future research

The study has opened the following avenues for future research:

- There is a need to examine more aspects of Life Orientation.
- Literature.
- The scope of this problem is concentrated on one province of South Africa, the Eastern Cape; however, there is still a dire need to extend the area of scope to cover the nine provinces in South Africa.
- The process of administering the questionnaires to the respondents was done in the afternoons, and this could have affected the results because the students were exhausted. It is, therefore, recommended that the study be conducted in the morning whilst the students are still very active and alert.
- A larger sample is needed to generalize the results.

A comparative study of evaluating the Life Orientation Programme with other provinces is recommended.

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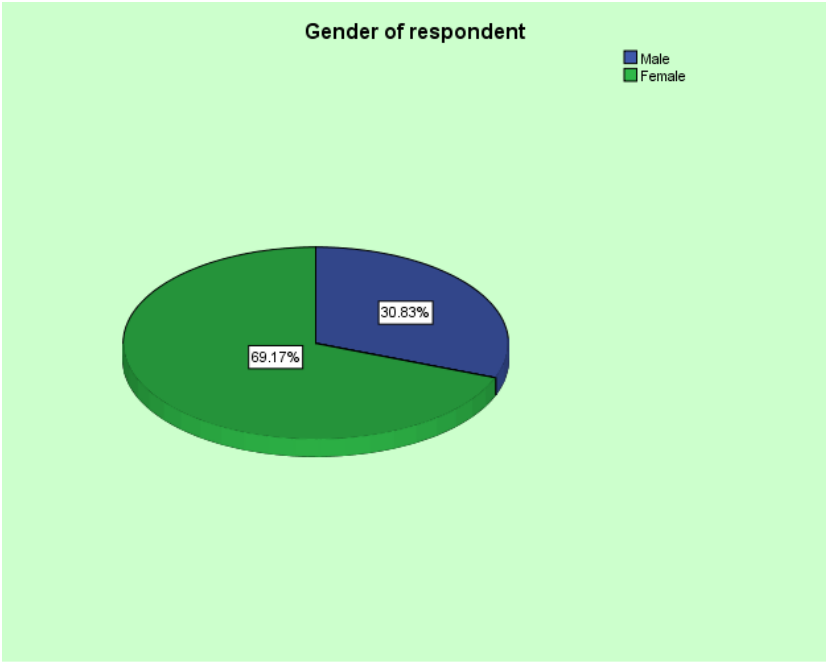
**APPENDIX A: FREQUENCY TABLES AND CHARTS**

**Frequencies**

**Gender of respondent**

**Gender of respondent**

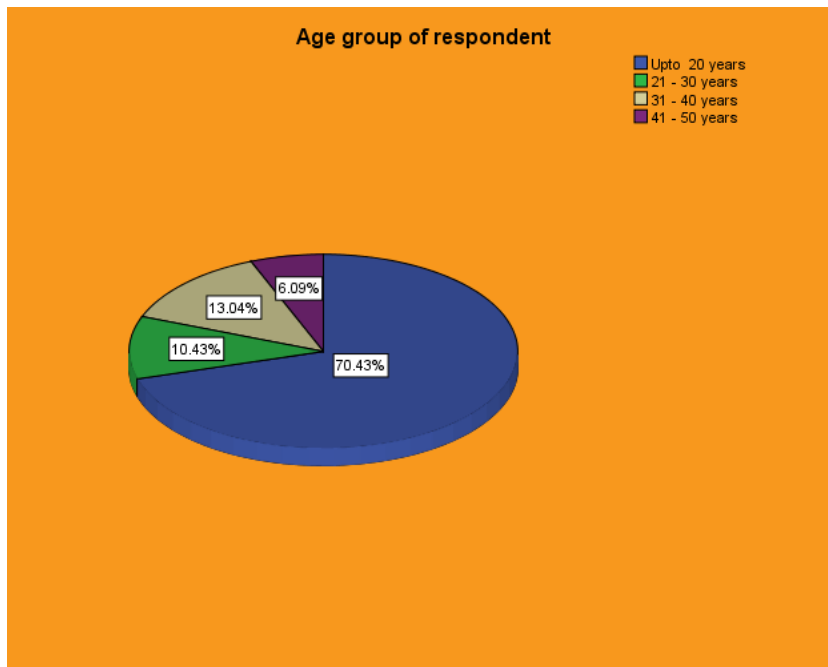
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	37	30.8	30.8	30.8
Female	83	69.2	69.2	100.0
Total	120	100.0	100.0	



## Age group of respondent

Age group of respondent

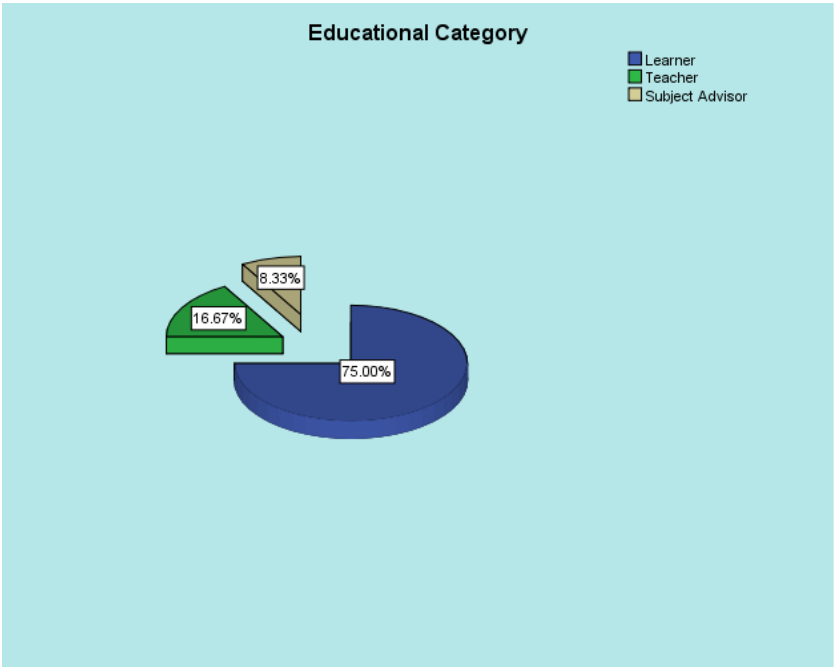
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Up to 20 years	81	67.5	70.4	70.4
	21 - 30 years	12	10.0	10.4	80.9
	31 - 40 years	15	12.5	13.0	93.9
	41 - 50 years	7	5.8	6.1	100.0
	Total	115	95.8	100.0	
Missing	System	5	4.2		
Total		120	100.0		



**Educational Category**

**Educational Category**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Learner	90	75.0	75.0	75.0
	Teacher	20	16.7	16.7	91.7
	Subject Advisor	10	8.3	8.3	100.0
	Total	120	100.0	100.0	



## Area of residence

Area of residence

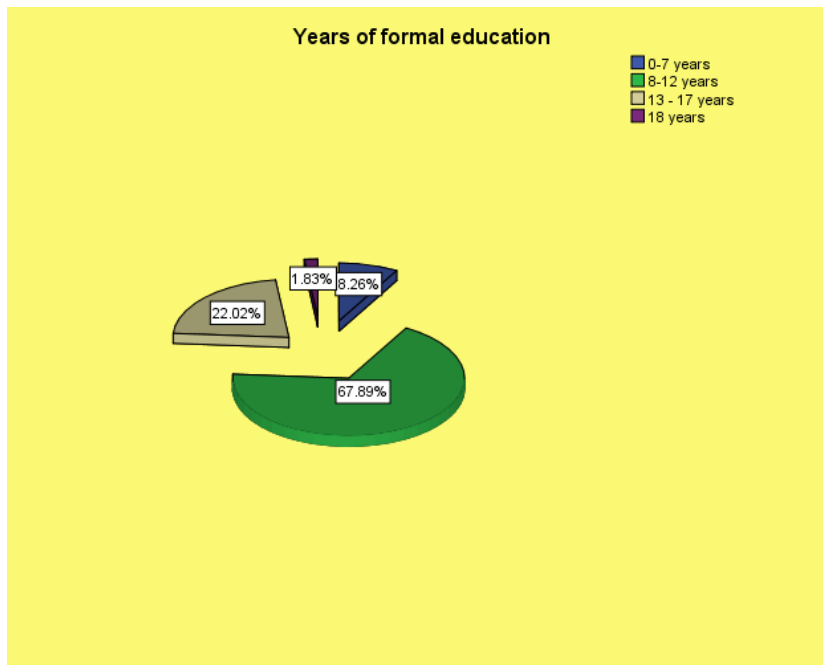
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Urban	51	42.5	42.5	42.5
	Rural	68	56.7	56.7	99.2
	11.00	1	0.8	0.8	100.0
	Total	120	100.0	100.0	



## Years of formal education

### Years of formal education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-7 years	9	7.5	8.3	8.3
	8-12 years	74	61.7	67.9	76.1
	13 - 17 years	24	20.0	22.0	98.2
	18 years	2	1.7	1.8	100.0
	Total	109	90.8	100.0	
Missing	System	11	9.2		
Total		120	100.0		

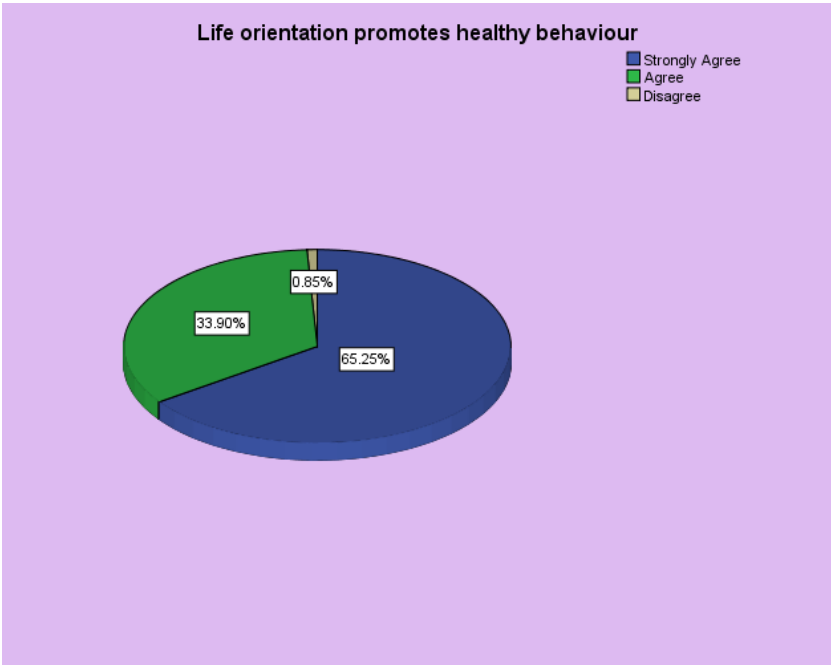




**Life orientation promotes healthy behaviour**

**Life orientation promotes healthy behaviour**

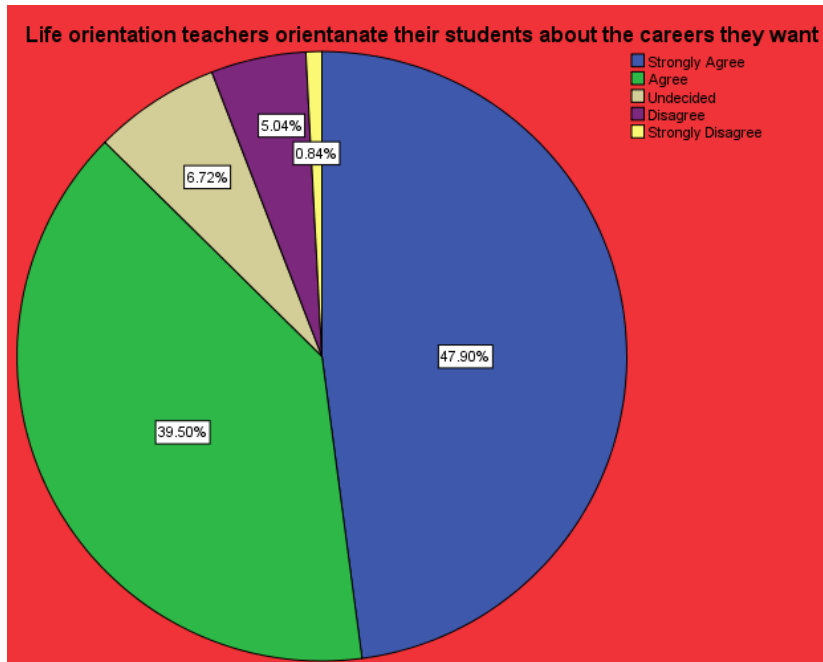
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	77	64.2	65.3	65.3
	Agree	40	33.3	33.9	99.2
	Disagree	1	0.8	0.8	100.0
	Total	118	98.3	100.0	
Missing	System	2	1.7		
Total		120	100.0		



**Life orientation teachers orientate their students about the careers they want to pursue.**

**Life orientation teachers orientate their students about the careers they want to pursue.**

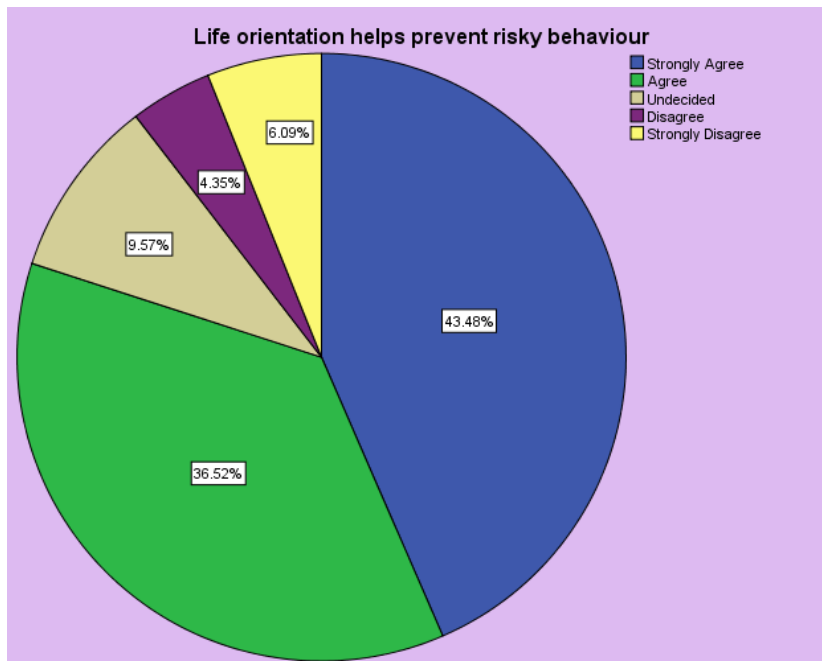
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	57	47.5	47.9	47.9
	Agree	47	39.2	39.5	87.4
	Undecided	8	6.7	6.7	94.1
	Disagree	6	5.0	5.0	99.2
	Strongly Disagree	1	0.8	0.8	100.0
	Total	119	99.2	100.0	
Missing	System	1	0.8		
Total		120	100.0		



## Life orientation helps prevent risky behaviour

Life orientation helps prevent risky behaviour

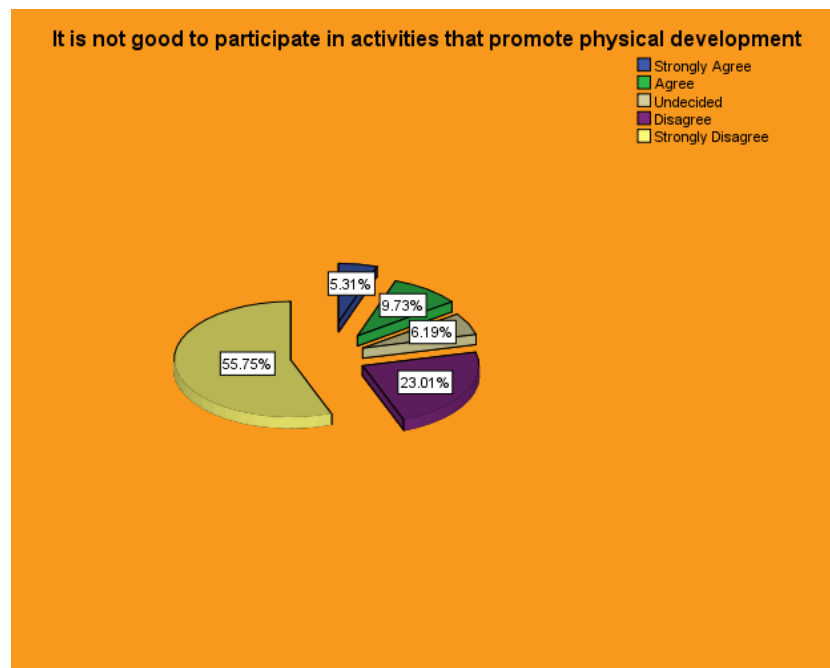
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	50	41.7	43.5	43.5
	Agree	42	35.0	36.5	80.0
	Undecided	11	9.2	9.6	89.6
	Disagree	5	4.2	4.3	93.9
	Strongly Disagree	7	5.8	6.1	100.0
	Total	115	95.8	100.0	
Missing	System	5	4.2		
Total		120	100.0		



**It is not good to participate in activities that promote physical development**

**It is not good to participate in activities that promote physical development**

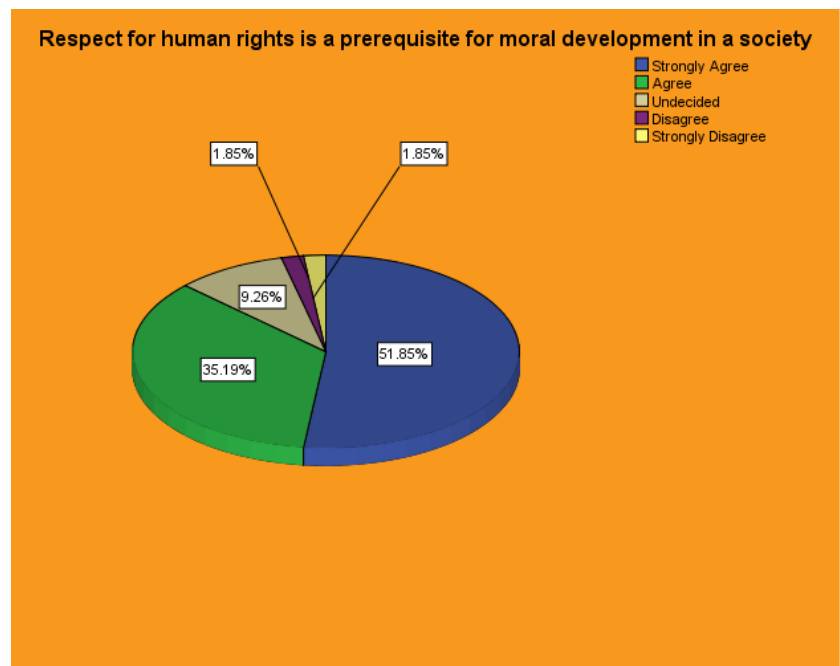
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	6	5.0	5.3	5.3
	Agree	11	9.2	9.7	15.0
	Undecided	7	5.8	6.2	21.2
	Disagree	26	21.7	23.0	44.2
	Strongly Disagree	63	52.5	55.8	100.0
	Total	113	94.2	100.0	
Missing	System	7	5.8		
	Total	120	100.0		



**Respect for human rights is a prerequisite for moral development in a society**

**Respect for human rights is a prerequisite for moral development in a society**

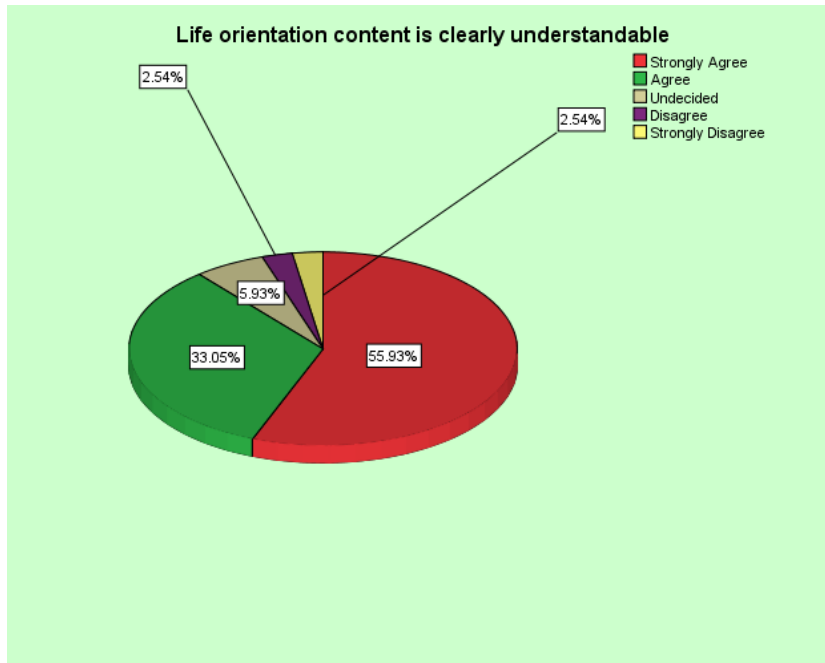
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	56	46.7	51.9	51.9
	Agree	38	31.7	35.2	87.0
	Undecided	10	8.3	9.3	96.3
	Disagree	2	1.7	1.9	98.1
	Strongly Disagree	2	1.7	1.9	100.0
	Total	108	90.0	100.0	
Missing	System	12	10.0		
Total		120	100.0		



## Life orientation content is clearly understandable

### Life orientation content is clearly understandable

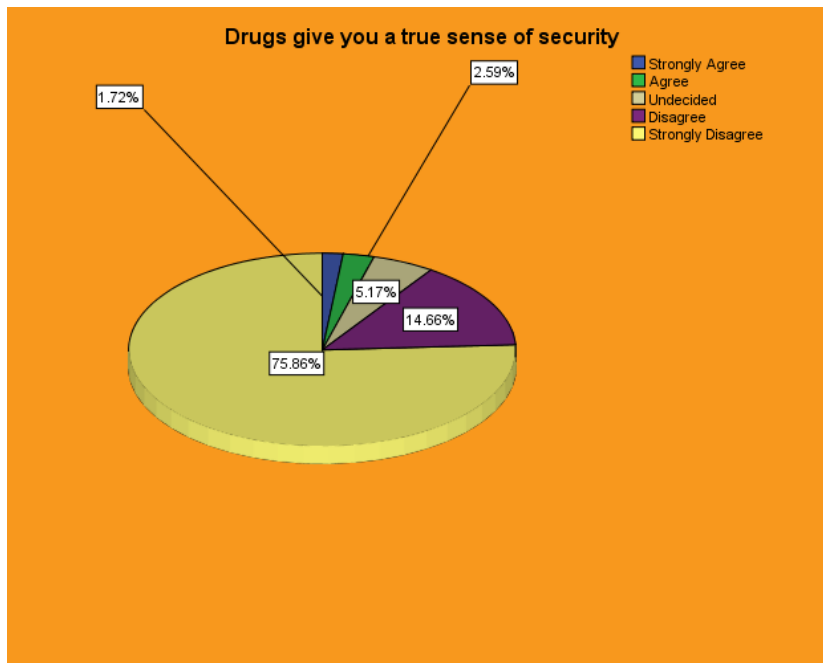
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	66	55.0	55.9	55.9
	Agree	39	32.5	33.1	89.0
	Undecided	7	5.8	5.9	94.9
	Disagree	3	2.5	2.5	97.5
	Strongly Disagree	3	2.5	2.5	100.0
	Total	118	98.3	100.0	
Missing	System	2	1.7		
Total		120	100.0		



## Drugs give you a true sense of security

### Drugs give you a true sense of security

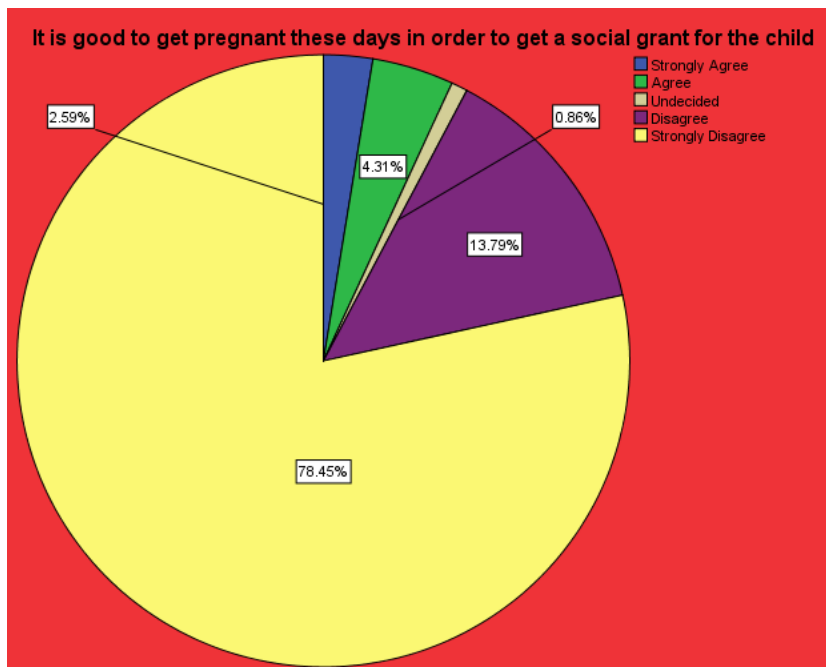
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	2	1.7	1.7	1.7
	Agree	3	2.5	2.6	4.3
	Undecided	6	5.0	5.2	9.5
	Disagree	17	14.2	14.7	24.1
	Strongly Disagree	88	73.3	75.9	100.0
	Total	116	96.7	100.0	
Missing	System	4	3.3		
Total		120	100.0		



**It is good to get pregnant these days in order to get a social grant for the child**

**It is good to get pregnant these days in order to get a social grant for the child**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	3	2.5	2.5	2.5
	Agree	5	4.2	4.2	6.8
	Undecided	1	0.8	0.8	7.6
	Disagree	16	13.3	13.6	21.2
	Strongly Disagree	91	75.8	77.1	98.3
	33.00	1	0.8	0.8	99.2
	55.00	1	0.8	0.8	100.0
	Total	118	98.3	100.0	
	Missing	System	2	1.7	
Total		120	100.0		

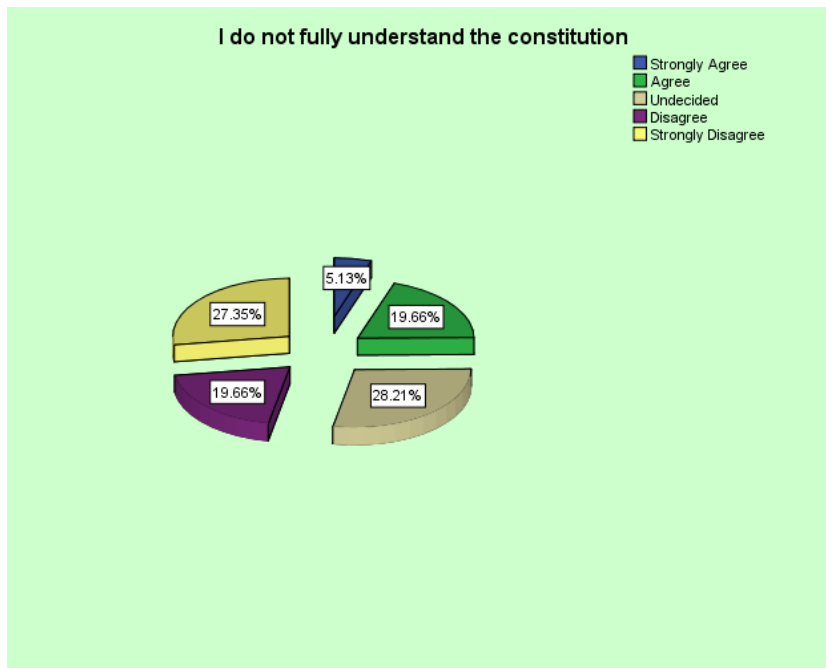


**I do not fully understand the constitution**



**I do not fully understand the constitution**

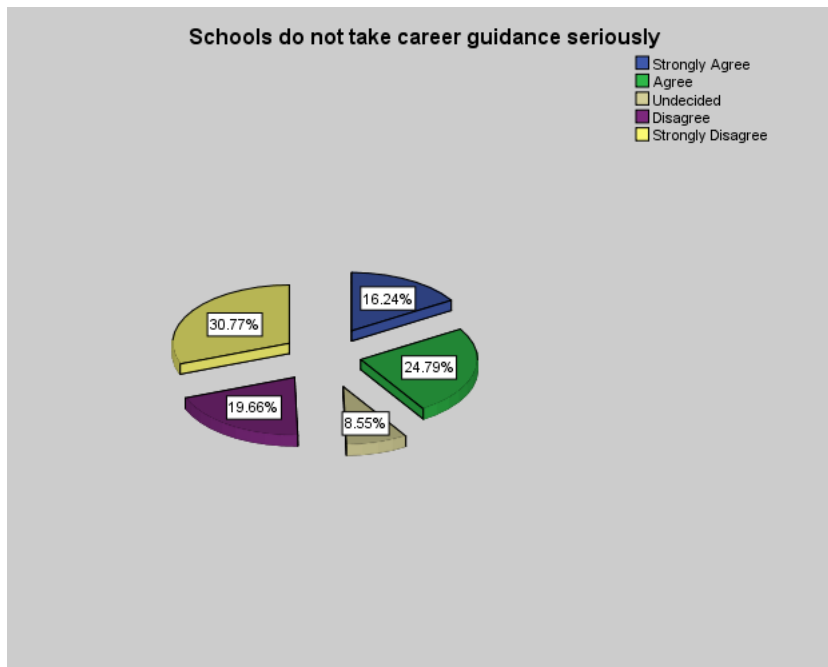
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	6	5.0	5.1	5.1
	Agree	23	19.2	19.7	24.8
	Undecided	33	27.5	28.2	53.0
	Disagree	23	19.2	19.7	72.6
	Strongly Disagree	32	26.7	27.4	100.0
	Total	117	97.5	100.0	
Missing	System	3	2.5		
Total		120	100.0		



## Schools do not take career guidance seriously

### Schools do not take career guidance seriously

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	19	15.8	16.2	16.2
	Agree	29	24.2	24.8	41.0
	Undecided	10	8.3	8.5	49.6
	Disagree	23	19.2	19.7	69.2
	Strongly Disagree	36	30.0	30.8	100.0
	Total	117	97.5	100.0	
Missing	System	3	2.5		
Total		120	100.0		

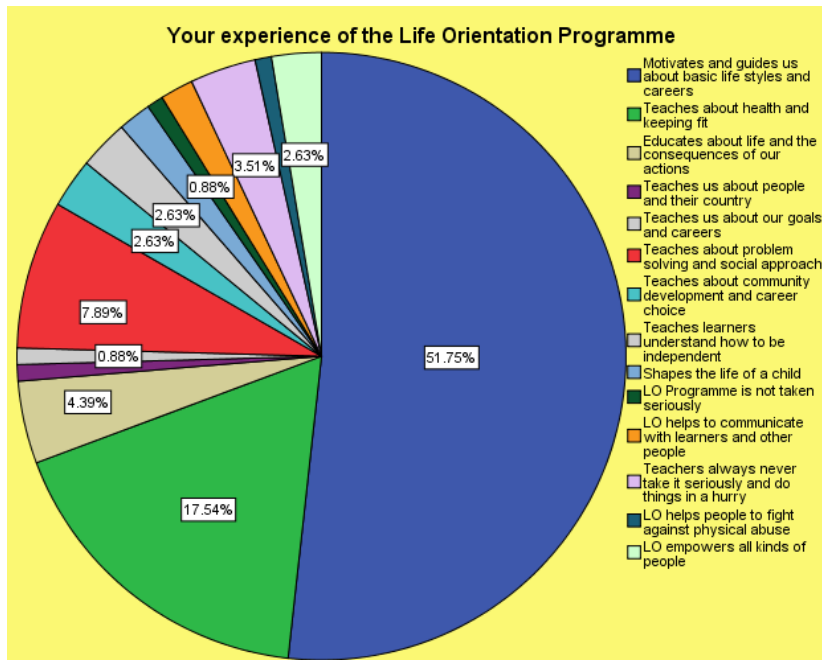


## Your experience of the Life Orientation Programme

### Your experience of the Life Orientation Programme

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Motivates and guides us about basic life styles and careers	59	49.2	51.8	51.8
	Teaches about health and keeping fit	20	16.7	17.5	69.3
	Educates about life and the consequences of our actions	5	4.2	4.4	73.7
	Teaches us about people and their country	1	0.8	0.9	74.6
	Teaches us about our goals and careers	1	0.8	0.9	75.4
	Teaches about problem solving and social approach	9	7.5	7.9	83.3
	Teaches about community development and career choice	3	2.5	2.6	86.0
	Teaches learners understand how to be independent	3	2.5	2.6	88.6
	Shapes the life of a child	2	1.7	1.8	90.4
	LO Programme is not taken seriously	1	0.8	0.9	91.2
	LO helps to communicate with learners and other people	2	1.7	1.8	93.0
	Teachers always never take it seriously and do things in a hurry	4	3.3	3.5	96.5

	LO helps people to fight against physical abuse	1	0.8	0.9	97.4
	LO empowers all kinds of people	3	2.5	2.6	100.0
	Total	114	95.0	100.0	
Missin	System	6	5.0		
g					
Total		120	100.0		

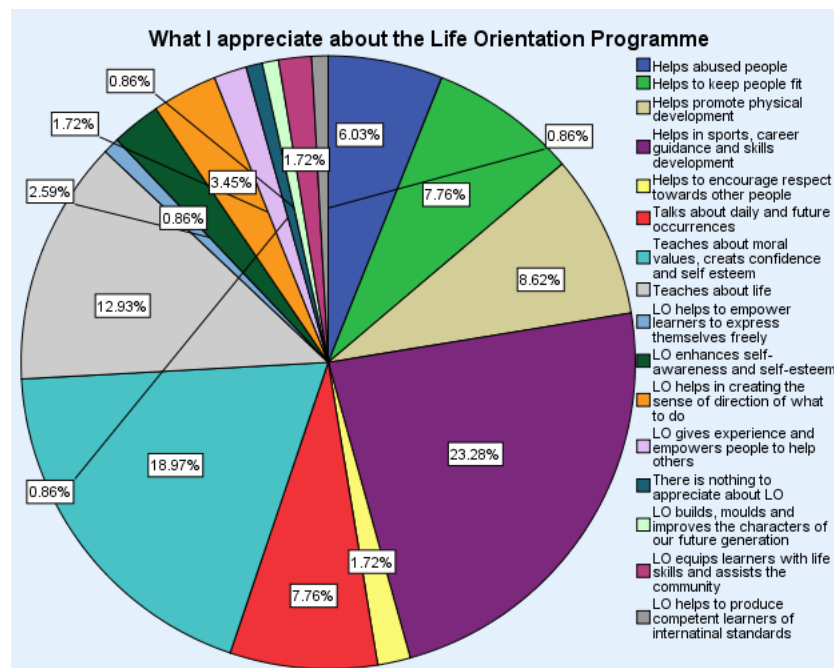


## **What I appreciate about the Life Orientation Programme**

### What I appreciate about the Life Orientation Programme

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Helps abused people	7	5.8	6.0	6.0
	Helps to keep people fit	9	7.5	7.8	13.8
	Helps promote physical development	10	8.3	8.6	22.4
	Helps in sports, career guidance and skills development	27	22.5	23.3	45.7
	Helps to encourage respect towards other people	2	1.7	1.7	47.4
	Talks about daily and future occurrences	9	7.5	7.8	55.2
	Teaches about moral values, creates confidence and self esteem	22	18.3	19.0	74.1
	Teaches about life	15	12.5	12.9	87.1
	LO helps to empower learners to express themselves freely	1	0.8	0.9	87.9
	LO enhances self-awareness and self-esteem	3	2.5	2.6	90.5
	LO helps in creating the sense of direction of what to do	4	3.3	3.4	94.0
	LO gives experience and empowers people to help others	2	1.7	1.7	95.7
	There is nothing to appreciate about LO	1	0.8	0.9	96.6
	LO builds, moulds and improves the characters of our future generation	1	0.8	0.9	97.4
	LO equips learners with life skills and assists the community	2	1.7	1.7	99.1
	LO helps to produce competent learners of international standards	1	0.8	0.9	100.0

Total	116	96.7	100.0
Missin System	4	3.3	
g			
Total	120	100.0	



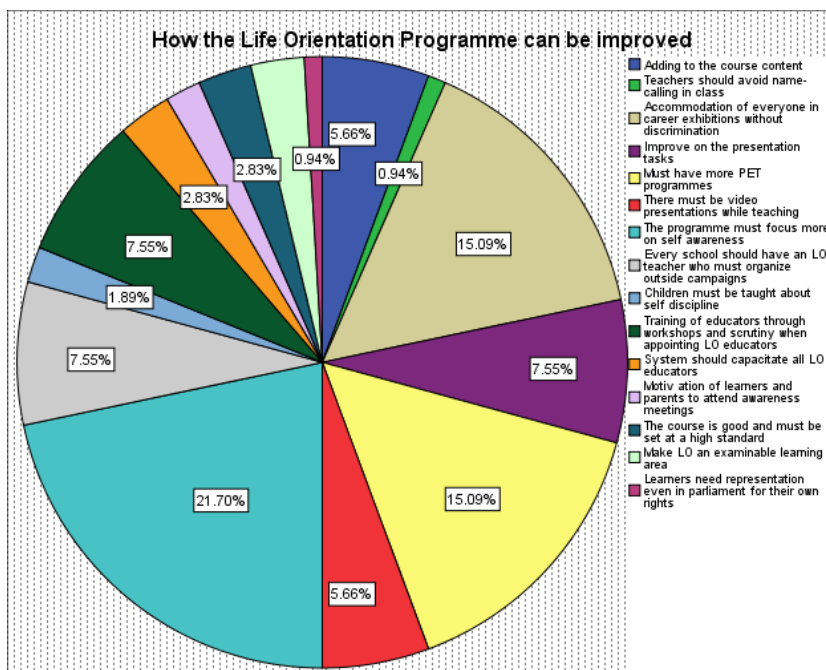


## How the Life Orientation Programme can be improved

### How the Life Orientation Programme can be improved

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Adding to the course content	6	5.0	5.7	5.7
	Teachers should avoid name-calling in class	1	0.8	0.9	6.6
	Accommodation of everyone in career exhibitions without discrimination	16	13.3	15.1	21.7
	Improve on the presentation tasks	8	6.7	7.5	29.2
	Must have more PET programmes	16	13.3	15.1	44.3
	There must be video presentations while teaching	6	5.0	5.7	50.0
	The programme must focus more on self awareness	23	19.2	21.7	71.7
	Every school should have an LO teacher who must organize outside campaigns	8	6.7	7.5	79.2
	Children must be taught about self discipline	2	1.7	1.9	81.1
	Training of educators through workshops and scrutiny when appointing LO educators	8	6.7	7.5	88.7
	System should capacitate all LO educators	3	2.5	2.8	91.5
	Motivation of learners and parents to attend awareness meetings	2	1.7	1.9	93.4
	The course is good and must be set at a high standard	3	2.5	2.8	96.2

Missing g Total	Make LO an examinable learning area	3	2.5	2.8	99.1
	Learners need representation even in parliament for their own rights	1	0.8	0.9	100.0
	Total	106	88.3	100.0	
	System	14	11.7		
	Total	120	100.0		



## APPENDIX B: CROSS-TABULATION

### Gender of respondent \* Life orientation promotes healthy behaviour

Table 6.1

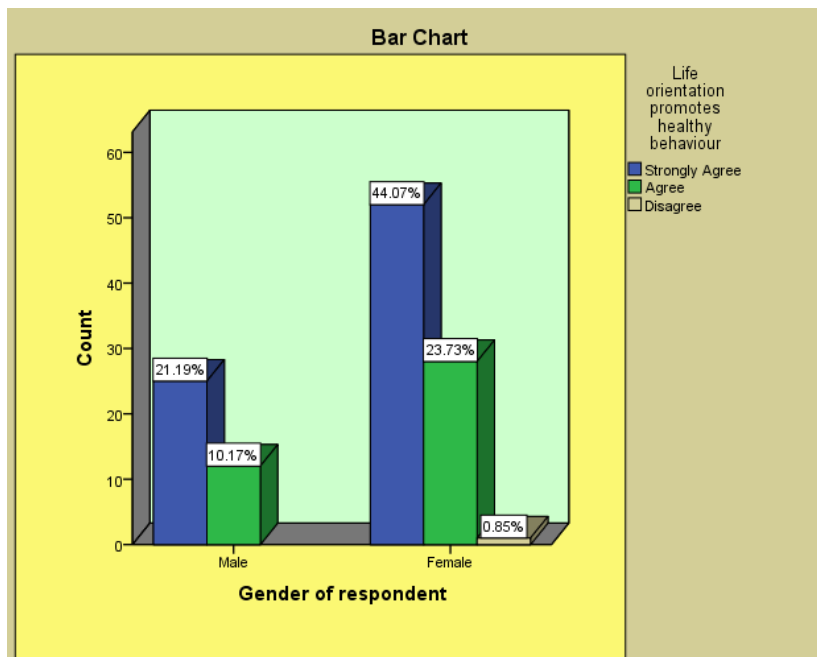
#### Crosstab

			Life orientation promotes healthy behaviour			Total
			Strongly Agree	Agree	Disagree	
Gender of respondent	Male	Count	25	12	0	37
		% within Gender of respondent	67.6%	32.4%	0.0%	100.0%
		% within Life orientation promotes healthy behaviour	32.5%	30.0%	0.0%	31.4%
	Female	Count	52	28	1	81
		% within Gender of respondent	64.2%	34.6%	1.2%	100.0%
		% within Life orientation promotes healthy behaviour	67.5%	70.0%	100.0%	68.6%
Total	Count	77	40	1	118	
	% within Gender of respondent	65.3%	33.9%	0.8%	100.0%	
	% within Life orientation promotes healthy behaviour	100.0%	100.0%	100.0%	100.0%	
	% of Total	65.3%	33.9%	0.8%	100.0%	

### Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	0.535 <sup>a</sup>	2	0.765
Likelihood Ratio	0.831	2	0.660
Linear-by-Linear Association	0.304	1	0.581
N of Valid Cases	118		

a. 2 cells (33.3%) have expected count less than 5.  
The minimum expected count is 0.31.



**Gender of respondent \* Life orientation helps prevent risk behaviour**

**Table 6.2**

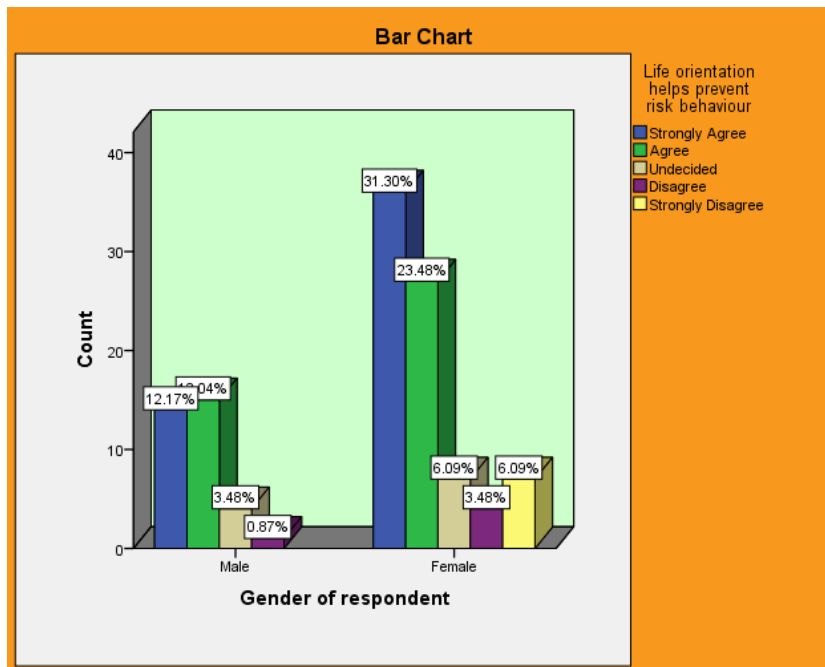
**Crosstab**

			Life orientation helps prevent risk behaviour					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
Gender of respondent	Male	Count	14	15	4	1	0	34
		% within Gender of respondent	41.2%	44.1%	11.8%	2.9%	0.0%	100.0%
		% within Life orientation helps prevent risk behaviour	28.0%	35.7%	36.4%	20.0%	0.0%	29.6%
		% of Total	12.2%	13.0%	3.5%	0.9%	0.0%	29.6%
Gender of respondent	Female	Count	36	27	7	4	7	81
		% within Gender of respondent	44.4%	33.3%	8.6%	4.9%	8.6%	100.0%
		% within Life orientation helps prevent risk behaviour	72.0%	64.3%	63.6%	80.0%	100.0%	70.4%
		% of Total	31.3%	23.5%	6.1%	3.5%	6.1%	70.4%
Total		Count	50	42	11	5	7	115
		% within Gender of respondent	43.5%	36.5%	9.6%	4.3%	6.1%	100.0%
		% within Life orientation helps prevent risk behaviour	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	43.5%	36.5%	9.6%	4.3%	6.1%	100.0%

### Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.224 <sup>a</sup>	4	0.377
Likelihood Ratio	6.174	4	0.187
Linear-by-Linear Association	1.054	1	0.305
N of Valid Cases	115		

a. 5 cells (50.0%) have expected count less than 5. The minimum expected count is 1.48.



**Gender of respondent \* Respect for human rights is a prerequisite for moral development in a society**

**Table 6.3**



**Crosstab**

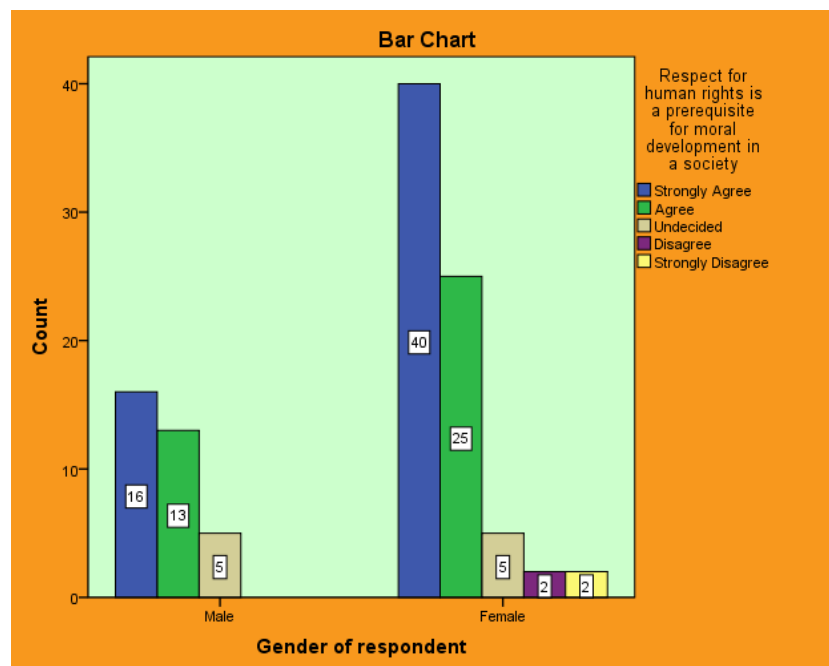
			Respect for human rights is a prerequisite for moral development in a society					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
Gender of respondent	Male	Count	16	13	5	0	0	34
		% within Gender of respondent	47.1%	38.2%	14.7%	0.0%	0.0%	100.0%
		% within Respect for human rights is a prerequisite for moral development in a society	28.6%	34.2%	50.0%	0.0%	0.0%	31.5%
		% of Total	14.8%	12.0%	4.6%	0.0%	0.0%	31.5%
Gender of respondent	Female	Count	40	25	5	2	2	74
		% within Gender of respondent	54.1%	33.8%	6.8%	2.7%	2.7%	100.0%
		% within Respect for human rights is a prerequisite for moral development in a society	71.4%	65.8%	50.0%	100.0%	100.0%	68.5%
		% of Total	37.0%	23.1%	4.6%	1.9%	1.9%	68.5%
Total		Count	56	38	10	2	2	108
		% within Gender of respondent	51.9%	35.2%	9.3%	1.9%	1.9%	100.0%

% within	100.0%	100.0	100.0	100.0	100.0%	100.0
Respect for human rights is a prerequisite for moral development in a society		%	%	%		0%
% of Total	51.9%	35.2%	9.3%	1.9%	1.9%	100.0%

### Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.779 <sup>a</sup>	4	0.437
Likelihood Ratio	4.853	4	0.303
Linear-by-Linear Association	0.006	1	0.936
N of Valid Cases	108		

a. 5 cells (50.0%) have expected count less than 5. The minimum expected count is 0.63.



**Gender of respondent \* Drugs give you a true sense of security**

**Table 6.4**

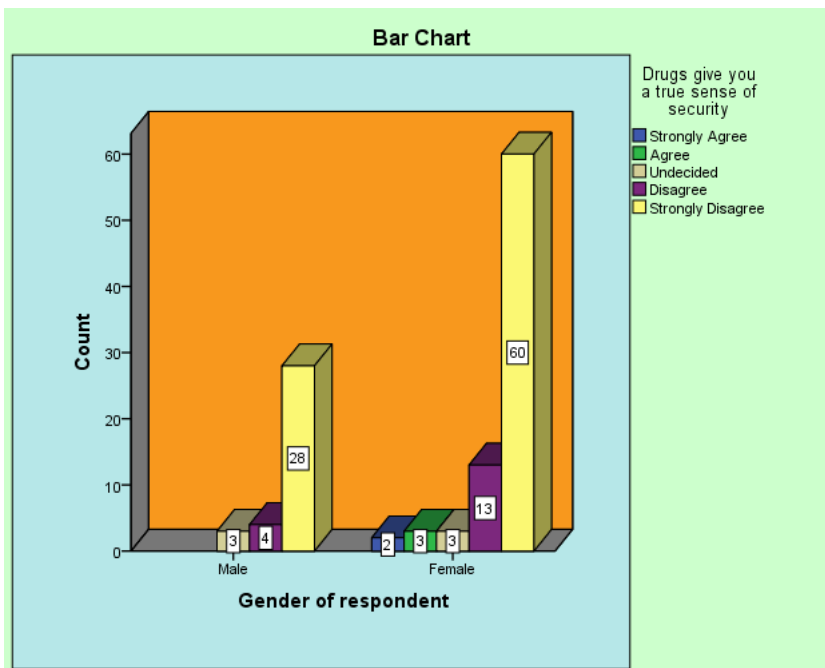
**Crosstab**

			Drugs give you a true sense of security					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
Gender of respondent	Male	Count	0	0	3	4	28	35
		% within Gender of respondent	0.0%	0.0%	8.6%	11.4%	80.0%	100.0%
		% within Drugs give you a true sense of security	0.0%	0.0%	50.0%	23.5%	31.8%	30.2%
		% of Total	0.0%	0.0%	2.6%	3.4%	24.1%	30.2%
	Female	Count	2	3	3	13	60	81
		% within Gender of respondent	2.5%	3.7%	3.7%	16.0%	74.1%	100.0%
		% within Drugs give you a true sense of security	100.0%	100.0%	50.0%	76.5%	68.2%	69.8%
		% of Total	1.7%	2.6%	2.6%	11.2%	51.7%	69.8%
Total		Count	2	3	6	17	88	116
		% within Gender of respondent	1.7%	2.6%	5.2%	14.7%	75.9%	100.0%
		% within Drugs give you a true sense of security	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	1.7%	2.6%	5.2%	14.7%	75.9%	100.0%

### Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.749 <sup>a</sup>	4	0.441
Likelihood Ratio	5.103	4	0.277
Linear-by-Linear Association	0.866	1	0.352
N of Valid Cases	116		

a. 6 cells (60.0%) have expected count less than 5.  
The minimum expected count is 0.60.



**Age group of respondent \* Life orientation promotes healthy behaviour**

**Table 7.1**

**Crosstab**

			Life orientation promotes healthy behaviour			Total
			Strongly Agree	Agree	Disagree	
Age group of respondent	Up to 20 years	Count	52	27	0	79
		% within Age group of respondent	65.8%	34.2%	0.0%	100.0%
		% within Life orientation promotes healthy behaviour	71.2%	69.2%	0.0%	69.9%
		% of Total	46.0%	23.9%	0.0%	69.9%
21-30 years		Count	7	5	0	12
		% within Age group of respondent	58.3%	41.7%	0.0%	100.0%
		% within Life orientation promotes healthy behaviour	9.6%	12.8%	0.0%	10.6%
		% of Total	6.2%	4.4%	0.0%	10.6%
31-40 years		Count	10	5	0	15
		% within Age group of respondent	66.7%	33.3%	0.0%	100.0%
		% within Life orientation promotes healthy behaviour	13.7%	12.8%	0.0%	13.3%
		% of Total	8.8%	4.4%	0.0%	13.3%
41-50 years		Count	4	2	1	7
		% within Age group of respondent	57.1%	28.6%	14.3%	100.0%

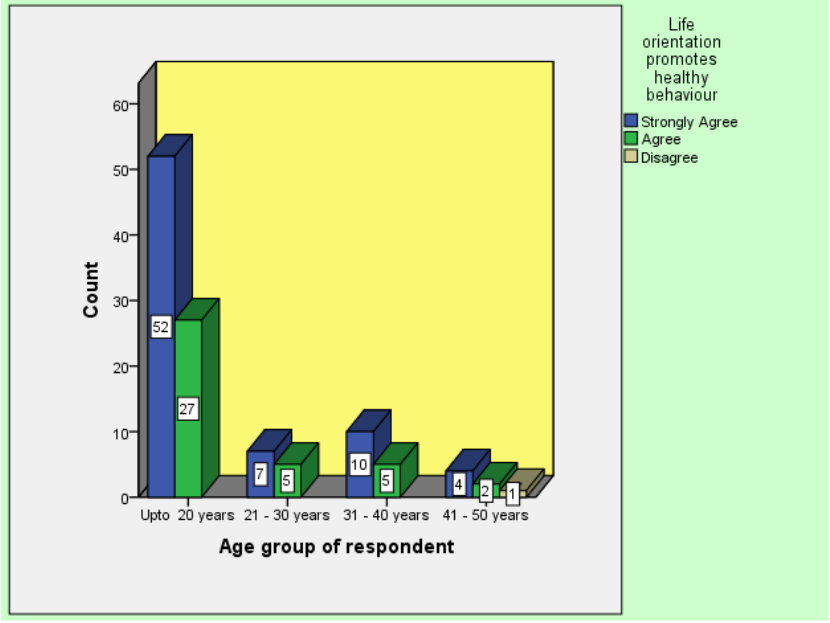
	% within Life orientation promotes healthy behaviour	5.5%	5.1%	100.0%	6.2%
	% of Total	3.5%	1.8%	0.9%	6.2%
Total	Count	73	39	1	113
	% within Age group of respondent	64.6%	34.5%	0.9%	100.0%
	% within Life orientation promotes healthy behaviour	100.0%	100.0%	100.0%	100.0%
	% of Total	64.6%	34.5%	0.9%	100.0%

### Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.562 <sup>a</sup>	6	0.016
Likelihood Ratio	5.981	6	0.425
Linear-by-Linear Association	1.501	1	0.221
N of Valid Cases	113		

a. 7 cells (58.3%) have expected count less than 5. The minimum expected count is 0.06.

Bar Chart





**Age group of respondent \* Life orientation helps prevent risk behaviour**

**Table 7.2**

**Crosstab**

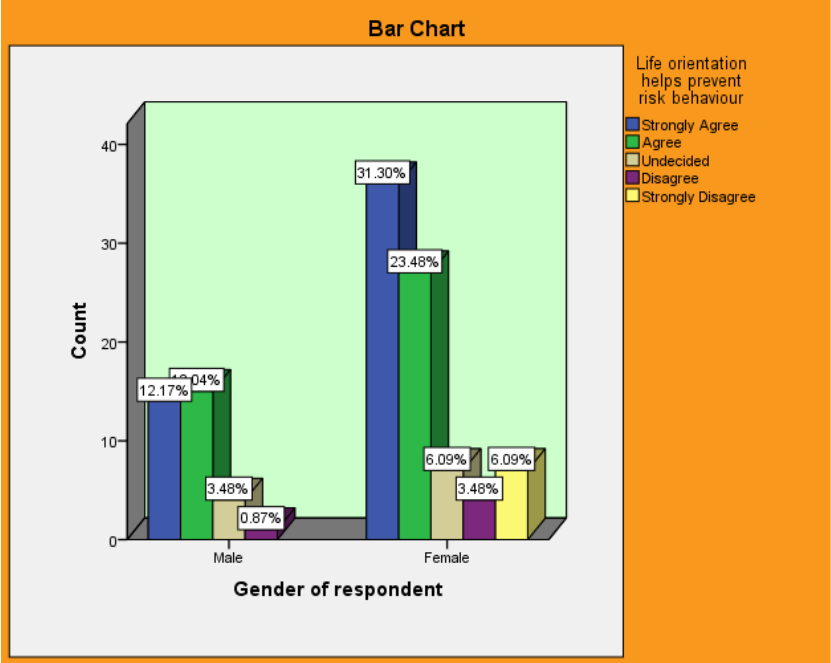
			Life orientation helps prevent risk behaviour					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
Age group of respondent	Up to 20 years	Count	31	28	9	3	7	78
		% within Age group of respondent	39.7%	35.9%	11.5%	3.8%	9.0%	100.0%
		% within Life orientation helps prevent risk behaviour	64.6%	71.8%	81.8%	60.0%	100.0%	70.9%
		% of Total	28.2%	25.5%	8.2%	2.7%	6.4%	70.9%
21-30 years		Count	8	1	2	0	0	11
		% within Age group of respondent	72.7%	9.1%	18.2%	0.0%	0.0%	100.0%
		% within Life orientation helps prevent risk behaviour	16.7%	2.6%	18.2%	0.0%	0.0%	10.0%
		% of Total	7.3%	0.9%	1.8%	0.0%	0.0%	10.0%
31-40 years		Count	6	7	0	1	0	14
		% within Age group of respondent	42.9%	50.0%	0.0%	7.1%	0.0%	100.0%
		% within Life orientation helps prevent risk behaviour	12.5%	17.9%	0.0%	20.0%	0.0%	12.7%
		% of Total	5.5%	6.4%	0.0%	0.9%	0.0%	12.7%
41-50 years		Count	3	3	0	1	0	7
		% within Age group of respondent	42.9%	42.9%	0.0%	14.3%	0.0%	100.0%

	% within Life orientation helps prevent risk behaviour	6.3%	7.7%	0.0%	20.0%	0.0%	6.4%
	% of Total	2.7%	2.7%	0.0%	0.9%	0.0%	6.4%
Total	Count	48	39	11	5	7	110
	% within Age group of respondent	43.6%	35.5%	10.0%	4.5%	6.4%	100.0%
	% within Life orientation helps prevent risk behaviour	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	43.6%	35.5%	10.0%	4.5%	6.4%	100.0%

### Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.657 <sup>a</sup>	12	0.323
Likelihood Ratio	17.951	12	0.117
Linear-by-Linear Association	1.490	1	0.222
N of Valid Cases	110		

a. 16 cells (80.0%) have expected count less than 5. The minimum expected count is 0.32.



**Age group of respondent \* Respect for human rights is a prerequisite for moral development in a society**

**Table 7.3**

**Crosstab**

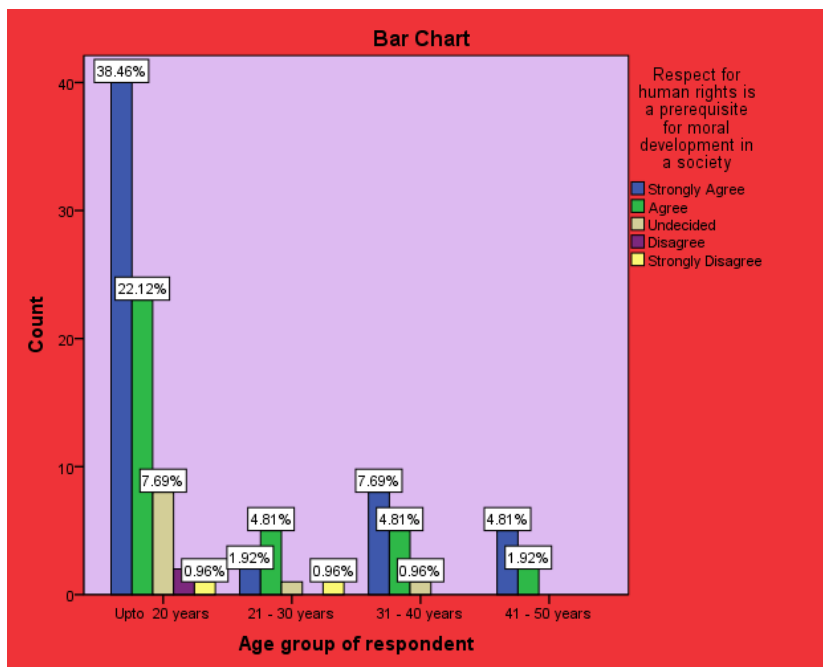
			Respect for human rights is a prerequisite for moral development in a society					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
Age group of respondent	Up to 20 years	Count % within Age group of respondent	40 54.1%	23 31.1%	8 10.8%	2 2.7%	1 1.4%	74 100.0%
		% within Respect for human rights is a prerequisite for moral development in a society	72.7%	65.7%	80.0%	100.0%	50.0%	71.2%
		% of Total	38.5%	22.1%	7.7%	1.9%	1.0%	71.2%
21-30 years	21-30 years	Count % within Age group of respondent	2 22.2%	5 55.6%	1 11.1%	0 0.0%	1 11.1%	9 100.0%
		% within Respect for human rights is a prerequisite for moral development in a society	3.6%	14.3%	10.0%	0.0%	50.0%	8.7%
		% of Total	1.9%	4.8%	1.0%	0.0%	1.0%	8.7%
31-40 years	31-40 years	Count % within Age group of respondent	8 57.1%	5 35.7%	1 7.1%	0 0.0%	0 0.0%	14 100.0%

	% within Respect for human rights is a prerequisite for moral development in a society	14.5%	14.3 %	10.0%	0.0%	0.0%	13.5%
	% of Total	7.7%	4.8%	1.0%	0.0%	0.0%	13.5%
41-50 years	Count	5	2	0	0	0	7
	% within Age group of respondent	71.4%	28.6 %	0.0%	0.0%	0.0%	100.0 %
	% within Respect for human rights is a prerequisite for moral development in a society	9.1%	5.7%	0.0%	0.0%	0.0%	6.7%
	% of Total	4.8%	1.9%	0.0%	0.0%	0.0%	6.7%
Total	Count	55	35	10	2	2	104
	% within Age group of respondent	52.9%	33.7 %	9.6%	1.9%	1.9%	100.0 %
	% within Respect for human rights is a prerequisite for moral development in a society	100.0%	100.0 %	100.0%	100.0 %	100.0 %	100.0 %
	% of Total	52.9%	33.7 %	9.6%	1.9%	1.9%	100.0 %

### Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.806 <sup>a</sup>	12	0.633
Likelihood Ratio	9.554	12	0.655
Linear-by-Linear Association	0.761	1	0.383
N of Valid Cases	104		

a. 16 cells (80.0%) have expected count less than 5.  
The minimum expected count is 0.13.





**Age group of respondent \* Drugs give you a true sense of security**

**Table 7.4**

**Crosstab**

			Drugs give you a true sense of security					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
Age group of respondent	Up to 20 years	Count	0	3	2	10	65	80
		% within Age group of respondent	0.0%	3.8%	2.5%	12.5%	81.3%	100.0%
		% within Drugs give you a true sense of security	0.0%	100.0%	50.0%	58.8%	76.5%	72.1%
		% of Total	0.0%	2.7%	1.8%	9.0%	58.6%	72.1%
21-30 years		Count	2	0	2	1	6	11
		% within Age group of respondent	18.2%	0.0%	18.2%	9.1%	54.5%	100.0%
		% within Drugs give you a true sense of security	100.0%	0.0%	50.0%	5.9%	7.1%	9.9%
		% of Total	1.8%	0.0%	1.8%	.9%	5.4%	9.9%
31-40 years		Count	0	0	0	5	9	14
		% within Age group of respondent	0.0%	0.0%	0.0%	35.7%	64.3%	100.0%
		% within Drugs give you a true sense of security	0.0%	0.0%	0.0%	29.4%	10.6%	12.6%
		% of Total	0.0%	0.0%	0.0%	4.5%	8.1%	12.6%
41-50 years		Count	0	0	0	1	5	6
		% within Age group of respondent	0.0%	0.0%	0.0%	16.7%	83.3%	100.0%

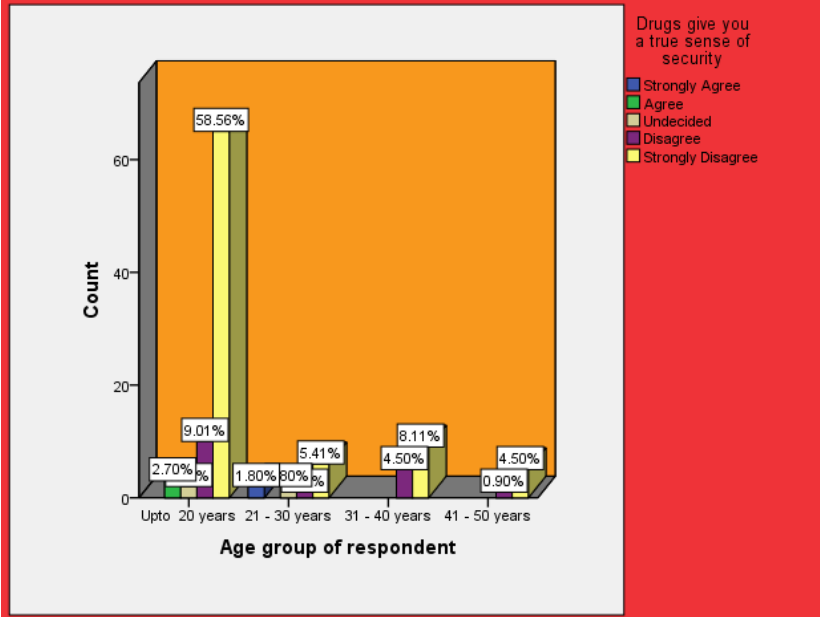
	% within Drugs give you a true sense of security	0.0%	0.0%	0.0%	5.9%	5.9%	5.4%
	% of Total	0.0%	0.0%	0.0%	0.9%	4.5%	5.4%
Total	Count	2	3	4	17	85	111
	% within Age group of respondent	1.8%	2.7%	3.6%	15.3%	76.6%	100.0%
	% within Drugs give you a true sense of security	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	1.8%	2.7%	3.6%	15.3%	76.6%	100.0%

### Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	32.563 <sup>a</sup>	12	0.001
Likelihood Ratio	21.080	12	0.049
Linear-by-Linear Association	0.310	1	0.578
N of Valid Cases	111		

a. 16 cells (80.0%) have expected count less than 5. The minimum expected count is 0.11.

Bar Chart



**Educational Category \* Life orientation promotes healthy behaviour**

**Table 8.1**

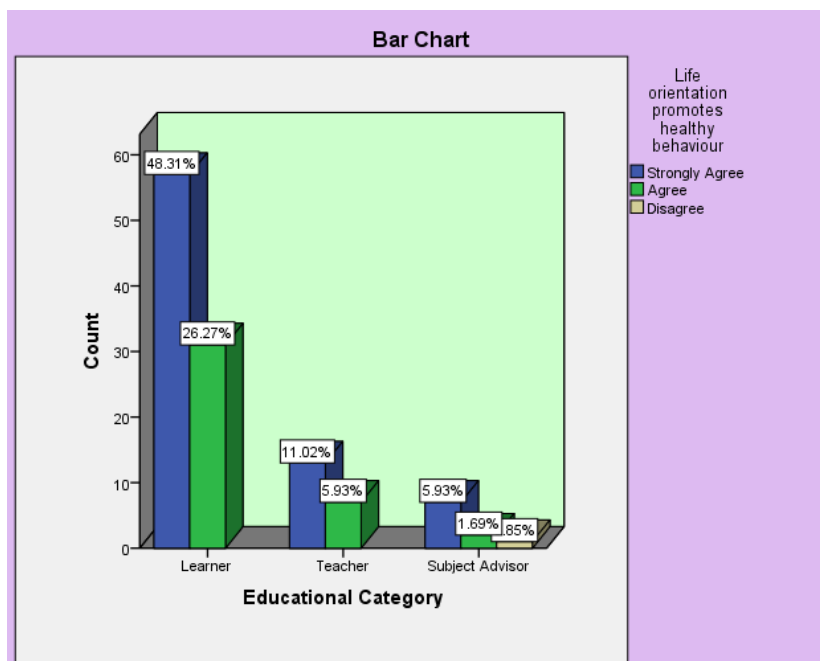
**Crosstab**

			Life orientation promotes healthy behaviour			Total
			Strongly Agree	Agree	Disagree	
Educational Category	Learner	Count	57	31	0	88
		% within Educational Category	64.8%	35.2%	0.0%	100.0%
		% within Life orientation promotes healthy behaviour	74.0%	77.5%	0.0%	74.6%
		% of Total	48.3%	26.3%	0.0%	74.6%
Teacher		Count	13	7	0	20
		% within Educational Category	65.0%	35.0%	0.0%	100.0%
		% within Life orientation promotes healthy behaviour	16.9%	17.5%	0.0%	16.9%
		% of Total	11.0%	5.9%	0.0%	16.9%
Subject Advisor		Count	7	2	1	10
		% within Educational Category	70.0%	20.0%	10.0%	100.0%
		% within Life orientation promotes healthy behaviour	9.1%	5.0%	100.0%	8.5%
		% of Total	5.9%	1.7%	0.8%	8.5%
Total		Count	77	40	1	118
		% within Educational Category	65.3%	33.9%	0.8%	100.0%
		% within Life orientation promotes healthy behaviour	100.0%	100.0%	100.0%	100.0%
		% of Total	65.3%	33.9%	0.8%	100.0%

## Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.461 <sup>a</sup>	4	0.022
Likelihood Ratio	5.695	4	0.223
Linear-by-Linear Association	0.444	1	0.505
N of Valid Cases	118		

a. 4 cells (44.4%) have expected count less than 5.  
The minimum expected count is 0.08.



**Educational Category \* Life orientation helps prevent risk behaviour**

**Table 8.2**



**Crosstab**

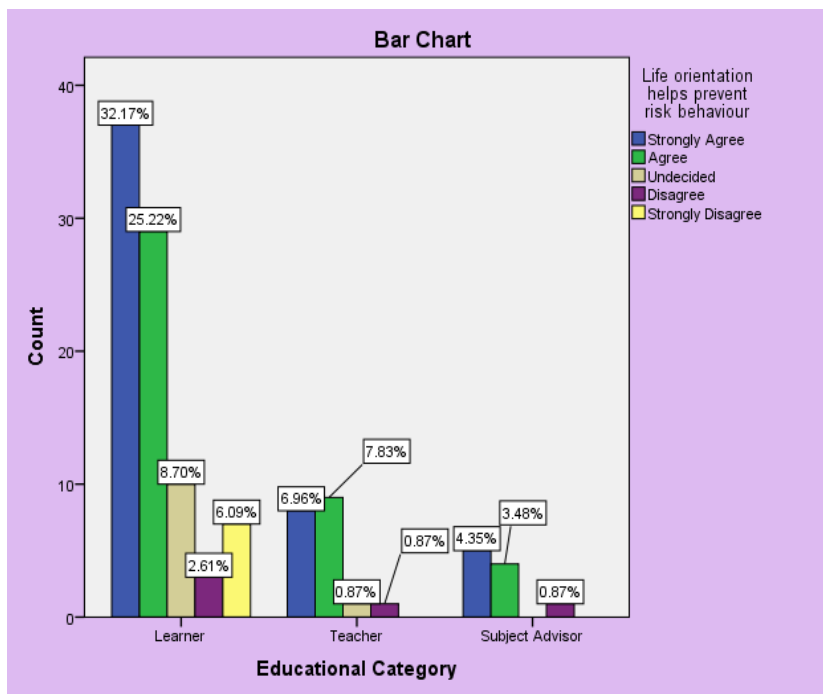
			Life orientation helps prevent risk behaviour					Total
			Strongly Agree	Agree	Un-decided	Disagree	Strongly Disagree	
Educational Category	Learn	Count	37	29	10	3	7	86
		% within Educational Category	43.0%	33.7%	11.6%	3.5%	8.1%	100.0%
		% within Life orientation helps prevent risk behaviour	74.0%	69.0%	90.9%	60.0%	100.0%	74.8%
		% of Total	32.2%	25.2%	8.7%	2.6%	6.1%	74.8%
Teacher	Teach	Count	8	9	1	1	0	19
		% within Educational Category	42.1%	47.4%	5.3%	5.3%	0.0%	100.0%
		% within Life orientation helps prevent risk behaviour	16.0%	21.4%	9.1%	20.0%	0.0%	16.5%
		% of Total	7.0%	7.8%	0.9%	0.9%	0.0%	16.5%
Subject Advisor	Subje	Count	5	4	0	1	0	10
		% within Educational Category	50.0%	40.0%	0.0%	10.0%	0.0%	100.0%
		% within Life orientation helps prevent risk behaviour	10.0%	9.5%	0.0%	20.0%	0.0%	8.7%
		% of Total	4.3%	3.5%	0.0%	0.9%	0.0%	8.7%
<b>Total</b>		Count	50	42	11	5	7	115

	% within Educational Category	43.5%	36.5%	9.6%	4.3%	6.1%	100.0%
	% within Life orientation helps prevent risk behaviour	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	43.5%	36.5%	9.6%	4.3%	6.1%	100.0%

### Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.925 <sup>a</sup>	8	0.656
Likelihood Ratio	8.392	8	0.396
Linear-by-Linear Association	1.192	1	0.275
N of Valid Cases	115		

a. 9 cells (60.0%) have expected count less than 5.  
The minimum expected count is 0.43.



**Educational Category \* Respect for human rights is a prerequisite for moral development in a society**

**Table 8.3**

**Crosstab**

			Respect for human rights is a prerequisite for moral development in a society					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
Educational Category	Learn	Count	41	27	10	2	2	82
		% within Educational Category	50.0%	32.9%	12.2%	2.4%	2.4%	100.0%
		% within Respect for human rights is a prerequisite for moral development in a society	73.2%	71.1%	100.0%	100.0%	100.0%	75.9%
		% of Total	38.0%	25.0%	9.3%	1.9%	1.9%	75.9%
Teacher	Teach	Count	7	9	0	0	0	16
		% within Educational Category	43.8%	56.3%	0.0%	0.0%	0.0%	100.0%
		% within Respect for human rights is a prerequisite for moral development in a society	12.5%	23.7%	0.0%	0.0%	0.0%	14.8%
		% of Total	6.5%	8.3%	0.0%	0.0%	0.0%	14.8%
Subject Advisor	Subject	Count	8	2	0	0	0	10
		% within Educational Category	80.0%	20.0%	0.0%	0.0%	0.0%	100.0%

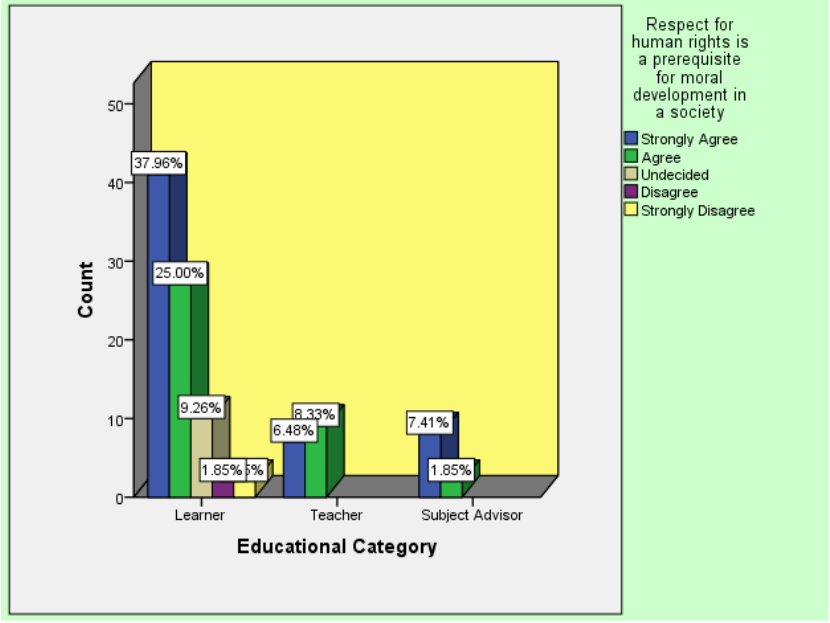
	% within Respect for human rights is a prerequisite for moral development in a society	14.3%	5.3%	0.0%	0.0%	0.0%	9.3%
	% of Total	7.4%	1.9%	0.0%	0.0%	0.0%	9.3%
Total	Count	56	38	10	2	2	108
	% within Educational Category	51.9%	35.2%	9.3%	1.9%	1.9%	100.0%
	% within Respect for human rights is a prerequisite for moral development in a society	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	51.9%	35.2%	9.3%	1.9%	1.9%	100.0%

### Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.016 <sup>a</sup>	8	0.341
Likelihood Ratio	11.892	8	0.156
Linear-by-Linear Association	3.678	1	0.055
N of Valid Cases	108		

a. 9 cells (60.0%) have expected count less than 5. The minimum expected count is 0.19.

Bar Chart



**Educational Category \* Drugs give you a true sense of security**

**Table 8.4**



**Crosstab**

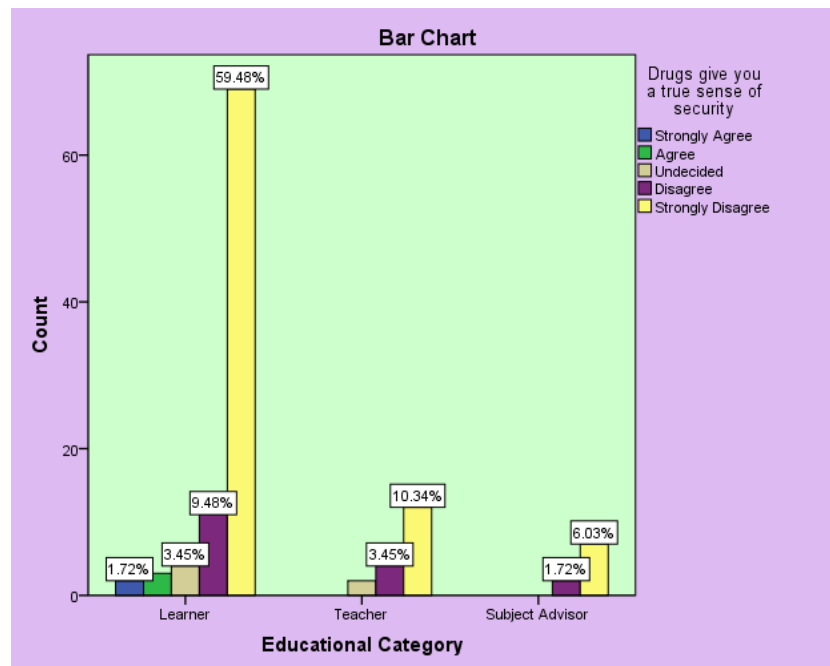
			Drugs give you a true sense of security					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
Educational Category	Learn	Count	2	3	4	11	69	89
		% within Educational Category	2.2%	3.4%	4.5%	12.4%	77.5%	100.0%
		% within Drugs give you a true sense of security	100.0%	100.0%	66.7%	64.7%	78.4%	76.7%
		% of Total	1.7%	2.6%	3.4%	9.5%	59.5%	76.7%
Teacher	Teach	Count	0	0	2	4	12	18
		% within Educational Category	0.0%	0.0%	11.1%	22.2%	66.7%	100.0%
		% within Drugs give you a true sense of security	0.0%	0.0%	33.3%	23.5%	13.6%	15.5%
		% of Total	0.0%	0.0%	1.7%	3.4%	10.3%	15.5%
Subject Advisor	Subje	Count	0	0	0	2	7	9
		% within Educational Category	0.0%	0.0%	0.0%	22.2%	77.8%	100.0%
		% within Drugs give you a true sense of security	0.0%	0.0%	0.0%	11.8%	8.0%	7.8%
		% of Total	0.0%	0.0%	0.0%	1.7%	6.0%	7.8%
Total		Count	2	3	6	17	88	116
		% within Educational Category	1.7%	2.6%	5.2%	14.7%	75.9%	100.0%

% within Drugs give you a true sense of security	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
% of Total	1.7%	2.6%	5.2%	14.7%	75.9%	100.0%

### Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.901 <sup>a</sup>	8	0.768
Likelihood Ratio	6.077	8	0.639
Linear-by-Linear Association	0.170	1	0.680
N of Valid Cases	116		

a. 11 cells (73.3%) have expected count less than 5. The minimum expected count is 0.16.



**Area of residence \* Life orientation promotes healthy behaviour**

**Table 9.1**

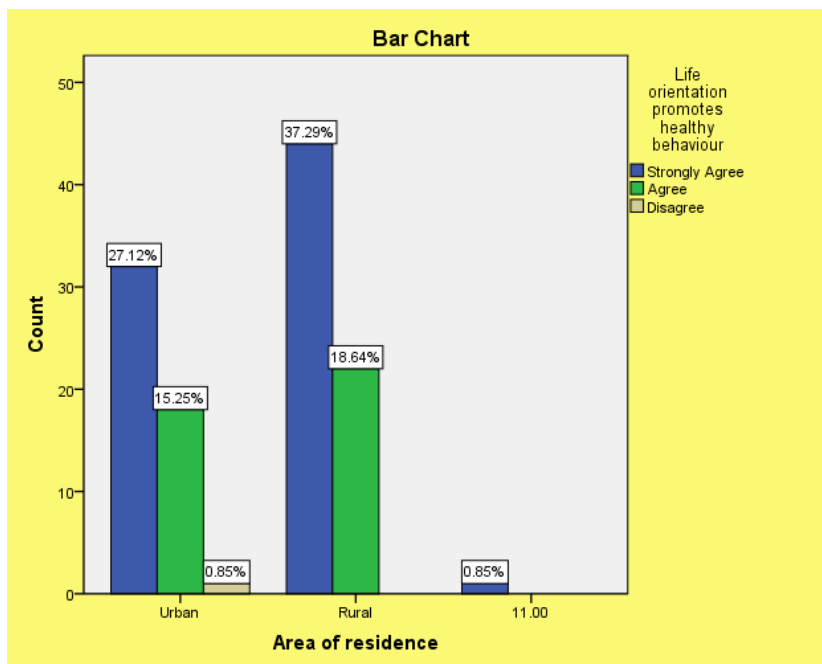
**Crosstab**

			Life orientation promotes healthy behaviour			Total
			Strongly Agree	Agree	Disagree	
Area of residence	Urban	Count	32	18	1	51
		% within Area of residence	62.7%	35.3%	2.0%	100.0 %
		% within Life orientation promotes healthy behaviour	41.6%	45.0%	100.0%	43.2%
		% of Total	27.1%	15.3%	0.8%	43.2%
	Rural	Count	44	22	0	66
		% within Area of residence	66.7%	33.3%	0.0%	100.0 %
		% within Life orientation promotes healthy behaviour	57.1%	55.0%	0.0%	55.9%
		% of Total	37.3%	18.6%	0.0%	55.9%
	11.00	Count	1	0	0	1
		% within Area of residence	100.0%	0.0%	0.0%	100.0 %
		% within Life orientation promotes healthy behaviour	1.3%	0.0%	0.0%	0.8%
		% of Total	.8%	0.0%	0.0%	0.8%
Total	Count	77	40	1	118	
	% within Area of residence	65.3%	33.9%	0.8%	100.0 %	
	% within Life orientation promotes healthy behaviour	100.0%	100.0%	100.0%	100.0 %	
	% of Total	65.3%	33.9%	0.8%	100.0 %	

### Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.943 <sup>a</sup>	4	0.746
Likelihood Ratio	2.620	4	0.623
Linear-by-Linear Association	0.973	1	0.324
N of Valid Cases	118		

a. 5 cells (55.6%) have expected count less than 5.  
The minimum expected count is 0.01.



**Area of residence \* Life orientation helps prevent risk behaviour**

**Table 9.2**

**Crosstab**

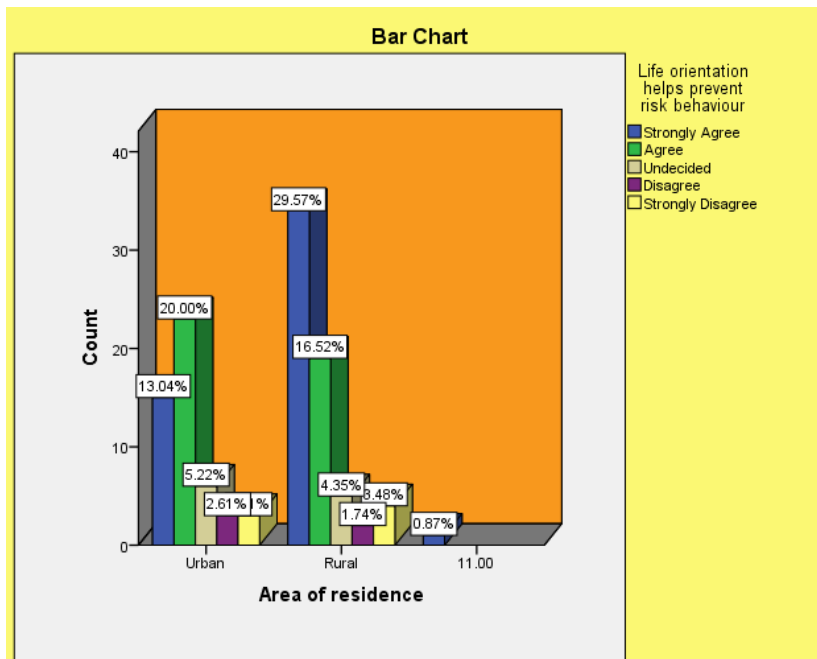
			Life orientation helps prevent risk behaviour					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
Area of residence	Urban	Count	15	23	6	3	3	50
		% within Area of residence	30.0%	46.0%	12.0%	6.0%	6.0%	100.0%
		% within Life orientation helps prevent risk behaviour	30.0%	54.8%	54.5%	60.0%	42.9%	43.5%
		% of Total	13.0%	20.0%	5.2%	2.6%	2.6%	43.5%
Rural		Count	34	19	5	2	4	64
		% within Area of residence	53.1%	29.7%	7.8%	3.1%	6.3%	100.0%
		% within Life orientation helps prevent risk behaviour	68.0%	45.2%	45.5%	40.0%	57.1%	55.7%
		% of Total	29.6%	16.5%	4.3%	1.7%	3.5%	55.7%
11.00		Count	1	0	0	0	0	1
		% within Area of residence	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%
		% within Life orientation helps prevent risk behaviour	2.0%	0.0%	0.0%	0.0%	0.0%	0.9%
		% of Total	0.9%	0.0%	0.0%	0.0%	0.0%	0.9%
Total		Count	50	42	11	5	7	115
		% within Area of residence	43.5%	36.5%	9.6%	4.3%	6.1%	100.0%

% within Life orientation helps prevent risk behaviour	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
% of Total	43.5%	36.5%	9.6%	4.3%	6.1%	100.0%

### Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.860 <sup>a</sup>	8	0.447
Likelihood Ratio	8.335	8	0.401
Linear-by-Linear Association	2.176	1	0.140
N of Valid Cases	115		

a. 10 cells (66.7%) have expected count less than 5. The minimum expected count is 0.04.



**Area of residence \* Respect for human rights is a prerequisite for moral development in a society**

Table 9.3

**Crosstab**

			Respect for human rights is a prerequisite for moral development in a society					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
Area of residence	Urban	Count	31	13	2	0	1	47
		% within Area of residence	66.0%	27.7%	4.3%	0.0%	2.1%	100.0%
		% within Respect for human rights is a prerequisite for moral development in a society	55.4%	34.2%	20.0%	0.0%	50.0%	43.5%
		% of Total	28.7%	12.0%	1.9%	0.0%	0.9%	43.5%
Rural		Count	25	24	8	2	1	60
		% within Area of residence	41.7%	40.0%	13.3%	3.3%	1.7%	100.0%
		% within Respect for human rights is a prerequisite for moral development in a society	44.6%	63.2%	80.0%	100.0%	50.0%	55.6%
		% of Total	23.1%	22.2%	7.4%	1.9%	0.9%	55.6%
11.00		Count	0	1	0	0	0	1
		% within Area of residence	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%
		% within Respect for human rights is a prerequisite for moral development in a society	0.0%	2.6%	0.0%	0.0%	0.0%	0.9%
		% of Total	0.0%	0.9%	0.0%	0.0%	0.0%	0.9%
<b>Total</b>		Count	56	38	10	2	2	108

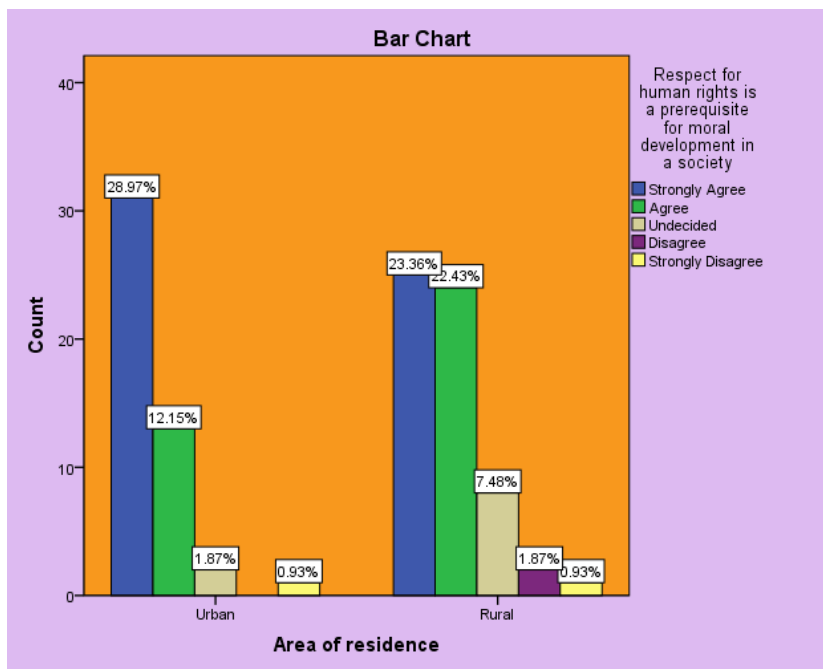


% within Area of residence	51.9%	35.2%	9.3%	1.9%	1.9%	100.0%
% within Respect for human rights is a prerequisite for moral development in a society	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
% of Total	51.9%	35.2%	9.3%	1.9%	1.9%	100.0%

### Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.956 <sup>a</sup>	8	0.268
Likelihood Ratio	11.115	8	0.195
Linear-by-Linear Association	2.074	1	0.150
N of Valid Cases	108		

a. 10 cells (66.7%) have expected count less than 5. The minimum expected count is 0.02.



**Area of residence \* Drugs give you a true sense of security**

**Table 9.4**

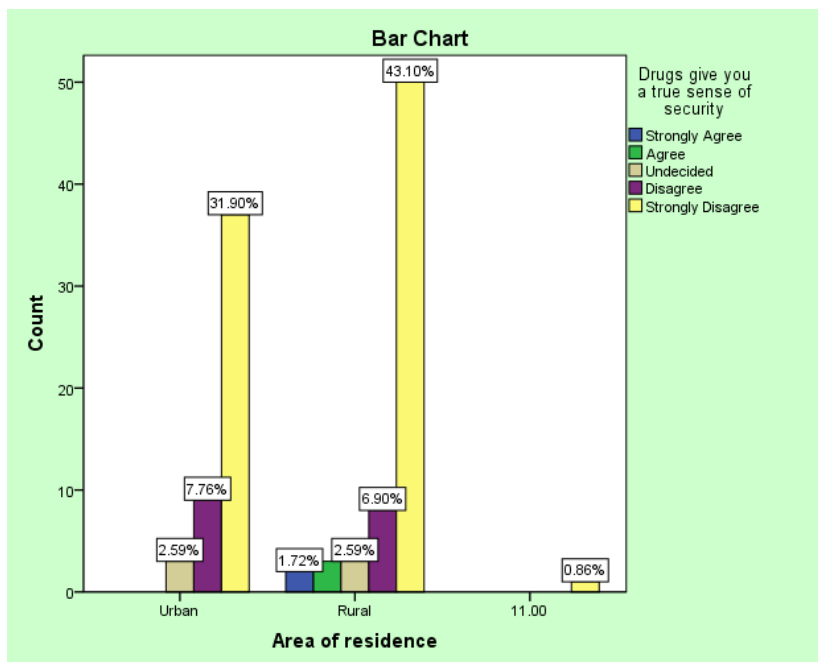
**Crosstab**

			Drugs give you a true sense of security					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
Area of residence	Urban	Count	0	0	3	9	37	49
		% within Area of residence	0.0%	0.0%	6.1%	18.4%	75.5%	100.0%
		% within Drugs give you a true sense of security	0.0%	0.0%	50.0%	52.9%	42.0%	42.2%
		% of Total	0.0%	0.0%	2.6%	7.8%	31.9%	42.2%
Rural		Count	2	3	3	8	50	66
		% within Area of residence	3.0%	4.5%	4.5%	12.1%	75.8%	100.0%
		% within Drugs give you a true sense of security	100.0%	100.0%	50.0%	47.1%	56.8%	56.9%
		% of Total	1.7%	2.6%	2.6%	6.9%	43.1%	56.9%
11.00		Count	0	0	0	0	1	1
		% within Area of residence	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%
		% within Drugs give you a true sense of security	0.0%	0.0%	0.0%	0.0%	1.1%	0.9%
		% of Total	0.0%	0.0%	0.0%	0.0%	0.9%	0.9%
Total		Count	2	3	6	17	88	116
		% within Area of residence	1.7%	2.6%	5.2%	14.7%	75.9%	100.0%
		% within Drugs give you a true sense of security	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	1.7%	2.6%	5.2%	14.7%	75.9%	100.0%

## Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.949 <sup>a</sup>	8	0.763
Likelihood Ratio	6.973	8	0.540
Linear-by-Linear Association	0.009	1	0.924
N of Valid Cases	116		

a. 11 cells (73.3%) have expected count less than 5.  
The minimum expected count is 0.02.



**Years of formal education \* Life orientation promotes healthy behaviour**

**Table 10.1**

**Crosstab**

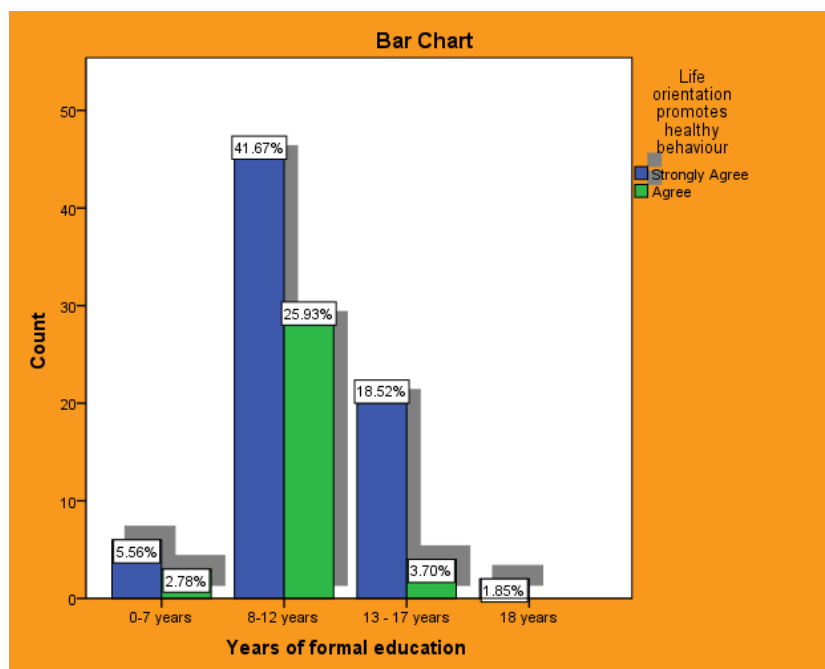
			Life orientation promotes healthy behaviour		Total
			Strongly Agree	Agree	
Years of formal education	0-7 years	Count	6	3	9
		% within Years of formal education	66.7%	33.3%	100.0%
		% within Life orientation promotes healthy behaviour	8.2%	8.6%	8.3%
		% of Total	5.6%	2.8%	8.3%
	8-12 years	Count	45	28	73
		% within Years of formal education	61.6%	38.4%	100.0%
		% within Life orientation promotes healthy behaviour	61.6%	80.0%	67.6%
		% of Total	41.7%	25.9%	67.6%
	13-17 years	Count	20	4	24
		% within Years of formal education	83.3%	16.7%	100.0%
		% within Life orientation promotes healthy behaviour	27.4%	11.4%	22.2%
		% of Total	18.5%	3.7%	22.2%
18 years	Count	2	0	2	
	% within Years of formal education	100.0%	0.0%	100.0%	
	% within Life orientation promotes healthy behaviour	2.7%	0.0%	1.9%	
	% of Total	1.9%	0.0%	1.9%	
Total	Count	73	35	108	
	% within Years of formal education	67.6%	32.4%	100.0%	

	% within Life orientation promotes healthy behaviour	100.0%	100.0%	100.0 %
	% of Total	67.6%	32.4%	100.0 %

## Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.856 <sup>a</sup>	3	0.183
Likelihood Ratio	5.771	3	0.123
Linear-by-Linear Association	3.195	1	0.074
N of Valid Cases	108		

a. 3 cells (37.5%) have expected count less than 5.  
The minimum expected count is 0.65.



**Years of formal education \* Life orientation helps prevent risk behaviour**

**Table 10.2**



**Crosstab**

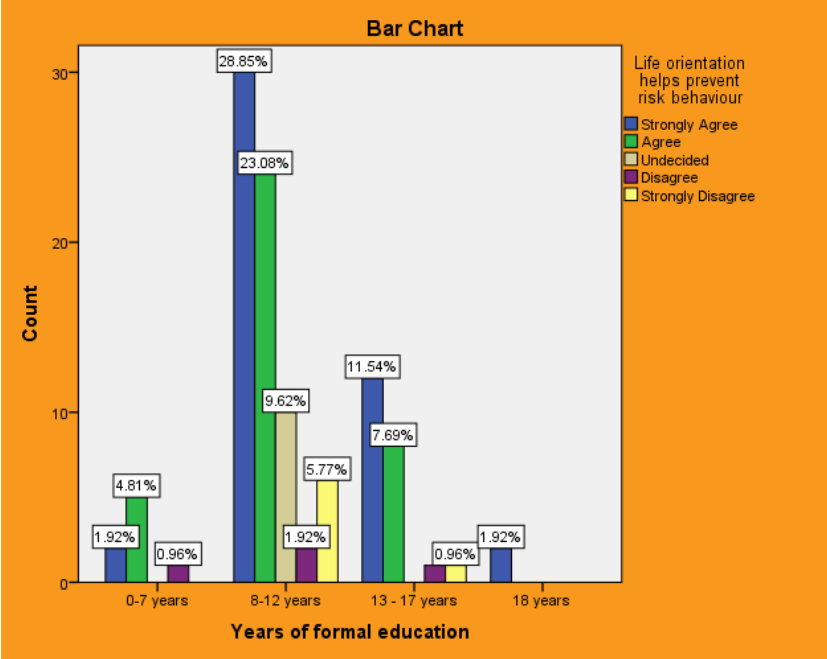
			Life orientation helps prevent risk behaviour					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
Years of formal education	0-7 years	Count	2	5	0	1	0	8
		% within Years of formal education	25.0%	62.5%	0.0%	12.5%	0.0%	100.0%
		% within Life orientation helps prevent risk behaviour	4.3%	13.5%	0.0%	25.0%	0.0%	7.7%
		% of Total	1.9%	4.8%	0.0%	1.0%	0.0%	7.7%
	8-12 years	Count	30	24	10	2	6	72
		% within Years of formal education	41.7%	33.3%	13.9%	2.8%	8.3%	100.0%
		% within Life orientation helps prevent risk behaviour	65.2%	64.9%	100.0%	50.0%	85.7%	69.2%
		% of Total	28.8%	23.1%	9.6%	1.9%	5.8%	69.2%
	13-17 years	Count	12	8	0	1	1	22
		% within Years of formal education	54.5%	36.4%	0.0%	4.5%	4.5%	100.0%
		% within Life orientation helps prevent risk behaviour	26.1%	21.6%	0.0%	25.0%	14.3%	21.2%
		% of Total	11.5%	7.7%	0.0%	1.0%	1.0%	21.2%
	18 years	Count	2	0	0	0	0	2
		% within Years of formal education	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%

	% within Life orientation helps prevent risk behaviour	4.3%	0.0%	0.0%	0.0%	0.0%	1.9%
	% of Total	1.9%	0.0%	0.0%	0.0%	0.0%	1.9%
Total	Count	46	37	10	4	7	104
	% within Years of formal education	44.2%	35.6%	9.6%	3.8%	6.7%	100.0%
	% within Life orientation helps prevent risk behaviour	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	44.2%	35.6%	9.6%	3.8%	6.7%	100.0%

### Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.583 <sup>a</sup>	12	0.400
Likelihood Ratio	15.808	12	0.200
Linear-by-Linear Association	2.103	1	0.147
N of Valid Cases	104		

a. 15 cells (75.0%) have expected count less than 5. The minimum expected count is 0.08.



**Years of formal education \* Respect for human rights is a prerequisite for moral development in a society**

**Table 10.3**

**Crosstab**

			Respect for human rights is a prerequisite for moral development in a society					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
Years of formal education	0-7 years	Count	5	2	0	0	0	7
		% within Years of formal education	71.4%	28.6%	0.0%	0.0%	0.0%	100.0%
		% within Respect for human rights is a prerequisite for moral development in a society	9.3%	6.5%	0.0%	0.0%	0.0%	7.1%
		% of Total	5.1%	2.0%	0.0%	0.0%	0.0%	7.1%
8-12 years		Count	34	24	8	2	1	69
		% within Years of formal education	49.3%	34.8%	11.6%	2.9%	1.4%	100.0%
		% within Respect for human rights is a prerequisite for moral development in a society	63.0%	77.4%	80.0%	100.0%	50.0%	69.7%
		% of Total	34.3%	24.2%	8.1%	2.0%	1.0%	69.7%
13-17 years		Count	14	5	2	0	1	22
		% within Years of formal education	63.6%	22.7%	9.1%	0.0%	4.5%	100.0%
		% within Respect for human rights is a prerequisite for moral development in a society	25.9%	16.1%	20.0%	0.0%	50.0%	22.2%
		% of Total	14.1%	5.1%	2.0%	0.0%	1.0%	22.2%
Count			1	0	0	0	0	1

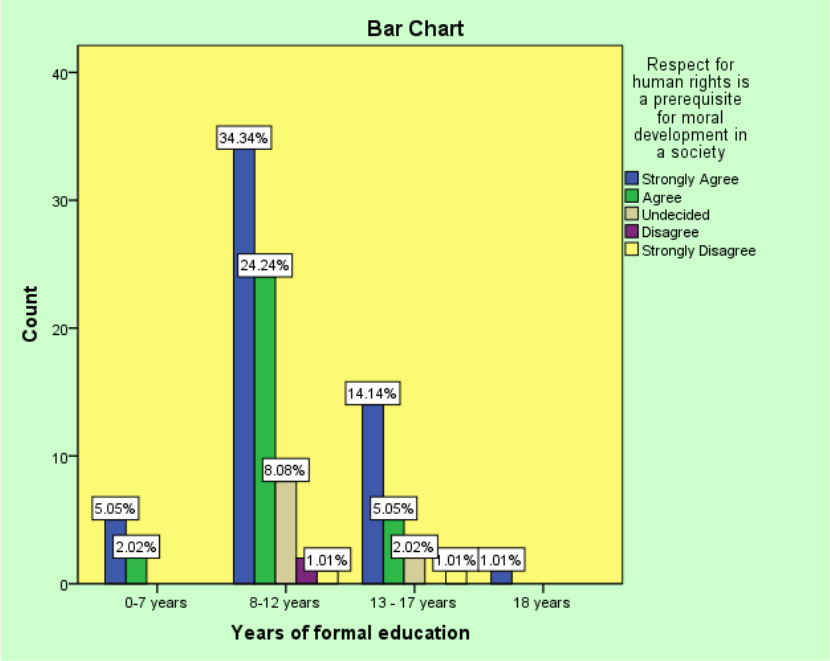
18 years	% within Years of formal education	100.0 %	0.0%	0.0%	0.0%	0.0%	100.0 %
	% within Respect for human rights is a prerequisite for moral development in a society	1.9%	0.0%	0.0%	0.0%	0.0%	1.0%
	% of Total	1.0%	0.0%	0.0%	0.0%	0.0%	1.0%

Total	Count	54	31	10	2	2	99
	% within Years of formal education	54.5%	31.3 %	10.1%	2.0%	2.0%	100.0 %
	% within Respect for human rights is a prerequisite for moral development in a society	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %
	% of Total	54.5%	31.3 %	10.1%	2.0%	2.0%	100.0 %

### Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.362 <sup>a</sup>	12	0.945
Likelihood Ratio	6.974	12	0.859
Linear-by-Linear Association	0.001	1	0.974
N of Valid Cases	99		

a. 15 cells (75.0%) have expected count less than 5. The minimum expected count is 0.02.



**Years of formal education \* Drugs give you a true sense of security**

**Table 10.4**



**Crosstab**

			Drugs give you a true sense of security					Total
			Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
Years of formal education	0-7 years	Count	0	0	0	2	6	8
		% within Years of formal education	0.0%	0.0%	0.0%	25.0%	75.0%	100.0%
		% within Drugs give you a true sense of security	0.0%	0.0%	0.0%	14.3%	7.3%	7.6%
		% of Total	0.0%	0.0%	0.0%	1.9%	5.7%	7.6%
8-12 years		Count	1	2	4	10	55	72
		% within Years of formal education	1.4%	2.8%	5.6%	13.9%	76.4%	100.0%
		% within Drugs give you a true sense of security	50.0%	66.7%	100.0%	71.4%	67.1%	68.6%
		% of Total	1.0%	1.9%	3.8%	9.5%	52.4%	68.6%
13-17 years		Count	1	1	0	2	20	24
		% within Years of formal education	4.2%	4.2%	0.0%	8.3%	83.3%	100.0%
		% within Drugs give you a true sense of security	50.0%	33.3%	0.0%	14.3%	24.4%	22.9%
		% of Total	1.0%	1.0%	0.0%	1.9%	19.0%	22.9%
18 years		Count	0	0	0	0	1	1
		% within Years of formal education	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%

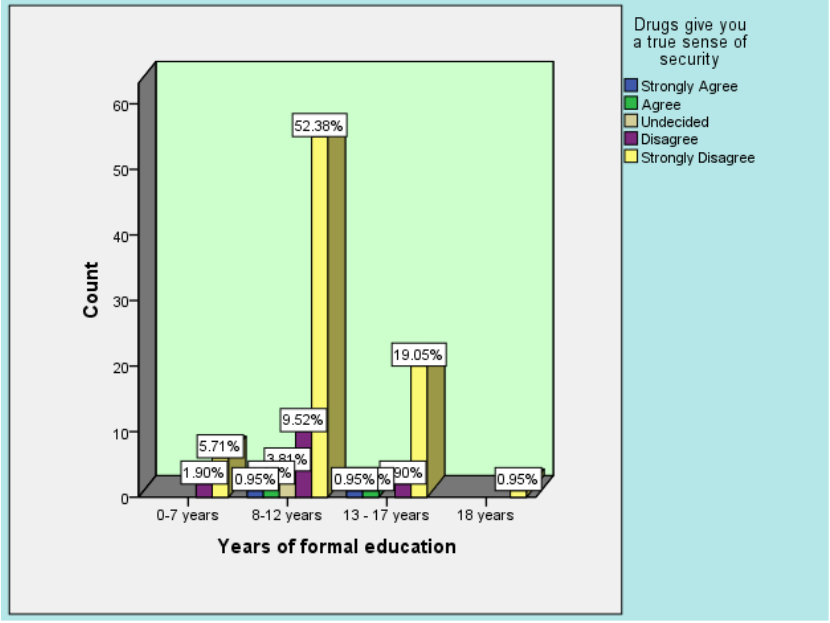
	% within Drugs give you a true sense of security	0.0%	0.0%	0.0%	0.0%	1.2%	1.0%
	% of Total	0.0%	0.0%	0.0%	0.0%	1.0%	1.0%
Total	Count	2	3	4	14	82	105
	% within Years of formal education	1.9%	2.9%	3.8%	13.3%	78.1%	100.0%
	% within Drugs give you a true sense of security	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	1.9%	2.9%	3.8%	13.3%	78.1%	100.0%

### Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.752 <sup>a</sup>	12	0.966
Likelihood Ratio	6.221	12	0.905
Linear-by-Linear Association	0.004	1	0.948
N of Valid Cases	105		

a. 16 cells (80.0%) have expected count less than 5. The minimum expected count is 0.02.

Bar Chart



## **APPENDIX C: THE FINAL SCALE**

### **EVALUATION OF THE LIFE ORIENTATION PROGRAMME IN EASTERN CAPE SCHOOLS with a focus on sexuality education**

#### **LIFE ORIENTATION PROGRAMME QUESTIONNAIRE**

The purpose of this questionnaire is to evaluate Life Orientation Programme (LO) in Eastern Cape schools. Please answer as freely as possible ALL questions listed in the questionnaire. There are no right or wrong answers. All responses given will be treated in strict confidence. The questionnaire consists of three sections.

#### **SECTION A**

You are requested to fill in your biographic information by putting a tick (√) in the appropriate space provided with information applicable to you.

Gender

1.1 Male      Female

1.2 Age in years

1.3 Educational Category

Learner      Teacher      Subject Advisor

1.4 Residence

Urban      Rural

1.5 Years of formal education

## SECTION B

Please give your opinion on each of the following statements concerning the evaluation of programmes on Life Orientation (LO) by putting a tick (✓) to indicate if you strongly agree (SA), agree (A), are uncertain (U), disagree (D) or strongly disagree (SD).

	SA	A	U	D	SD
1. LO promotes healthy behaviours.					
2. LO teachers orientate their students about the careers they want to pursue.					
3. LO helps prevent risk behaviour.					
4. It is not good to participate in activities that promote physical development.					
5. Respect for human rights is a prerequisite for moral development in a society.					
6. Life Orientation content is clearly understandable.					
7. Drugs give you a true sense of security.					
8. It is good to get pregnant these days so as to get a social grant for the child.					
9. I do not fully understand the constitution.					
10. Schools do not take career guidance seriously.					

**SECTION C**

In about three to five sentences, please give your views on the following questions.

1. What is your experience of the LO program?

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2. What do you appreciate about the LO program?

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3. How can the LO program be improved?

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**Thank you for participating in this study.**

**Scoring stencil for Life Orientation Programme**

	SA	A	U	D	SD
1. LO promotes healthy behaviours.	SA5	A4	U3	D2	SD1
2. LO teachers orientate their students about the careers they want to pursue.	SA5	A4	U3	D2	SD1
3. LO helps prevent risk behaviour.	SA5	A4	U3	D2	SD1
4. It is not good to participate in activities that promote physical development.	SA1	A2	U3	D4	SD5
5. Respect for human rights is a prerequisite for moral development in a society.	SA5	A4	U3	D2	SD1
6. Life Orientation content is clearly understandable.	SA5	A4	U3	D2	SD1
7. Drugs give you a true sense of security.	SA5	A4	U3	D2	SD1
8. It is good to get pregnant these days so as to get a social grant for the child.	SA1	A2	U3	D4	SD5
9. I do not fully understand the constitution.	SA1	A2	U3	D4	SD5
10. Schools do not take career guidance seriously.	SA1	A2	U3	D4	SD5

**APPENDIX: D: LETTERS**

**The Principal  
Dalukhanyo Senior Secondary School  
Mqanduli**

**Dear Sir/Madam**

**Re: Application for permission to conduct Research**

**I hereby request you to grant me permission to be in your school for the purpose of administering a research questionnaire. I am currently registered with University of Zululand doing Doctoral studies in Community Psychology.**

**The main aim is to evaluate the nature and effectiveness of Life Orientation Programme in Eastern Cape Schools as life orientation was introduced as a subject in schools.**

**Thank you for consideration**

**Yours faithfully**

---

**C.N. Sitshange (Psychologist)**



**The Principal  
Holy Cross Senior Secondary School  
Mthatha  
5099**

**Dear Sir/Madam**

**Re: Application for permission to conduct Research**

**I hereby request you to grant me permission to be in your school for the purpose of administering a research questionnaire. I am currently registered with University of Zululand doing Doctoral studies in Community Psychology.**

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