

**Experiences of Life Orientation teachers in teaching Career Guidance in rural  
high schools**

**by**

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**Submitted in partial fulfilment of the requirements for the degree MEd. Learning  
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**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY**

**at the**

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**Supervisor:**

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**2017**

## Researcher's Declaration

I, Matabe Rosa Modiba, declare that “**Experiences of Life Orientation teachers in teaching Career Guidance in rural high schools at Lephalale Municipality**” is my own work. It has never been submitted in any form for any qualification before in any tertiary institution. The sources used have been acknowledged.

Signature: \_\_\_\_\_

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RESEARCH ETHICS COMMITTEE

**CLEARANCE CERTIFICATE**

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3. It remains the student's responsibility to ensure that all the necessary forms for informed consent are kept for future queries

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## DEDICATION

This work is dedicated to my late father and my mother, who raised me and became my pillar of strength. My dear mom, you took care of my children when I was busy with my studies. You always made sure that our basic needs were satisfied. May the Almighty God abundantly bless you. I love you Ma, Mokone moila tlhantlhagane!

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## ABSTRACT

In South Africa, there are various stakeholders involved in career guidance services (Stead & Watson, 2006, P.160). The teaching of career guidance within the context of Life Orientation (LO) at schools is the responsibility of Life Orientation teachers. This study explores the experiences of Life Orientation teachers in teaching career guidance in rural high schools at Lephalale Municipality. The study used qualitative approach to obtain rich information about the experiences of Life Orientation teachers in teaching career guidance at rural high schools. The study was conducted in two rural high schools in the Palala North Circuit of Lephalale Municipality. The sample comprised of two Further Education and Training (FET) Phase Life Orientation teachers from two rural high schools (one from each school). The participants were purposefully and conveniently selected. The data was collected by means of the semi-structured interviews. The data was analysed using the inductive thematic data analysis where themes, subthemes and categories emerged.

The findings of the study reflected both the negative and positive experiences of Life Orientation teachers in respect of their teaching of careers and career choices, training and support needs, and the career- related activities such as career exhibitions in which both the learners and LO teachers participate. The results of the study will be shared with the two schools in the Palala North Circuit and the Department of Education, Waterberg District in the Limpopo province. It is hoped that the results generated by the study might assist the training personnel or facilitators (education or subject specialists) to know the type of training and support that LO teachers require and to also inform policy makers to develop a model of teaching career guidance at rural high schools.

### Key Terms:

Life Orientation teacher, Life Orientation subject, Career guidance, Rural high school  
Further Education and Training phase.

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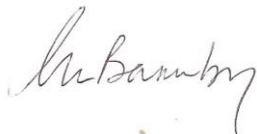
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To whom it may concern

This is to certify that I, Alexa Kirsten Barnby, ID no. 5106090097080, a language practitioner accredited by the South African Translators' Institute, have edited the dissertation submitted in partial fulfilment of the requirements for the degree of MEd Learning Support, Guidance and Counselling titled "Experiences of Life Orientation teachers in teaching career guidance in rural high schools at Lephalale Municipality" by MR Modiba.

The onus is, however, on the author to make the changes and address the comments.



## ABBREVIATIONS

CAPS	Curriculum and Assessment Policy Statement
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
FET	Further Education and Training
GET	General Education and Training
LO	Life Orientation
NCDA	National Career Development Association
NCV	National Certificate Vocational
NSC	National Senior Certificate
NYDA	National Youth Development Agency
SACE	South African Council of Educators
SAQA	South African Qualification Authority
SETAs	Sector Education and Training Authorities
TVET	Technical and Vocational Education and Training
UJ	University of Johannesburg



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# CHAPTER 1

## ORIENTATION OF THE STUDY

### 1. 1. INTRODUCTION TO THE STUDY

Globally, career guidance is a service featuring in various contexts such as in schools, universities, training institutions, public employment services and workplaces (Debono, Camelleri, Galea & Gravina, 2007). In some countries, it is included in the school curriculum (e.g. South Africa) whereas in other countries it is provided as a separate support programme by private institutions (e.g. Philippines). Titles such as career guidance teachers, career advisors, career practitioners, career counsellors, Life Orientation (LO) teachers, student counsellors, and student support officers are given to the personnel responsible for teaching, providing and offering career guidance and counselling in schools as well as in settings such as universities, the Department of Labour and Technical and Vocational Education and Training (TVET) colleges. These career guidance personnel members are exposed to diverse experiences when fulfilling their duties. It is possible that if known and explored, these experiences may provide fertile ground for the improvements in the teaching and provision of career guidance, specifically in South Africa, where the state of career guidance is being fully researched with the aim of developing appropriate policy.

In South Africa, teachers who teach LO are charged with both the responsibility as well as the accountability for empowering and teaching learners' careers and career choices. However, these teachers who teach LO appear to be confused and uncertain about their responsibilities in terms of teaching career guidance. It was for this reason that this study was conceptualised in order to explore the experiences of Life Orientation teachers in teaching career guidance in rural high schools in Lephalale Municipality.

## 1.2. BACKGROUND TO THE STUDY

LO is one of the compulsory subjects in the South African schools. In addition, learners are required to pass the subject in order to obtain National Senior Certificate (NSC) (Department of Basic Education, 2011, p. 8). Thus, LO teachers are responsible for teaching careers and career choices topics as prescribed in the LO curriculum. This entails preparing the learners for the transition from high school level to higher education institutions and the world of work (Miles, 2015). In his keynote address at the National Career Guidance Conference held on the theme - “Career Guidance Policy and Delivery in South Africa”, Patel (2012, p.4) stated that career guidance may contribute to developing of human resources, improving the efficiency of the education systems and serving as an instrument to facilitate the transition from education to the labour market. The above statement highlights the significance of career guidance and the critical role that it can play in contributing to the economic growth of South Africa, thereby reducing the alarming rate of unemployment (OECD, 2003, p. 43) as well as the skills shortage.

The career choices of many high school students in South Africa are accidental, rush decisions, imposed by either external forces or by circumstances (Dabula & Makura, 2013). In fact, Cosser and Du Toit (2002), cited in Chireshe (2012, p. 305), found that 60% of the learners in South Africa had not received career guidance and counselling at school. The above statements were corroborated by the stampede incident that happened at the University of Johannesburg (UJ) in January 2012 and during which a parent of a prospective student lost her life. Prospective students queued outside the gate of the UJ premises in order to register and study at the university without having applied having applied for the admission the previous year (2011) as was expected.

The 2012 stampede incident at UJ as well as the number of rural high school learners who had indicated a need for career guidance during the period in which I was involved in the running of career exhibitions in rural areas in South Africa aroused my interest and motivated me to embark on this study. At the time I had been working on the pilot

project of the South African Qualification Authority (SAQA) from 2011 to 2014 which was pioneered by the Minister of Higher Education and Training, Dr Blade Nzimande. Learners were inquiring about the factors and elements that were essential to their decisions on constructing their careers and finding out about the admission requirements of institutions of higher learning and the various post-school options available to them. In most instances, if not all instances, the learners were accompanied by Life Orientation teachers who also seemed to be uncertain. The questions posed by these LO teachers made me realise that they were confused, uncertain about career guidance and, especially about career information and labour market information. As an individual who had passion for career guidance and for youth development in general, I was then presented with an opportunity to conduct research into the experiences of Life Orientation teachers in teaching career guidance in rural high schools in Lephalale Municipality in the Palala North Circuit.

The study was conducted in two rural high schools at Lephalale Municipality, predominantly rural comprising 38 villages and two townships. The two rural high schools are situated in the Palala North Circuit of Waterberg District Municipality. The majority of the schools in this Circuit are in the quintile 2 and do not perform well academically. Quintile 2 schools are those schools that receive funding from the government and they are located in rural areas (Phokane, 2012). The economic sector in the area comprises mainly retail, insurance, loan sharks and the Medupi power station. According to Census 2011, in the Lephalale Municipality, 37% of the youth had attended secondary education, 23, 5% had completed matriculation, while 11, 6% only had some form of higher education (Statistics SA, 2011). I observed that few of the learners from Palala Circuit were studying at the Lephalale TVET College as it was the closest institution of higher learning in the area while very few were studying at the two universities in the Limpopo province, i.e. University of Limpopo and University of Venda. I then realised that if the lived experiences of LO teachers in teaching career guidance in the Palala Circuit could be explored, there might be an improvement in the teaching of career guidance in the Circuit and the Municipality. In other words, effective career guidance could possibly be used as a tool by LO teachers to assist learners in making informed career choices.

### **1.3. PROBLEM STATEMENT**

Dabula and Makura (2013) are of the opinion that the career choices for many high school students in South Africa are accidental and involve rush decisions, and are also imposed by either external forces or by circumstances. In particular, learners from rural areas are exposed to either a lack of and limited career guidance due to their schools not having resources such as trained and well- informed Life Orientation teachers who may act as catalysts to assist them in constructing their careers. In a media interview during the launch of a ministerial flagship project on career guidance, and targeting learners in rural areas in particular, Dr Nzimande (2010) admitted that the country needed to work towards a system where every teacher was skilled as a career guidance counsellor as the state of career guidance in schools was very unsatisfactory.

The Department of Higher Education and Training Minister further mentioned that the lack of career guidance was prevalent mainly in townships and rural areas and among learners in poor socio-economic conditions. As a result, learners were not able to progress successfully into the institutions of higher learning while some were dropping out before completing of their studies. Most research findings have traced the poor throughput and graduation rates at some of the institutions of higher learning to underprepared and uninformed learners who in the main, are from poor socio-economic environments (Makura, Skead & Nhudu 2011; Van Schalkwyk 2007). It was in view of all these factors that I deemed it necessary to explore the experiences of LO teachers in teaching career guidance.

### **1.4. RATIONALE AND PURPOSE OF THE STUDY**

As an individual who is passionate about career guidance, I attend and facilitate career exhibitions, career days and motivational talks particularly in rural areas, and where the target group is Grade 9 to 12 learners. I gleaned from these learners and, sometimes, from the LO teachers who appeared to be confused, uncertain and lacking career guidance information. This observation was supported by the statement made by Patel

(2012, p. 7) in his keynote address at the National Career Guidance Conference that, “to the detriment of learners many schools do not have LO teachers who have sufficient knowledge and experience regarding career guidance”. This was also a concern of the National Certificate Vocational (NCV) Level 2 students as the majority had indicated that they were in either the wrong and or the inappropriate fields because their LO teachers had not provided them with the necessary information that could have assisted them in constructing their careers.

Research findings by Cosser and Du Toit (2002), cited in Chireshe, (2012), found that 60% of the learners in South Africa had not received career guidance and counselling at school. In addition, teachers in the Limpopo rural community that Ebersohn and Mbetse (2003) had studied had indicated that they lack expertise in presenting career education and other LO content. Thus, the purpose of this study was to explore the experiences of Life Orientation teachers in teaching career guidance in rural high schools in the Lephalale Municipality. It was hoped that the results generated by the study may assist LO teachers to gain an insight into their experiences in teaching career guidance and also to empower them with knowledge about the tools and resources they could use in teaching career guidance in rural high schools. The results might also assist the training personnel or facilitators (education or subject specialists) to know the type of training and support that LO teachers require. Policy makers involved in research for developing career guidance policy might use the results of the study to develop a model of teaching of career guidance at rural high schools.

## **1.5. RESEARCH QUESTIONS**

### **1.5.1 PRIMARY RESEARCH QUESTION**

- What are the experiences of Life Orientation teachers in teaching career guidance in rural high schools?

## 1.5.2. SECONDARY RESEARCH QUESTIONS

- What training opportunities did Life Orientation teachers receive for teaching career guidance?
- In which activities relating to career guidance do LO teachers take part at rural high schools?
- What type of support do LO teachers need in order to ensure their effectiveness in teaching career guidance at rural high schools?
- What are the challenges encountered by LO teachers in teaching career guidance?

## 1.6 CONCEPT CLARIFICATION

### 1.6.1. Life Orientation teacher

A Life Orientation teacher is a teacher who is charged with the responsibility of teaching careers and career choices in the South African school context. LO teachers may be regarded as the pillars of an education system (Skosana, 2010) as they are charged with the responsibility of empowering and guiding learners of the survival skills required in the 21<sup>st</sup> century. LO teachers are also referred to as career guidance teachers, career guidance practitioners, career guidance counsellors, school guidance teachers and career teachers (Ntshangase, 1995 cited in Rooth, 2005). For the purpose of this study, a LO teacher was a teacher who taught LO from Grade 10 to Grade 12 in a high school.

### 1.6.3. Life Orientation subject / learning area

Life Orientation is the study of the self in relation to others and to society (DBE, 2011, p. 8). Thus, the subject addresses knowledge, values, attitudes and skills about the self, the environment, responsible citizenship, a healthy and productive life, social engagement, recreation and physical activity, and career choices. 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 (Department of Education, 2003, p. 9). For the purpose of this study LO is defined as a compulsory learning area that prepares learners to become active participants in the social and economic spheres in South Africa.

#### **1.6.4. Career Guidance**

Career guidance is a service that is intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers. Such services may be found in schools, universities and colleges, in training institutions, in public employment services, in the work place, in the voluntary or community sector and in the private sector. The career guidance activities may take place on an individual or group basis, and may be either face to face or at a distance (including help lines and web based services). They include the provision career information provision (in print, ICT based and other forms) assessment tools, counseling interviews, career education programmes (to help individuals to develop their self-awareness, opportunity awareness and career management skills) taster programmes (to sample options before choosing such options), work search programmes, and transition services (OECD, 2004, p.10).

Mtolo (1996) defines career guidance as the giving of career-related information and advice. In line with the terminology used in South Africa, career guidance in this study refers to all career development services which include guiding and assisting the learners to gain information about themselves, information about various careers, various education and training opportunities and the world of work. Concepts such as careers and career choice, career counselling, vocational guidance, student counselling services, student support service, occupational guidance, career advice services, career management and career education are used interchangeably in this study to refer to career guidance.



### **1.6.5. Rural High School**

Rural is the opposite of urban. Rural areas are typified by what they do not have, rather than by what they do have (Du Toit, 2010, p. 10). Rural high schools are mainly government/public schools. A high school is also known as secondary school and is a place of learning for learners from Grade 8 to Grade 12. Thus for the purpose of this study, a rural high school is a government public high school which is based in areas where there are limited resources and services. Schools in the rural areas are usually located in communities that are characterised by high levels of illiteracy, poor academic performance and a lack of good reading habits because of a lack of libraries and information resources (Wijetunge, 2000).

### **1.6.6. Further Education and Training Phase**

According to the Further Education and Training Act (Republic of South Africa, 1998, p.1), the Further Education and Training band refers to “all learning and training programmes leading to qualifications from levels two to four of the National Qualifications Framework...[the levels of which] are above general education but below higher education.” In view of the focus of this research, FET phase is used to refer to learners who have completed Grade 9, and are currently in Grades 10 to 12.

Learners in the FET Phase are in the adolescent’s stage of development. It is during this stage that the majority of learners makes mistakes and doubt themselves. Consequently, they need the support and direction of effective LO teachers to enable them to embark on the major developmental task of adolescents, namely achieving a clear sense of self. They need to know their strengths and weaknesses and they need to be made aware of their own abilities as well as the skills and interests that will assist them in constructing their careers. Learners need to be encouraged to use whatever resources available in their communities to explore various career options. These resources include the community leaders, teachers and professionals in their communities, magazines, newspapers etc.

## **1.7. INTRODUCING THE THEORETICAL FRAMEWORK OF THE STUDY**

The Systems Theory Framework (STF) of Career Development by McMahon and Patton (1995) is the theoretical framework that was deemed suitable for this study. This framework has been applied in various settings and used for the understanding of contextual issues such as rural location and socio-economic disadvantages (Patton, McMahon & Watson, 2006). For the purpose of this study, the contextual variables of the STF such as social influences (school) and societal influence (geographic location) were used as the lens in order to situate the inquiry and attempt to answer the research question. It is clear that career options available to individuals living in rurally isolated communities may be fewer and less varied as compared to those available to individuals in more urban settings (Stead & Watson, 2006, p. 70). Chapter 2 of the study contains more information about the theoretical framework used in the study.

## **1.8 METHODOLOGICAL APPROACH AND PARADIGM**

### **1.8.1. Methodological perspective**

This study adopted the qualitative approach as the study as it aimed to explore the experiences of LO teachers in teaching career guidance in rural high schools. According to Merriam (2009) cited in Maree (2012), qualitative research focuses on understanding how people interpret their experiences, how they construct their worlds, and the meaning they attribute to their experiences. Cresswell (2007, p. 331) in De Vos, Strydom, Fouche and Delport (2011), identified a number of characteristics of qualitative research. One characteristic is that “qualitative research is a form of enquiry in which researchers make an interpretation of what they see, hear and understand In addition, Patton (1990) maintains that qualitative methods include three types of data collection, namely: (i) in-depth, open-ended interviews; (ii) direct observation; and (iii) written documents. Bogdan and Biklin (1998) suggest that qualitative research offers opportunities for conducting and exploring descriptive research that uses the context and setting to search for a deeper understanding of the person(s) being studied.

In view of the fact that this study explored the experiences of LO teachers in teaching career guidance in rural high schools, it was felt that the use of qualitative research data collection methods such as semi structured face to face interviews would mean that the research findings would provide a more comprehensive picture of the experiences of LO teachers in teaching career guidance in rural high schools. In addition, qualitative methods may be used to obtain a better understanding of any situation about which little is yet known (Strauss & Corbin, 1998).

### **1.8.2. Paradigm**

The study used interpretivism as a paradigm. Interpretivism is defined as a paradigm that is directed at understanding phenomena from the individual's perspective (Creswell, 2009). According to this approach all human beings are engaged in the process of making sense of their worlds and continuously interpret, create, give meaning to, define, justify and rationalise their daily actions (Babbie & Mouton, 2001). In other words, the interpretivist paradigm means that the researcher offer the participants an opportunity to constructing their own realities according to the social context, (e.g. rural high school) in which they find themselves.

#### **1.8.2.1. *Ontological Stance***

The ontological stance implies understanding the nature of reality and its characteristics (Denzin & Lincoln, 2011). According to Scotland (2012, p. 11), "the ontological stance of interpretivism is relativism". Interpretive researchers assume that reality is understood only through social construction such as shared meaning and instruments (Myers, 2008). The fact that I used Interpretivism as a paradigm meant that, I embraced multiple realities as expressed by the participants (Dieronitou, 2014) and that I also believed in participants' subjective experiences of the external world (Terre Blanche, Durrheim & Painter, 2006). I, therefore, reported the participants' various perspectives as themes during the data analysis process and in the findings sections.

### **1.8.2.2 Epistemological stance**

The epistemological stance refers to the understanding of what counts as knowledge (Denzin & Lincoln, 2011). In this study, knowledge was known through the subjective experiences (Creswell, 2009) of the participants in the study. In ensuring that I adhered to the epistemological stance, I made sure that the participants were well informed of the research aim. I also spent more time with all the participants during the process of building rapport.

### **1.8.3. Research Design**

The study used case study research design. Yin (2016) is of the opinion that the value of case study approach lies in the fact that it deals directly with the individual case in its context. A case study design was selected for the purpose of this study as it provides an in-depth and detailed account of the phenomenon in question and, hence, enables the researcher to discover things that may not have become apparent through more superficial research (Stake, 1995). The research design is discussed in more details in Chapter 3.

### **1.8.4. Research site**

Two rural high schools in the Lephalale Municipality of the Palala North Circuit were purposefully selected to be used as research sites while FET Phase LO teachers were purposefully and conveniently selected because the FET phase is the phase in high school that is very important in terms of career development or pathing of a high school learner.

### **1.8.5. Data Collection Techniques**

Face - to - face semi structured interviews was used as a data collection method. These interviews were conducted with FET Phase Life Orientation teachers in order to

gather rich data about their experiences in teaching career guidance at a rural high school. An interview guide containing with open-ended questions was developed (Hancock and Algozzine, 2011) and used to guide the interactions between the participants and the researcher. Follow-up questions were asked based on the participants' responses in order to obtain further clarification and to provide the participants with an opportunity to expand on interesting answers.

#### **1.8.6. Data Analysis Method**

Qualitative data analysis is primarily an inductive process of organising the data which has been collected into categories and identifying patterns (relationships) among the categories (McMillan & Schumacher, 1993). Thematic Content Analysis (TCA) was used to analyse the data. According to Anderson (2007), TCA may be defined as a descriptive presentation of qualitative data. When using this method of qualitative data analysis, the researcher groups and arranges a list of common themes which have emerged from the information discussed with the participants.

### **1.9. TRUSTWORTHINESS/QUALITY CRITERIA**

According to Yeh and Inman (2007), trustworthiness refers to the accuracy and consistency of the interpretations made and grounded in the data. The trustworthiness of this study was established through both the audio-taping of interviews and the transcriptions of the data using field notes and reflective diary. In addition, member checking and the audit trial method were used as dependability, conformability and verification strategies.

### **1.10. ETHICAL CONSIDERATIONS**

Ethics may be defined as a set of moral values and rules governing the expectation of appropriate behaviour displayed towards the respondents who are taking part in or who are affected by a research study (Strydom, 1998, p. 24). The study adhered to the

ethics as prescribed by the University of Pretoria's ethics committee. The following ethical considerations that were taken into considerations were:

- Avoidance of harm
- Voluntary participation
- Privacy, anonymity and confidentiality
- Informed consent

## **1.11 LAYOUT OF THE CHAPTERS**

### **CHAPTER ONE: ORIENTATION OF THE STUDY**

Chapter one contains the introduction and, background to the study as well as the motivation for the study. The rationale and purpose of the study are outlined, the research questions stated and critical concepts clarified.

### **CHAPTER TWO: LITERATURE REVIEW**

Chapter 2 consists of the literature review. This chapter focuses on the theoretical framework used, the conceptualisation and the rationale of the LO learning area in South Africa, career guidance within the LO learning area, career guidance activities, tools and resources, teachers' competencies in teaching career guidance, experiences and challenges faced by LO teachers in teaching career guidance, implementation realities of career guidance in South African high schools, career guidance reference materials, support from Department of Education, knowledge of and training in career guidance, parental involvement and support from the principals and other management structures.

### **CHAPTER THREE: RESEARCH METHODOLOGY AND RESEARCH DESIGN**

Chapter 3 discusses the research methodology and research design used in the study. Thus, the data documentation, data analysis, data collection instruments, trustworthiness and ethical considerations are all explored.

## **CHAPTER FOUR: RESULTS, DISCUSSIONS AND FINDINGS OF THE STUDY**

Chapter 4 presents the results of the study and discusses the findings against the backdrop of existing literature. The presentation of the results includes verbatim extracts from the raw data.

## **CHAPTER FIVE: SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSIONS**

Chapter 5 is the concluding chapter in which the research findings are linked to the research questions posed in Chapter 1. This chapter also discusses the study's limitations and makes recommendations for research, training and practice in the future.

### **1.12 CONCLUSION**

This chapter introduced the research study and provided an orientation of the study. The chapter explained the research problem, the rationale and purpose of the study. The research questions that guided the study were stated and clarified and critical concepts also clarified. In addition, this chapter narrated from where the research had originated and explained what the research was aiming to achieve.

The next chapter discusses the existing literature on the theoretical framework used in the study. The conceptualisation of and the rationale for the LO learning area in South Africa, career guidance within the LO learning area, career guidance activities, career guidance tools and resources, teachers' competencies in teaching career guidance were also discussed. Lastly, the experiences and the challenges faced by LO teachers in teaching career guidance, implementation realities of career guidance in South African high schools, career guidance reference materials, support from the Department of Education, knowledge and training in career guidance, parental involvement and support from principals and other management structures were discussed which formed the core fragment of the study.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1. INTRODUCTION

This chapter reviews existing literature on LO conception in South Africa, the teaching of career guidance in high schools, the roles and skills of LO teachers, LO teachers' experiences and challenges in teaching career guidance, support structures for LO teachers and the theoretical framework used in the study.

The literature on the experiences of LO teachers in teaching career guidance is limited. I therefore believe that this study may potentially add value to the knowledge base of LO teachers by providing them with the insights about their experiences in teaching career guidance and their needs in terms of career guidance training.

#### 2.2. THEORETICAL FRAMEWORK

The Systems Theory Framework (STF) of Career Development by McMahon and Patton (1995) is the theoretical framework which was deemed suitable for the purposes of this study. According to Patton, McMahon and Watson (2006), the Systems Theory framework was first proposed as a contextual model to account for adolescent career decision making. Its latter refinement led to its first publication in 1995. This framework has been applied in various settings and used for the understanding of contextual issues such as rural location and socio-economic disadvantages (Patton, et al., 2006).

The STF represents the complex interplay of influences through which individuals construct their careers (Patton, et al., 2006). Thus the STF is reflective of the constructivist worldview with its emphasis on personal meaning, subjectivity and the recursiveness between influences (Patton, et al., 2006). In terms of the STF, an individual is both a system in his/ her own right as well as a subsystem of a broader contextual system. Significant to the STF is the fact that individuals do not live in



isolation and, the individual system is connected with influences that comprise the individual's social system as well as the broader environmental or societal system. In other words, the STF therefore places emphasis on both the content and process influences of career development (Patton, et al., 2006).

Content influences include both the intrapersonal variables and the contextual variables (Patton, et al., 2006). Contextual variables comprise social influences such as family and peers while the environmental or societal influences include geographical location or socio-economic status. The influence of elements such as geographical location, globalisation and socio-economic circumstances (Stead & Watson, 2006) play a very important in the individual's role of making an informed career choice. The major socio-economic circumstances faced by South Africans include inequality, high levels of unemployment, oversupply of low or skilled workers, a shortage of high skills workers and large numbers of the population living in rural areas (SAQA, 2012). Research has found that people from a lower socio-economic background tend to be found in jobs that are have jobs that were not consistent with their interests and goals, and they also reported fewer career guidance resources (Whiston, 2011). The lower the socioeconomic status, the fewer the resources people have at their disposal and this, may have a negative impact on their development (Gordon, 2003).

For the purpose of this study, contextual variables in the STF such as geographical location, school and socio-economic status were used as the lens through which the inquiry was situated and attempts made to answer the research question. According to STF, individuals do not live in isolation but instead they live as part of a larger contextual system. Therefore, in choosing the STF theory as a lens, I took into consideration the fact that the LO teachers should understand the geographical location of their learners and also that the learners should be taught in a holistic way. This implies that all the elements in the social and societal system play a major role in influencing the learner's life. The lens also contributed in the sense that the LO teachers were expected to share their experiences according to the context in which they found themselves and also bearing in mind that the learner need not to be isolated from the context from which he/she originated. This implies that the LO teachers' experiences

when teaching career guidance, will be highly dependent on to extent to which they are aware of the context in which they find themselves and their learners in.

### **2.3. THE CONCEPTUALISATION AND RATIONALE OF THE LIFE ORIENTATION LEARNING AREA IN SOUTH AFRICA.**

The South African government started the process of developing a new curriculum for the school systems in 1995 after the 1994 democratic elections. The first new curriculum that was developed was known as Curriculum 2005 (C2005), and was introduced in 1997. It was this time that LO was first introduced as a compulsory subject for all the learners in South Africa (DoE, 2003). The new curriculum was developed in response to the change in the world that was witnessed, the growth and development of knowledge and technology and the demands of the 21<sup>st</sup> century that required that learners be exposed to different skills and knowledge that differed as compared to those contained in the South African curriculum at that time (Du Toit, 2010).

As one of the compulsory subjects introduced, Life Orientation has presented South Africa with the opportunity of making a meaningful contribution to its youth (Strydom, 2011). The main underlying rationale for introducing LO was to address the needs of South African youth, while it also represented an attempt to reinforce the principles and values enshrined in the Constitution of the Republic of South Africa (DoE, 2003). In order to understand the rationale behind the decision to implement LO as a subject and as a part of the new curriculum, it is necessary have an insight into the context in which it was developed (Strydom, 2011). The social problems, such as oppression and exploitation that had been encountered during the apartheid era (Rooth, 2005) coupled with the obligation to equip learners with the 21<sup>st</sup> century competencies, skills, and attitudes required for successful learning contributed profoundly to the conception of LO (Miles, 2015). The introduction of LO at schools was therefore a vital tool that seeks to empower learners to face the many burdens they will encounter in life (Morena, 2004).

LO became a compulsory, fundamental subject in the Further Education and Training (FET) Phase in South Africa from January 2006 (DoE, 2003a) and this has necessitated teachers to become competent facilitators in order to successfully deliver the outcomes of the subject. LO was introduced on a grade-by-grade basis, with the first cohort of learners doing the subject in Grade 12 in 2008 (Strydom, 2011). It is a unique subject in that it applies a holistic approach to the personal, social, intellectual, emotional, spiritual, motor and physical growth and development of learners (DBE, 2011). It equips learners to solve problems, to make informed decisions and choices and to take appropriate actions to enable them to live meaningful and successful lives in a rapidly changing society (Prinsloo, 2007). According to Diale, Pillay and Fritz (2014) LO afforded South African schools an opportunity to empower young people with the knowledge and life skills necessary to make meaningful choices.

Aspects covered within the LO curriculum deals with learners' knowledge, values, attitudes and skills to prepare them to respond effectively to the challenges that confront them as learners as well as the challenges they will have to deal with as adults, and to enable them to play a meaningful role in society and in the economy (DBE, 2011). Thus, the key purpose of LO is that it prepares the learners to be successful by assisting them to study and to make informed decisions about their subject choices, careers and higher education opportunities (DoE, 2003). The topics covered in the LO curriculum include development of self in society, social and environmental responsibility, democracy and human rights, careers and career choices, study skills and physical education. The LO curriculum draws much of its content from the social context in which the learners live, learn, work and play (Gama, 2015). It is thus possible to deduce that LO was introduced as a critical subject and also that the rationale behind its introduction is clear and must be realised if South Africa is to reduce the high levels of skills shortage and unemployment in the country. Table 2.1 below illustrates the weighting of all LO topics with the time allocated to each topic.

**Table 2.1 Weighting of LO topics with time allocation [Taken from CAPS document – FET Phase of the National Curriculum Statement (NCS), 2011]**

<b>Topic</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
	Hours	Hours	Hours
Development of self in society	8	11	9
Social and environmental responsibility	4	3	3
Democracy and human rights	7	7	4
Career and career choices	11	8	8
Study skills	3	4	4
Physical Education	33	33	28
Contact time	66	66	56
Examinations	14	14	14
Total hours	80	80	80
<b>Total weeks</b>	<b>40</b>	<b>40</b>	<b>40</b>

According to the Department of Basic Education (2011) LO is allocated two (2) hours per week in the National Curriculum Statement (NCS). It is clear from the table 2.1 above that there are 66 hours contact times available for the teaching of LO in Grades 10 and 11, and 56 hours contact time in Grade 12 (DBE, 2011) in a year. However, the two hours allocated to LO per week, one fixed period per week must be devoted to Physical Education per week (DBE, 2011). This means that the other one hour per week as per the time allocation must be shared between the remaining life skills topics. This insufficient time allocation to the life skills topics may be regarded as a possible threat to the future of learners in South Africa and also a challenge for LO teachers. The LO teachers do not have enough time to teach career and career choices while the learners do not receive adequate information that may empower them to construct their careers meaningfully and to decide on a particular post school option. In other words, LO in particular the careers and career choices topic is marginalised as a school subject just like the school guidance in the apartheid era (Jansen, 2011; Debono, et al, 2007).

## 2.4. CAREER GUIDANCE WITHIN THE LIFE ORIENTATION LEARNING AREA

As part of the curriculum restructuring, the Department of Education attempted to address the limited and, in some cases, the lack of career guidance for all South African learners by introducing the careers and career choices within the context of the LO curriculum (Miles, 2015). In the FET Phase (Grades 10 -12); the following topics under careers and career choices are covered – see table 2.2. below:

**Table 2.2 Overview of career and career choices topics**

Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none"> <li>• Subjects, career fields and study choices - decision making skills</li> <li>• Socio-economic factors diversity of jobs opportunities within career fields</li> <li>• Trends and demands in the job market</li> <li>• The need for lifelong learning</li> </ul>	<ul style="list-style-type: none"> <li>• Requirements for admission to higher education institutions, options for financial assistance for further studies,</li> <li>• Competencies, abilities and ethics required for a career, personal expectations in relation to a job or career of interest ,</li> <li>• Knowledge of self in relation to the demands relating to the world of work and socioeconomic conditions</li> </ul>	<ul style="list-style-type: none"> <li>• Commitment to a decision taken: locate appropriate work or study opportunities in various sources</li> <li>• Reasons for and impact of unemployment and the innovative solutions to counteract unemployment</li> <li>• Core elements of a job contract</li> <li>• Refinement of a portfolio of plans for life after school.</li> </ul>

The career and career choices topics presented in the table represent the actual topics that have to be covered annually in Grades 10, 11 and 12 respectively. This, therefore, provides the LO teachers with an opportunity to impart knowledge, guide and to also empower learners with knowledge and skills that may prepare them to make decisions about life after completing Grade 12.

## **2.5. TEACHING OF CAREER GUIDANCE IN HIGH SCHOOLS**

The teaching of career guidance in schools is important for today's youth and, in particular for adolescents who are characterised by the directionlessness which has resulted from the rapid shift from traditional cultural ways and occupations to modern, global identities and the technological change paradigm with its new demands (Rukwaro, 2011). Career and labour market-related information plays a central role in career guidance and may be seen as a key to labour market efficiency (SAQA, 2012). Without comprehensive educational, occupational and labour market information, it is impossible to provide effective career guidance services (SAQA, 2012).

It is my observation that the 21<sup>st</sup> century high school learners are preoccupied with careers that would place them on a spotlight as being models, DJs, musicians, actors and actresses. Career guidance is, therefore, needed to guide and empower high school learners with career information that would assist them to construct effective and informed career choices. Fretwell and Watts (2004) postulate that career guidance services play a significant role in promoting economic efficiency, by helping the labour market to operate more effectively than may otherwise have been the case. Career guidance is also deemed to have an impact on reducing unemployment (OECD, 2003). Rukwaro (2011) further maintains that career guidance has the potential to ensure that a learner leaves school fully equipped with the ability to think critically and make realistic, personal decisions and plans for the future (Rukwaro, 2011).

In order to understand the importance of teaching career guidance in China, the Hong Kong Education Department provided guidelines for guidance teachers, who are full-time members of the teaching staff, to offer student guidance at school (Yeung, 2013).

This is similar to South Africa where career and career choices topics had been included in the LO curriculum with the LO teachers having readily available annual teaching plans (DBE, 2011) which are divided according to the school terms or quarters. In addition, annual teaching plans serve as a guiding and planning tool for the LO teachers who are responsible for implementing the curriculum to ensure that they have a clear picture of what is expected of them as learning area specialists (Norms & Standards for Educators, 2000).

The career guidance service is generally presented by teachers who are distanced from the labour market and, thus, are not sufficiently knowledgeable to offer adequate guidance that would reflect changing trends in the labour market situation (Debono et al., 2007; Prinsloo, 2007). However, despite the fact that the importance of teaching career guidance is known, I argue that career guidance is still not considered to be a valuable topic for the high school learners in South Africa. This statement is supported by various research findings, e.g. in the main guidance periods were allocated to teachers who had “fewer teaching periods” (Mashimbye 2000). Mashimbye (2000, p. 101) also found that principals, who are usually responsible for the timetabling, admitted as much, with one of the principal stating that : “school guidance is usually allocated to irresponsible teachers to supplement their teaching periods”. Career guidance has focused primarily on helping students to make important decisions at a particular point in life. During the last years of secondary schooling, students are expected to make their subject choices and start seeking information on post-secondary educational institutions and or job opportunities (Sultana, 2004).

In their study Akhurst and Mkhize (2006) found that large numbers of South African learners fitted into certain categories such as limited exposure to the world of work, little access to career services and, no knowledge of higher education institutions and requirements. Cosser and Du Toit (2002) cited in Chireshe (2012, p.305), found that 60% of the learners in South Africa had not received career guidance and counselling at school. In addition, the majority of learners in South African schools are not exposed to effective and comprehensive career guidance (Miles, 2015).



A study conducted by Mmema (2010) found that in most of the schools situated in the remote areas, there is little information available on career choices due to a lack of resources, including computers, role models and libraries (Mmema, 2010). Prinsloo (2007, p. 166) also established that:

Life orientation teachers in rural areas had difficulty in finding the necessary information to illustrate aspects of careers and career choice. [Teachers] ... failed to help learners investigate the diversity of jobs according to economic sectors, as well as work settings and forms activities in each of these sectors. They did not have access to the trends in various careers and the demands of the job market and they did not have the ability to read the market for trends regarding jobs.

Low educational attainment, high rates of functional illiteracy and increasing dropout rates place many learners in the rural areas at a risk of not becoming contributing members of society (Badugela, 2012). The data gathered from a qualitative, theory-generating study (Wood, 2004) indicated that teachers in disadvantaged schools are struggling to cope in their under-resourced school environments, and are finding it difficult to implement the innovations introduced by the Outcomes Based Education (OBE) curricula. In my observation, there is a significant pressure on the teachers to ensure matriculation passes and it would appear they neglect the holistic development of the learner. In addition, teachers often feel negative and despondent with this, resulting in insufficient professional growth, together with a loss of intrinsic motivation and pride in their profession (Mosia, 2011).

## **2.6. CAREER GUIDANCE TEACHING STRATEGIES, TOOLS AND RESOURCES**

Career guidance activities enable learners to identify the interests, abilities, knowledge, skills and attributes which are necessary for developing personal plans pertaining to lifelong learning and productive employment (Rukwaro, 2011). Learners may participate in the following learning strategies and activities during the Life Orientation learning area/subject period and specifically when they are being taught career guidance:



- **Group discussions** (brainstorming, buzz groups, debates, panels).
- **Case studies, scenarios and outings** (field trips, workplace visits, games).
- **Ice-breaker performances** (role-play, dialogues, interviews, dramatisations).
- **Journal writing** (portfolios, individual record keeping, worksheets, group work projects, sport and games).
- **Designing and producing** (collages, brochures, videos).
- **Demonstrations research** (interview, literature review, field study, action research, etc.). (Department of Education, 2008).

The teaching strategies outlined by Killen (2007), such as discussions, co-operative learning, problem solving method and research, may assist the teacher to meeting the learner expectations. Methods such as using conversation in facilitating lessons, as outlined by Magano et al. (2010) may also assist the teacher in ensuring that learners participate actively during LO periods. Learners feel free to participate in class when they are given a chance to do so and also when they know that there will not be any discrimination and their opinions are valued by both their peers and the teacher.

Usage of the above teaching and learning strategies when teaching careers and career guidance topics may help to empower FET Phase learners with career information. Learners need to know a number of things if they are to make informed choices and, they need to have a realistic notion of the occupations they are considering including: the qualification and education required, duration of study, salary, job opportunities, interesting or rewarding aspects of the career in question, demanding aspects about the career/occupation, various possible job titles etc. It is, thus, incumbent on LO teachers to be creative in teaching the topic and they should use various interactive methods and career guidance activities.

Career exhibitions, career days/week, career conferences/fairs, libraries, career tours/visits, job shadowing, informational interviews, volunteer work and role models are some of the activities that may be used to gather career information (Rukwaro, 2011).

The aim of career week/days is to raise awareness among high school learners who are at a key decision making point in their lives on issues relating to careers and the world of work. Unfortunately, however, 30% of guidance teachers only regularly invite people from the world of work to give talks on aspects of their working lives, including the impact that the job has had on themselves as people and on their lifestyles (Badugela, 2012).

It would appear that many LO teachers (56.9%) experience difficulties in finding people from various work spheres who are willing to talk to students during career week/days (Badugela, 2012). Career exhibitions are also very important because they are aimed at guiding learners towards making informed study and career choices and also providing comprehensive career information to the learners, parents and teachers. In my opinion learners regard career exhibitions and open days as outings, a chance to meet new people and to have fun. Thus the important aim, which is to be advised on study options and career choices and to have an opportunity to communicate with the marketing and recruitment officers from various institutions of higher learning, is lost. This is also because most companies tend to issue their marketing materials for free and also LO teachers do not accompany the learners to all the career exhibition stalls. However, in view of the fact that LO is supposed to be taught by the LO teacher, it is imperative that LO teachers thoroughly prepare the learners for such events so that the main purpose is not lost.

The career-related information available to students tend to be in the form of information leaflets, brochures and booklets. Some of the available information is issued yearly, while other material is updated less frequently (Rukwaro, 2011). It is essential that these career information activities take place on a more regular basis in high schools so that learners may be empowered with information. In addition, these activities would provide learners with the opportunity to understand the realities of various professions, the challenges, and the work ethics skills such as emotional maturity, time management, and confidence that are required in order to cope in the work place. A study conducted by Rukwaro (2011), found that several learners had limited access to role models in various careers, and further, that some role models were ineffective role models. It

would appear that effective role models live and work in the towns (Rukwaro, 2011). It is, thus imperative for LO teachers in the rural high schools to be creative and knowledgeable about the various activities they may use while teaching career guidance.

Rammapudi (2010, p. 121) defines the concept of resources “as teaching materials used in planning a lesson that will bring the subject content alive”. He stated that resources make teaching and learning an exciting undertaking and also provide opportunities for hands-on activities and interaction with real objects. According to Brown and Gordon (2009), children learn better in classrooms that are well resourced, with age-appropriate materials. Smith (2010, p. 18) expressed a similar view on textbook resources and acknowledged that each learner should have his / her own individual study package (stationery) and textbooks in order to be able to work on his / her own, and according to ability and pace.

## **2.7. CHARACTERISTICS OF LIFE ORIENTATION TEACHERS IN TEACHING CAREER GUIDANCE**

The traits of teachers who teach LO are crucial if one is interested in knowing their experiences in teaching career guidance. Teachers remain “one of the most powerful variables in the educational environment”, thus highlighting the importance of their enthusiasm for the work they present as well as their interest in and motivation of learners (Olivier & Wood, n.d). However, if this is to happen, teachers must first develop a belief in their own ability to cope in their school environment and to deal with the specific problems facing them (Bandura, 1995). In other words, they need to develop a sense of self-efficacy which will empower them to be effective role models who feel equipped to teach and model life skills (Wood, 2004).

The quality of teachers is the most important and decisive factor in influencing learners’ performance in the classroom (Dhatt & Rishi, 2015). LO teachers would be more effective in teaching career and career choices if they developed a sense of self-efficacy. Kear (2002, p. 2) defines self-efficacy “as a personal belief that one is in

control of outcomes and possesses the ability to perform the function”. Self- efficacy beliefs include cognitive, motivational and affective components, and also determine how people feel, think, motivate themselves and behave (Taimalu, Kikas, Hinn & Niilo, and n.d.). According to Bandura (1995), the self- belief exerts an influence on the hopes, actions, effort, motivation levels and feelings of the individual when the individual is engaged in certain behaviours. Teachers with a significant sense of self-efficacy are generally more open to change and more willing to implement new ideas (as compared to those without such a sense of self-efficacy (Wood & Olivier, n.d.). Teacher self-efficacy beliefs are related to teaching practices and teaching approaches, and they guide the work of teachers (Taimalu et al, n.d.).

Wasserman (2014) maintains that it is important that the teachers possess the qualities of, “role models, counsellors and compassionate leaders”, as it is their role to lead and guide the youth of the country in developing the skills and values necessary for life and the careers in the outside world, and including the ability to make morally responsible decisions (DoE, 2000, pp. 6-7, 13). While all educators are expected to display these qualities, “a successful Life Orientation teacher should be: approachable, a good listener, caring of learners and colleagues, and show empathy, trustworthy and able to keep confidentiality, sensitive to the community values, passionate about the fundamental values of the constitution, non-judgmental” (DoE, 2000, pp. 6-7). One may argue that it is not just the LO that is needed to make a difference within schools, but is also the skills and the characteristics of the LO teachers that are crucial (Pillay, 2012).

Berns (2007, p. 256) also notes that “the best teachers are interesting, competent, caring, encouraging and flexible”. On the other hand, Pillay (2012) maintains that the LO teacher should be involved in the processes that develop the minds and abilities of learners in acquiring the knowledge and skills required to succeed in life. In order to accomplish this LO teachers need to be effective counsellors (Tlhabane, 2004) so that they may help learners with the multitude of social problems that exist in society. However, the problem is that most LO teachers have not been trained in basic counselling skills (Diale, 2010, p. 57). Diale (2010) agreed with Prinsloo (2007) when

she established that not all LO teachers are trained in career guidance but instead they are just delegated, allocated and compelled to teach LO.

## **2.8. ROLE AND SKILLS OF LIFE ORIENTATION TEACHERS IN TEACHING CAREER GUIDANCE**

In South Africa, teachers have to fulfil various roles as stipulated in the Norms and Standards for Educators (DoE, 2000). However, in order for educators to fulfil their roles effectively, they must possess the required knowledge and skills. The seven roles for the teacher, as set out in the Norms and Standards for Educators (DoE, 2000), include the following:

- Learning mediator,
- Interpreter and designer of learning programmes and materials,
- Administrator and manager,
- Scholar, researcher, and lifelong learner,
- Community, citizenship and pastoral role,
- Assessor,
- Learning area specialist.

The three roles, namely, administrator and manager, scholar, researcher, and lifelong learner and learning area specialist, as tabled above, are elaborated further as I view them as very important in the teaching of LO. As an administrator and manager, the LO teacher has to make decisions appropriate to his or her level, manage learning in the classroom, carry out classroom administrative duties efficiently and participate in school decision-making structures. As a scholar, researcher and lifelong learner, the LO teacher must achieve ongoing personal, academic, occupational and professional growth by pursuing reflective study as well as research in his/her learning area, in broader professional and educational matters, and in other related fields. On the other hand, a learning area specialist, the LO teacher should be well grounded in the knowledge, skills, values, principles, methods, and procedures relevant to the discipline, subject, learning area, phase of study, and or professional or occupational practice. In

addition, the educator should be informed about various approaches to teaching and learning and how these may be used in ways which are appropriate to both learner and the context (DoE, 2000). It is my opinion that it is possible to fulfil these roles only if the teachers received appropriate training and qualifications. Several social issues in South Africa, such as career guidance, warrant the need for highly trained and specialised LO teachers, especially when they are expected to contribute to the holistic development of learners (Pillay, 2012).

Specifically, LO teachers in the 21st century have a multitude of roles, including that of being a HIV/AIDS counsellor, wellness practitioner and career guidance practitioner or teacher to mention just a few. This multitude of roles brings with it challenges with which teachers must deal with on a daily basis and arising from the learners in the classrooms. It is vital that LO teachers construct the learning environment in such a way that it effectively challenges and enables learners to achieve competence in their everyday life (Tlhabane, 2004).

LO teachers have a role to play in providing information to learners on careers, related workplace activities and the admission requirements to institutions of higher learning (Sathekge, 2014). In order to be able to fulfil their role in career guidance LO teachers require articles, literature or other material on regarding careers and related workplace activities; career requirements and the admission requirements to higher education; information on study loans from various banking institutions and student funds and the job requirements for various positions (Learning Programme Guidelines: Life Orientation DoE, 2008).

The role of effective LO teacher is vital as students and learners need clear direction to be able to integrate their education, skills and talents with their hopes and dreams of achieving success. The LO teacher, as a careers and career choices teacher is expected to be informed about various different occupations in order to assist young people in their choosing a career (Christiaans, 2006). Panday (2007) further added that, LO teachers should know which careers are in demand in the market. Teachers should prepare learners to realise their expectations of the future, access additional and higher education and take their place in the society as responsible citizens (DoE, 2003). “There

is a growing realisation that it is the role and responsibility of career guidance teachers to prepare students for the future” (Khan, Murtaza, & Shafa, 2012, p. 93).

LO teachers are expected to possess career guidance skills, i.e. they should be knowledgeable about the resources and career information as finding a job is becoming increasingly more difficult for many learners who have completed Grade 12 and also for graduates. LO teachers are expected to motivate learners by stimulating their career aspirations. Du Toit (2010) maintains that every educator should be a career educator and promoter of careers in his/her field of expertise. This means that LO teachers as the custodians of career guidance may also involve other teachers in the teaching of career guidance in schools. The teachers of other subjects may be invited as guest teachers for the entire LO period or they also be invited to be guest speakers at various career related functions. The findings of a study conducted in Pakistan by Khan, et al., (2012), revealed that teachers have a vital role to guide students for in their careers and they voluntarily act as informal counsellors guiding students in their choices of subjects and career paths.

In addition to their various roles, LO teachers need to possess the counselling skills that are deemed important in any helping profession (Yeung, 2013). Such counselling skills provide LO teachers with an opportunity to demonstrate empathy when assisting learners. Teachers with little knowledge and skills of teaching in the rural contexts, may in all likelihood, have an adverse impact on the education of rural children who are already at risk. In the interests of effective teaching practices in rural schools, teachers require adequate professional preparation during their initial teacher education programme and also ongoing education and training while in service (Lingam, 2012).

LO teachers also need to possess research skills and be lifelong learners as this is reflected in the Norms and Standard Educators (Tlhabane, 2004). They are expected to have knowledge of exploring various career websites. In addition, LO teachers must assist individual learners to identify and learn the skills which will enable them to be more effective in planning for and choosing jobs, in making effective transitions and adjustments to work, and in managing their own careers and career transitions



effectively (Lazarus & Chinwe , 2011). Additionally, the National Career Development Association (NCDA) (1993, p. 23) noted that “helping individuals increase self-understanding of their abilities, interests, values, and goals is a vital foundation of the career guidance process”.

## **2.9. EXPERIENCES AND CHALLENGES OF LIFE ORIENTATION TEACHERS IN TEACHING CAREER GUIDANCE**

Studies conducted in different countries, including in South Africa (Mosia, 2011), and Botswana (Shumba, Mpofo , Seotlwe & Montsi , 2011) into the about implementation of career guidance programmes found that , guidance teachers were faced with the following challenges: inadequate time allocated for career guidance and counselling, inadequate resources and facilities for career guidance and counselling, overcrowded classrooms, inadequate training for career guidance and counselling teachers, inadequate information for career guidance teachers and students and , inadequate career guidance and counselling teachers. These challenges, experiences and implementation realities are explored in details in the paragraphs that follow. Poorly resourced schools, under-qualified teachers and uncoordinated teacher professional development initiatives (Sedibe, 2011) in South Africa, accompanied by the instability in the curriculum (DBE, 2011); all pose challenges to the effective teaching of career guidance.

### **2.9.1. Implementation realities of career guidance in South African high schools**

LO became a compulsory, fundamental subject in the Further Education and Training (FET) Phase (Grades 10 to 12) in South Africa from January 2006, as part of the solution to providing holistic support and guidance to learners in the 21st century (Diale, 2016). In preparing teachers to implement Life Orientation, the Department of Education organised workshops and in-service trainings for teachers who would be teaching the subject (Rooth, 2005). Universities and universities of technology also introduced at Bachelor of Education degree and a certificate known as the named Advanced Certificate in Education (ACE) that teacher who already had a teacher’s diploma without



LO as a subject or specialty could study. These trainings and new spectrum of qualifications were introduced to equip teachers with the pedagogical knowledge required to enable to become competent to teach LO.

Despite the Department of Education initiative in organising and conducting training and workshops, LO teachers have mentioned that they had not received any specialised training in career guidance to enable them to teach career guidance (Mosia, 2011). They also mentioned that the majority of the workshops held involved information sharing instead of being more practical workshops (Phokane, 2012). As a result, the implementation of the subject remains challenging, especially with regards to the career guidance topics. Others also mentioned that the training usually took place over three to five days which was not sufficient time. However, in a study conducted by Christiaans (2006) in the Western Cape, LO teachers and principals attended training that included the Pace World of Work, Advise and Refer developed by the PACE Career Centre in Johannesburg and Today's Choice developed by the University of Stellenbosch and the World Population Foundation. These training programmes introduced the teachers and the principals to a variety of career opportunities for learners while the schools were provided with a relevant CD ROM in their computers, as well as a manual resource file containing all information on careers.

There is a challenge that, in general, LO in general as a subject is not taken seriously by all the stakeholders involved in teaching and learning (Maake, 2013; Rooth, 2005). According to the research findings by Mosia (2011), some teachers had mentioned that they had been forced to teach LO and, as a result, they did not have any interest in teaching the subject. In addition, Du Toit (2010) noted that there is a tendency on the part of school principals to utilise teachers who are not trained in either of the topics found in the LO curriculum such as career guidance to teach Life Orientation lessons. This implies that LO lessons are often taught by people with a negative attitude who view the subject as a waste of time. Some are given the subject because they are perceived as being lazy (Magano, 2011). Thus, they teach the subject in complying with

their job descriptions and subject allocations and did not take it seriously. The alleged LO teachers often used the LO lessons as a free period for the learners (Mosia, 2011).

In a study by Phokane (2012), some educators mentioned that the time allocated for LO is not sufficient as LO covers many areas and, as a result of the inadequate allocation of time, many aspects of the subject are neglected. LO is allocated a few periods only in the school time-table (Rooth, 2005; Tlhabane, 2004) and it is not examined externally. This often results in the LO teachers not taking the subject seriously as they also felt that both the Department of Education and institutions of higher learning did not take it seriously. In some cases, LO is not included in the admission scores for admission of first- entering students/prospective students at various universities and universities of technology and, where it is considered the mark obtained by the learner in LO is divided by two.

It would appear that teachers are placed in situations in which they lack expertise (Sultana, 2004; Van Deventer & Van Niekerk, 2008; Yeung, 2013) or they find themselves - out of their league. This creates significant stress for them. It has been found that 50% of teachers lacked the requisite knowledge and skills to teach LO whereas 20% indicated that they did not receive any assistance (Shumba et al. 2011). This also raises a number of questions for the learners who are able to sense the incompetence and ineffectiveness of under-qualified teachers. Van Deventer (2009, p. 141) discovered that teachers who teach Life Orientation did not feel that they were qualified to teach all the learning outcomes of LO, including career guidance while Prinsloo (2007) established that LO teachers in rural schools in South Africa did not have any information on career guidance and neither were they formally trained in the area.

According to Phokane (2012), two of the four educators he interviewed during his study indicated that at first when this subject had been introduced, it had been very difficult to teach it because of lack of training. They had attended some workshops but the experience had not been sufficient to empower them to impart the requisite knowledge to the learners. However, they appeared to have changed their attitudes and had come

to enjoy teaching the subject, especially in empowering learners with career and labour market information. The educators further added that they enjoyed teaching the subject because it addressed practical issues for the learners, such as knowing their body parts, choosing careers, exercising and teaching them about various diseases (Phokane, 2012).

In the study by Rooth (2005), several Limpopo educators indicated that their classes were too large. The educators also indicated that overcrowded classrooms made it difficult to give attention to individual learners (The Nelson Mandela Foundation, 2005). In my experience as a career guidance expert, when dealing with personal development and careers and career choices, smaller classes are preferable as large classes take more time to teach. It is more difficult to maintain discipline and some educators tend to be overwhelmed. In addition, large classes do not allow either for much attention to individual learners or opportunities for learners to practise their skills in a safe space or classroom (Rooth, 2005).

### **2.9.2. Career guidance reference materials**

In a study conducted in Kenya, Rukwaro (2011) found that the career information resources were very limited in scope and few in numbers in schools located in the rural areas. The study also found that internet access, the brochures and videos of the colleges and most education and training institutions were often not available nor were exhibitions held in the rural areas. School libraries are either non-existent or poorly equipped. In addition, Mosia (2011) mentioned that the late delivery of textbooks and the lack of other reference materials that need to be supplied and delivered by the district offices were also hampering the teaching of the LO curriculum where careers and career choices was one of the topics. A World Bank study conducted in 14 countries found that the lack of career information was one of the major challenges for the delivery of efficient career guidance services. Moreover, if information was available, there are often limitations in accessing such information (OECD, 2003).

At district and circuit offices, there are Life Orientation specialists who are responsible of ordering and requesting career resources from various stakeholders such as the Department of Labour, Department of Higher Education and Training (DHET), various Sector Education and Training Authorities (SETAs) and Non-Government Organisations providing career guidance. There are no libraries at rural high schools (Du Toit, 2010; Rukwaro, 2011) and the teachers wait for the Department of Education – circuit offices to organise career exhibitions for them. In other words, they do not take initiative to do so themselves.

There are no reference materials such as magazines and newspaper articles as well as a total lack of career guidance resource materials in many rural high schools (Du Toit, 2010). Msimang (2011, p.13) also noted the lack of the photocopiers, duplicating machines, overhead projectors and computers that are the tools and resources used for teaching and learning in many high schools situated in the rural areas. This non-availability of these teaching aids has a negative effect on teaching and learning, for example, without a duplicating machine it is not possible to duplicate the information about various careers found in the magazines and newspapers for distribution to the learners. Thus LO teachers find it difficult, if not impossible, to empower learners with career information and guidance that may assist them to construct their own careers.

In a study by Prinsloo (2005), teachers reported that their principals did not involve them when Learner Teacher Support Material (LTSM) was purchased. A critical finding from Peat's study conducted in 2009 indicated that teachers were not able to modernize the teaching and learning in their classrooms as they were still relying on textbooks as their main resource. The findings also revealed that teachers focused on teaching theory because of inadequate resources (Makeleni, 2013). In a study by Diale (2016) LO teachers reported that they felt discouraged and overwhelmed by the lack of career development resources. Van Deventer (2009) argued that it is educationally unsound to implement a new subject without the necessary human resources to implement it. In addition, Rooth (2005) asserts that the lack of success of the LO implementation could

be attributed to various factors such as a lack of resources and access to necessary information and also inefficient teacher professional development.

### **2.9.3. Knowledge and training in career guidance**

The curriculum in South African schools requires qualified, competent, dedicated and caring teachers who are able to fulfil the various roles outlined in the Norms and Standards for Educators (DoE, 2000). However, teachers are also faced with various contextual and social challenges such as teenage pregnancy, HIV and AIDS, poverty, substance abuse, child-headed households and suicide. It is thus clear that LO teaching is not for the faint-hearted (Diale, Pillay & Fritz, 2014). It requires risk taking and fighting for the ideals that one hope will enhance education and bring about social, economic, political and emotional change in the future generation of learners (Diale, Pillay & Fritz, 2014).

It is argued that continuing professional development is a vital instrument to enable professionals to remain relevant in their professions (Frick & Kapp, 2007). For LO to remain relevant to society, it is essential that the LO teachers give learners the skills and knowledge which will render them responsible and well- equipped in life. Thus, teachers need to have the up to date and relevant strategies for teaching adolescents who find themselves in an ever changing world of work and society. Frick and Kapp (2007) argue that professional development programmes are also important for the maintenance of the human resources base of any organization and should be seen as an integral component of the main organisation's strategy for maintaining its workers.

Christiaans (2006) mentioned that there should be ongoing training organised by various stakeholders to equip teachers with the knowledge, skill and positive attitude required if they are to be expected to perform their duties competently and keep up with the latest labour market information. Training deepens the teachers' knowledge, understanding and expertise in respect of their professional work. According to Rukwaro (2011), many guidance teachers do not possess the modern skills required to teach

career guidance. Such modern skills may include research skills, the ability to use a search engine such as Google as well as the ability to facilitate a career construction session/interview. Ngumi, Ngari and Mumiukha (2007) concur with this assertion and state that there should be formal training which would improve the knowledge base and professional skills of the personnel involved in teaching career guidance. Continuous professional development training or workshops are important as they will assist LO teachers to remain up to date with the prevailing status of the provision of career guidance in South Africa. By attending continuous professional development trainings, LO teachers would be informed about the careers which are still in demand and the careers which fall into the scarce skills sphere, thus enabling them to empower learners with up to date career and labour market information.

In order to remain relevant, career guidance and counselling teachers should be encouraged to attend training, seminars, and workshops about career guidance and labour market (Rukwaro, 2011). Teachers must receive training and be supported if they are to develop and project a feeling of self-confidence (Skosana, 2010). This would help to ensure that they would be respected as skilled teachers by the learners in their classrooms, and by the parents and other stakeholders in education (Department of Education, 2003). This highlights that, it is essential that teachers who teach career guidance, are effectively trained to empower learners with up to date and well researched information about various career options, universities admission requirements and information about financial assistance (Skosana, 2010).

In a study by Mosia (2011), Life Orientation teachers expressed a feeling of helplessness and lack of confidence due to insufficient knowledge, skills, training and support from the Department of Education, school principals and heads of departments of schools. These findings are in line with the findings of Van Deventer and Van Niekerk (2008), who discovered that some teachers were not qualified to teach LO. In addition, it has been found that 46% of LO teachers were uncertain about career education (Tlhabane, 2004). LO teachers often experienced feelings of abandonment (Prinsloo, 2007). This was mainly due to the fact that upon the introduction of LO, three to five day

workshops and/ in-service training that were held to equip teachers to implement LO (Tlhabane, 2004). One of the LO teachers who participated in a study conducted by Prinsloo (2007, p. 113) stated:

*“No-one can ever tell me where I must get all the information I need to show the learners the world of work and to teach them how to prepare for employment and even unemployment. I really don’t like teaching this subject”.*

Teacher competence is also crucial in the teaching of careers and career choices. Competence includes emotional and professional competence although, emotional competence is of particular importance in respect of LO and the way in which it should be presented (Strydom, 2011). According to Weare and Grey (2003), emotional competence refers to the way in which emotional skills are used by individuals to enable them to adapt to their social environment. Weare and Gray (2003, pp.77- 79) have summarised the emotional skills/competencies commonly found in literature as: “having self-esteem; having an accurate and positive self-concept; autonomy; experiencing a full range of emotions; expressing feelings; controlling the emotions; increasing emotional intensity and frequency; being resilient; and using information about the emotions to plan and solve problems”.

The development of emotional competence may therefore, be described as a developmental process through which individuals develop skills which increase their ability to adapt emotionally in various social situations, cope in such situations and learn to problem-solve (Strydom, 2011). It is vital that LO teachers develop competence in emotional intelligence so as to equip themselves with the skills to help them to deal with difficult situations in the classroom, and possibly challenging learners (Wood & Olivier, nd). LO teachers are also expected to be able to apply their emotional competence to their presentation of the curriculum.

The Department of Education (2008, p. 25) further recognises the importance of teachers as subject specialists and states that the “successful teaching of Life Orientation relies heavily on the teaching approach chosen by the teacher”. The



implication is, thus, that teachers not only require subject-specific knowledge, but they also need to be competent in using various teaching methods which suit the group of learners and the topic under discussion. The Department of Education attempts to ensure this by making Learning Programme Guidelines (LPGs) available to teachers.

## **2.10. SUPPORT STRUCTURES FOR LIFE ORIENTATION TEACHERS**

The Life Orientation teacher needs the support of all the education stakeholders – the principal, other subject teachers, parents, learners, district officials, other community members and the departments of education at both the provincial and national levels.

According to Rogan and Grayson (2003), the construct of support from an outside agency is divided into two, namely the material support and non-material support. The material support may include infrastructure such as specialist rooms and material resources such as learners' text-books, facilities and other equipment used in the learning process while non-material support is provided mainly in the form of professional development and monitoring visits.

### **2.10.1. Support from parents**

Parents are the legal guardians of the children and they have a responsibility in terms of the child's educational and social advancement (Fisher, 2009). LO teachers rely on the contribution of parents in terms of obtaining additional information about the child and, in turn, they provide relevant information to the parents about the challenges that the child is facing in the learning environment. It is also important to note that no effective education may take place without the interaction of the three components, namely, the educator, the parent and the learner. Phokane (2012) is of the view that co-operation between these partners will, ultimately, lead to the provision of quality and beneficial education and the improvement of communities. Similarly, Filland (2008) maintains that learners may achieve success if LO teachers invite parents and address them on the various career pathways available to learners.



According to Phokane (2012), parental involvement is capable of establishing and restoring trust between the home and the school, and as a result, the teacher may rely on the support of the parents. Educators' lack of training or qualifications in terms of their awareness of the need to work closely with parents serves as one of the barriers to parental involvement, it discourages parents from coming forward and it increases skeptical attitudes on the part of both the parents and the school (Bhering, 2002). Working with parents is a skill and it is vital that teachers are trained thoroughly so that parents may be motivated to play a role in the development of the child - both at school and at home. Parental support is particularly critical to career choices of adolescents (Debono et al, 2007).

Research has shown that, mostly young people seek career advice and approval from their parents (Khan, et al., 2012). Thus, it is important that parents are involved in the career choice process of their children. Rukwaro (2011) highlights that, parents also need career information if they are to guide their children appropriately. According to Gitonga (2009), studies have shown that parents exercise approximately 80% of the influence on careers chosen by their children. This is especially true in the case of educated parents. A study by Mzindle (2011) supported Gitonga (2009) statement as the study revealed that parents (40.5%) were instrumental in helping high school learners to choose their careers. In other words, learners are significantly influenced by their parents whom they regard as their role models. Debono et al. (2007) points out that schools occasionally invite parents and alumni to address students on career-related topics. The fact that students trust both information and advice from parents and other relatives and siblings should be capitalised on especially in rural areas where learners do not have many professionals and educated role models.

Parents are regarded as the primary educators and, as a result, they are responsible for all aspects of the lives of their developing children because they provide the child with education through their assistance and support, encouragement, approval, reward and punishment. It has been found that, in most rural areas, almost 80% of parents are illiterate (Papalia, 1995). It is thus challenging for these parents to assist in guiding their children in terms of career options and, in most cases, parents tend to force the children

to follow the careers that they themselves wished to pursue (Mashimbye, 2000). On the other hand, educated parents see themselves as a source of career guidance for their children (Khan, et al., 2012). These parents obtain updated information on current careers and they are able to discuss the career related issues with the teachers. For example a study by Khan et al, (2012) found that some parents wanted their children to become doctors and engineers although this was not based on their children's interests and inclinations. This highlights the fact that both educated and illiterate parents may differ with the career teachers on issues regarding their children's careers construction and decision making. This, then, emphasises the need for LO teachers to involve parents in the teaching of career guidance so as to ensure the parents' support. Pillay (2012) argues that effective LO teachers have no problem in involving parents, and in fact, they go out of their way to include them at all levels of intervention.

### **2.10.2. Support from principals and other management structures**

It has been my experience that, school management is deemed to be a strong support structure for Life Orientation teachers. The selection and allocation of staff to teach LO is often the responsibility of the principal. "The role of the school principal is also regarded as central to teachers' sense of competency and job satisfaction, particularly with regards to positive feedback and involvement staff in decisions" (Pillay, Goddard & Wilss, 2005, p.23). Rooth (2005) also discovered that some schools appoint Life Orientation teachers who are not properly qualified to teach the subject merely to allow for sufficient working hours allocated on their timetables. A study conducted by Christiaans (2006), found that the majority of principals in the study had a negative attitude towards LO and also had insufficient knowledge of the content covered by the subject. This implies that a lack of understanding about LO and specifically, the topics included in the LO curriculum, may lead to non-specialist teachers being appointed to teach the subject. Mosia (2011) maintains that, in order to allocate the subject appropriately, the principal must know what type of person he/she is suited to a specific job as well as the required attributes required for the particular positions before deciding on appointments. In a study by Diale (2016), the LO teachers reported that they had

adequate support from their principals, fellow teachers, the circuit and the district. However, it appeared that the degree of the support offered depended on the school where the participant was based.

School principals and the Heads of Department for LO have to purchase or source the learners' books and teachers' guides available in order to equip educators with the necessary information and teaching skills (Strydom, 2011). In addition, it is also their responsibility to organise workshops in the clusters so as to develop educators particularly in respect of teaching strategies (Phokane, 2012). These workshops assist the educators to empower the learners with the necessary knowledge and skills they will need to construct their careers. Principals and the Heads of Department for LO must also act as the LO teachers' mouthpiece when they are in meetings with area managers/circuit managers and district offices. According to Strydom (2011), it is incumbent on principals to ensure that a good rapport exists between the Life Orientation teachers and other stakeholders through supervision and monitoring.

Panday (2007) accepts that LO implementation must be monitored and supported and that it must, be supervised by school heads and district officials or inspectors. The school head and the Heads of Department provide guidance and also ensure that teachers possess the necessary skills and use the correct teaching methods or strategies (Killer, 2007). According to the research findings of Mashimbye (2000), LO teachers have mentioned that principals do not allow them to attend workshops and meetings on school guidance, although they need to do this to update their knowledge on school guidance and counselling. It is therefore, of paramount importance that the school head, as an instructional leader, and the district education officials, occasionally undertake both internal and external monitoring of the curriculum implementation in schools (Vethe, 2011). Their main objective in doing so would be to check the attainment of goals and set standards, so as to recommend areas for improvement and identify those which require staff development or in-service programmes (Panday, 2007).

### 2.10.3. Support from the Department of Basic Education

Mashimbye (2000) maintains that it is the responsibility of the DoE to ensure the training of teachers through workshops that are presented on a regular basis, to enable teachers to stay abreast of the new knowledge in their field. In addition, workshops should also be organised for district officers and principals, as this would convince them of the importance of the subject in question. Workshops and in-service training are essential for guidance teachers because of the fact that the content of the subject should be modified from time to time in order to accommodate the changing needs of adolescents (Miles, 2015). It emerged from this study that most of the participants believed that the Department of Education was responsible for organising career exhibitions for learners (Phokane, 2012). The Department of Education should also draw up a calendar of career guidance events. A career guidance events calendar would communicate the career guidance activities and events to learners, teachers, parents, administrators and community members and also serve as a vehicle to increase the visibility of the career guidance programme both within the school and the community (Rukwaro, 2011).

In a study by Browne (2011), LO teachers complained about a lack of proper communication from the Department of Education, especially regarding the implementation of LO. Decisions are apparently made without consultations with the teachers, who are at the grassroots level, who are required to implement the curriculum. In fact they often received news about fundamental announcements that affected them, via the national media. It was clear that the teachers felt both abandoned and demoralised. The teachers who were interviewed in a study by Prinsloo (2007), mentioned that they had little rigorous, formal training in the presentation of the LO programmes. Their training consisted of one- to three-day short courses on the content and aims of the LO learning area. In addition they criticised the knowledge and experience of the trainers/facilitators who had been appointed by the Department of Education to empower them. Their key criticism was that these trainers had little teaching knowledge, little knowledge of didactic methods in a learning area such as LO,

and little knowledge of the prevailing conditions in schools and classrooms. It appeared that the facilitators did not seem to understand the problems in contemporary classrooms (Rooth, 2005).

## **2.11. CONCLUSION**

From the literature consulted, most studies were done in South African context and had focused on the implementation and teaching of Life Orientation as a subject in general. Such studies include for example; the implementation of LO ( Mosia, 2011; Prinsloo 2007); high school Learners attitudes about LO (Mzindle, 2011), principals and teachers' perspectives about LO ( Panday, 2007); status about the implementation and practice of LO ( Rooth, 2005); LO as experienced by learners ( Jacobs, 2011) and empowering teachers to implement LO ( Christiaans, 2007). Thus as a result, I found a gap in the literature as no study has been conducted in South Africa on the experiences of LO teachers in teaching careers and career choices as found within LO subject. The next chapter discusses the research methodology and research design.

## CHAPTER 3

### METHODOLOGY AND RESEARCH DESIGN

#### 3.1. INTRODUCTION

This chapter presents the research methodology, paradigm and research design used in this study. The chapter also elaborates various methods I used to ultimately gather the information required to explore the experiences of Life Orientation teachers in teaching career guidance in rural areas. In addition, the chapter expands on the quality and also the ethical considerations that are a cornerstone of every scientific enquiry.

#### 3.2. METHODOLOGY

##### 3.2.1. Qualitative research

This study used qualitative methodology. According to Merriam (2009), qualitative research focuses on understanding how people interpret their experiences, how they construct their worlds, and the meaning they attribute to their experiences. Creswell (2007, p. 331), in De Vos, Strydom, Fouche & Delport (2011), identified a number of characteristics of qualitative research including the following, namely, “qualitative research is a form of enquiry in which researchers make an interpretation of what they see, hear and understand”. Patton (1990) points out that qualitative methods include three kinds of data collection: (i) in-depth, open-ended interviews; (ii) direct observation; and (iii) written documents.

It is worth noting that qualitative methods may be used to increase the understanding of any situation about which little is yet known (Strauss & Corbin, 1998). Newman (2003) reports that qualitative researchers conduct detailed examinations of cases that arise in the natural flow of social life. “The data collected is soft, in the form of impressions, words, sentences, photos, symbols” (Bogdan & Biklen 2003, p. 261). Hittleman and Simon, (2006) describe qualitative research as an approach to social science research

that emphasises the collection of descriptive data in natural settings; uses inductive thinking; and focuses on understanding of the subjects' point of view. Thus qualitative research is concerned with the interaction of people with other people and objects in their natural settings or contexts as well as answering the research questions inductively. The rationale for using a qualitative approach in this study was the nature of the phenomena that was under investigation, namely, the experiences of LO teachers in teaching career guidance at rural high schools.

### **3.3. PARADIGM**

Paradigms are practices and philosophies that regulate investigation within a discipline by providing the structures and procedures through which exploration is accomplished. Thus, a research paradigm is a researcher's view of the world based on common expectations, ideas, principles and practices (Gama, 2015). Terre Blanche, Durrheim and Painter (2002) posit that paradigms are all encompassing systems of interrelated practice and thinking that define to researchers the nature of their enquiry. The way in which knowledge is constructed and reality is viewed falls within a specific paradigm. I used interpretivism as the lens through which I mirrored my study. Interpretivism is defined as a paradigm that is directed at understanding phenomenon from the individual's perspective (Creswell, 2009). In terms of this paradigm, the researcher believes that the reality to be studied consists of people's subjective experiences of the external world (Terre Blanche et al, 2006). This approach further maintains that all human beings are engaged in the process of making sense of their worlds and continuously interpret, create, give meaning, define, justify and rationalize daily actions (Babbie & Mouton, 2001). Interpretivists argue that "multiple realities exist which are inherently unique because individuals construct them as they experience the world from their own vantage points" (Hatch, 2002, p. 15).

According to Nieuwenhuis (2007), the main aim of interpretive research is to offer a perspective of a situation and to analyse the situation under study in order to provide an insight into the way in which a particular group of people make sense of their situation. Interpretive perspective is based on five assumptions discussed by Nieuwenhuis (2007:

23 ), “that human life may be understood only from within, social life is a distinctively human product, the human mind is the purposive source of meaning, human behaviour is affected by knowledge of the social world and the social world does not exist independently of the human knowledge”. Thus, Interpretivism was deemed to be suitable to this study as the study explored the experiences of LO teachers in teaching career guidance in rural high schools.

### **3.4. RESEARCH DESIGN**

A research design addresses a key question, namely, the type of the study that will be conducted in order to provide suitable solutions to the research problem or answer the question(s) (Mouton, 2003). The selection of a particular research design is determined by the way in which the research problem is shaped by the questions it raises and by the type of the end product desired (Christiaans, 2006). According to Mouton (2003), the function of a research design is to enable the researcher to anticipate what the appropriate research decisions are likely to be in order to maximise the validity of the eventual results. A research design is, thus, “overall, detailed plan or framework for collecting or obtaining, analysing and interpreting data” (Creswell, 2007, p. 27). A case study design was used as the research design in this study.

#### **3.4.1. Case study design**

According to Creswell (2007, p.127), the case study design entails “the study of an issue explored through one or more cases within a bounded system”. A case study design was deemed to be particularly appropriate for the purpose of this study as an exploratory research study. Thus, case study design was used in the study as it provides an in-depth and detailed account of the phenomenon in question and, hence, enables the researcher to discover things that may not have become apparent through more superficial research (Stake, 1995). The decision to use the case study design was informed by both the purpose of the study and the research question.



A case study “has a qualitative research design in terms of which the researcher explores a bounded system or multiple bounded systems over a period of time, through detailed, in-depth data collection involving numerous sources of information, such as observations, interviews, audio visual material, documents and reports and then reports, case, description and case-based themes” (Creswell, 2007, p.73). The case study emphasises processes rather than outcomes or products, context rather than a specific variable, discovers rather than confirms, and is interested in meaning, understanding and interpretation, rather than in deduction and experimentation (Merriam, 1991). In this study, I was interested in the meaning, understanding and interpretation of the research problem relating to the experiences of LO teachers in the teaching of Life Orientation in rural high schools.

Case study was also deemed to be a suitable design as it uses the best methodologies to address the research problems in instances in which the understanding is sought in order to improve practice (Rooth, 2015). However, the main disadvantage of using the case study is that the results are not generalisable (Terre Blance & Durrheim, 1999) as they apply only to the specific case on which the study focuses. Thus, the results of the study “Experiences of Life Orientation teachers in teaching Career Guidance in rural high school at Lephalale Municipality” will be applicable only to the FET phase LO teachers in the Palala North Circuit of Lephalale Municipality. However, it is hoped that this case study research might contribute to policy formulation and implementation (McMillan & Schumacher, 2010).

### **3.5. RESEARCH SITE AND RESEARCH PARTICIPANTS**

The study was undertaken at two rural secondary schools or high schools that fall in the Palala North Circuit of Lephalale Municipality. The Lephalale Municipality is predominantly rural and comprises of 38 villages and two townships, namely, Marapong and Onverwacht. According to Census 2011, 37% of the youth in the Lephalale Municipality had secondary education, 23, 5% had completed their matriculation, and 11, 6% only had some form of higher education (Statistics SA, 2011). According to the information given by both the participants, both the high schools are in quintile 2. This means that majority of learners live

in poverty and, therefore, the performance of the schools; LO teachers and learners may be affected by this socio-economic context. This may imply that the FET Phase LO teachers need to be aware of the various socio-economic contexts of the learners.

Initially, I had planned to conduct the research in more rural high schools in the Palala North Circuit but, because the letter of permission to conduct the study from the Department of Education specified two rural high schools, I was forced to use two rural high schools only. I conducted semi-structured interview with one Life Orientation teacher at each rural high school. One such interview was held in the LO classroom which the participant also used as an office. I did experience a challenge with noise because, at some point, the learners barged into the classroom making a lot of noise and this was a distraction. The other interview was conducted under a tree in front of the staffroom. The staffroom could be used because it was packed with textbooks and other staff members were busy with marking. I required privacy for the participant and I wanted the participant to feel free during the interview. Thus, I requested her to identify another venue but unfortunately, there was no other place available to be used for the interview, and hence, the interview was conducted under the tree.

### **3.6. SAMPLE AND SAMPLING METHOD**

Sampling refers to a subset of a population which has been selected to participate at the research study (Polit & Hungler, 1995). The selection of the population selected should be able to provide information that may be helpful in answering the research question. I used non-probability, purposive sampling in selecting the two rural high schools in the Palala North Circuit as per the letter of permission I had received from the Department of Education: Waterberg district. According to Strydom and De Vos (1998), purposive sampling is based entirely on the judgement of the researcher regarding the characteristics of the representative sample, and the information-rich cases which may be studied in depth (Panday, 2007). The participants in this study comprised two FET Phase LO teachers. There was one FET Phase LO teacher at each school. Patton (2002 cited in De Vos et al., 2011) indicates that there are no rules for the sample size

in qualitative enquiry hence, the decision to ultimately interview two FET Phase Life orientation teachers as compelled by circumstances.

Purposive sampling is a non-probability and has advantages. The advantages of this sampling method are: reduced cost, considerable time saved and more detailed information obtained than may otherwise have been the case. However, this technique also has limitations with regard to bias and the difficulty in selecting representative samples (Miharka, 2014). The participants, who were selected to comprise the case based sample, were LO high school teachers in the FET Phase. LO teachers were sampled because they were deemed knowledgeable and informative about the topic which the researcher was investigating (McMillan & Schumacher, 2010). The schools were approached and the principals permitted me to approach the FET Phase LO teachers to participate in the study. Both the teachers taught LO for more than a decade.

### 3.6.1. Biographical Information of the LO Teachers

The table below presents the biographical information of the LO teachers who participated in the study. However, to ensure their anonymity pseudonyms was used:

**Table 3.1: Biographical Information of Life Orientation teachers**

LO teacher	Gender	Teaching experience in teaching LO	Grade(s)	Educational qualifications
Blessing (School A)	Female	10	10 -12	Diploma in Education for secondary phase
Rejoice (School B)	Female	12	8 - 12	Honours degree in Management

### 3.7. DATA COLLECTION TECHNIQUE

Data collection refers to the process of gathering data in research. This study used interviewing as the data collection technique. Interviewing is the predominant type of data or information collection method in qualitative research (De Vos et al., 2011). An interview is a method of data collection in which one person asks questions and the other person responds to the question, interviews are either conducted face to face or by telephone (Polit & Hungler, 1999). Sewell (2001) defines qualitative interviews as an attempt to understand the world from the participants' point of view, to unfold the meaning of people's experiences, and to uncover their lived world prior to scientific explanations. Rubin and Rubin (1995, cited in De Vos et al., 2011), mention that an interview comprises three types of questions prior to talking to the participant, namely: main question, probe and follow-up question.

Thus, an interview is a two-way conversation in which the interviewer asks the participant questions in order to explore the ideas, beliefs, views, opinions and behaviour of the participant while the participant chooses whether or not to respond to the question. The purpose of qualitative semi-structured interviews is to see the world through the participant's eyes. If appropriately applied, interviews may be a valuable source of information. Semi-structured interviews are particularly helpful, because each respondent is asked the same questions. This provides an opportunity to compare the answers from all the respondents (De Vos, Strydom, Fouche, & Delport, 2011).

Qualitative interview method used in this study is face to face, semi-structured interviews. Semi-structured interviews are defined as interviews organised around a particular interest, while still allowing considerable flexibility in terms of scope and depth (Jarbandhan & Schutte 2006, cited in De Vos et al., 2011). I conducted face to face, semi-structured interviews with the FET Phase LO teachers in this study in order to gather rich data about their experiences in teaching career guidance at rural high schools. I used an interview schedule as a guiding tool during the interview process. An

interview schedule is defined by De Vos et al., (2011) as a questionnaire which has been compiled in order to guide the flow of the interview. It was crucial for me to draft a schedule beforehand because it assisted me to think and reflect about what the interview might cover beforehand.

Each interview lasted for approximately 50 to 55 minutes. Open-ended questions were posed and then follow-up questions that derived from the participants' responses so as to enable the researcher to gather rich data. The benefit of conducting face-to-face interviews is that this method enables the researcher to gain the participants cooperation by establishing a relationship with them (De Vos et al., 2011). Denscombe (1998, pp. 136 - 137) listed the following as the advantages and disadvantages of interviews:

**Table 3.2 Advantages and disadvantages of interviews**

Advantages	Disadvantages
<ul style="list-style-type: none"> <li>▪ In-depth and detailed data may be obtained</li> <li>▪ Very little equipment is required</li> <li>▪ Allow the participants to expand on their ideas, to explain their views and to convey why they feel a particular factor is important</li> <li>▪ The interview is arranged beforehand with the participants at a convenient time and location</li> </ul>	<ul style="list-style-type: none"> <li>▪ It is difficult to transcribe the data after the interview</li> <li>▪ Recording an interview may inhibit the respondents when they realise they are speaking both for the record and on the record.</li> <li>▪ The data collected is unique to the specific context</li> <li>▪ Costs may be relatively high if the participants are widespread.</li> </ul>

However, in this research study, the advantages outweighed the disadvantages. The interviews were arranged beforehand, the schools were 15 kilometres apart and the researcher had to carry a field notes book, and recorder and interview schedule were

carried. This clearly highlights the reasons why I opted for interviewing as a data collection strategy.

### **3.8. DATA DOCUMENTATION AND STORAGE**

Field notes and audio recorder were used as methods of data documentation. Field notes are a written account of the things the researcher hears, sees, experiences and thinks about in the course of the interview (De Vos et al., 2011, p. 359). During the interviewing process, it is very important to make full and accurate notes of what happens (De Vos et al., 2011). The participants responded in English most of the time during the interview and where they wanted to emphasise the point, they used Sepedi. I am a Pedi speaking person so I then translated their responses to English during the transcription process. I always made sure that I recorded the non-verbal cues of the participants during the interview process and, immediately after the process. I would find a quiet place to write and reflect. I took field notes during the interview and after the interview as I found that this was the best method to use during the transcription process and in preparation for analysing the data. I also used an audio recorder during the data collection process and this provides a much fuller record than just notes taken during the interview (De Vos et al, 2011, p. 359). I always checked the tape recorder to make sure it was working properly before every interview. After each interview, I listened to the recordings to hear the information that was provided and to start to identify possible themes.

### **3.9. DATA ANALYSIS METHOD**

Data analysis refers to the process of making sense of the data which had been collected and includes the consolidation, reduction and interpretation of what people have said and also what the researcher has seen and read (Sharan, 2009). The main aim of the data analysis is to make meaning from the raw data and to answer the research questions. Qualitative data analysis is primarily an inductive process of organising the data into categories and identifying patterns (relationships) between the

categories (McMillan & Schumacher, 1993). This study used the Thematic Content Analysis (TCA) as a method of analysing the data.

Anderson (2007), defines TCA as a descriptive presentation of qualitative data. The field notes were written-up on the same day on which the individual interviews took place. I transcribed all the interviews and, working through them, I selected key quotes and points. I summarised each transcription with a few bullet points and quotes. I then took the analysed transcripts and highlighted quotes and points that were similar. This enabled me to discover the themes which were emerging from the data. These themes were then used as points of elaboration in the findings and discussion sections of the research. This form of analysis enabled me, as the researcher to “group and distil from the texts a list of common themes in order to give expression to the communality of voices across participants” (Anderson, 2007).

The data to be analysed was generated by listening to the audio recorder and referring to the field-notes. The researcher listened to audio recordings of the interviews, and then transcribed the data verbatim. The research questions served as guidelines for the analysis of the data. The transcribed data was coded into themes; frequent responses were identified as themes and subthemes.

### **3.10. TRUSTWORTHINESS**

According to Yeh and Inman (2007), trustworthiness refers to the accuracy and consistency of the interpretations made and grounded in the data. Trustworthiness is deemed an important component of any qualitative research study. Unlike quantitative research, which relies on measures of reliability and validity to evaluate the effectiveness of a study, qualitative research may be assessed in terms of trustworthiness. Trustworthiness represents the following qualitative constructs, namely, credibility, transferability, dependability, and confirmability (Miharka, 2014). Trustworthiness constructs that were adhered to in this study will be discussed in details from 3.10.1 to 3.10.4.

### **3.10.1 Credibility**

Lincoln and Guba (1999) maintain that ensuring credibility is one of the important factors in ensuring the quality of qualitative research. I prolonged the engagements during the data collection process to ensure the credibility of the study. I also validated the findings throughout the study by following all the steps in the research process in order to check the accuracy and credibility of the findings. I also used member checking in terms of which I went back to the respondents to check and confirm with them whether the data collected and the interpretations of this data represented their experiences, feelings and understandings of the research topic. Checking the findings with the participants is a valuable aspect of the data analysis and may enhance the credibility of the study (Cassell & Simon, 2004). After recording the transcriptions I gave the participants an opportunity to read them to ensure that what they had told me during the interviews had been accurately captured. Member checks represent a strategy which may be used to verify whether if the participants' words convey what they actually intended during the interviews (Shenton, 2004).

### **3.10.2 Transferability**

Transferability refers to the applicability of the findings to other contexts (Miles & Huberman, 1994). Thus, transferability attempts to establish whether the results of the study in question relate to other contexts and may therefore, be transferred to other contexts (Gama, 2015). As an interpretivist researcher, I refrained from generalising the findings of the study and, instead, provided in-depth information of the participants' views (Maree, 2007).

### **3.10.3 Dependability**

Dependability may be compared to reliability in the qualitative research process (Merriam, 1998). I used member checking to validate the findings of the study. I met the participants separately depending on their availability for discussions. The dependability



of data refers to the stability over time and conditions (Pilot & Beck, 2004). Pilot and Beck (2004) describe dependability as the consistency of the findings in instances in which the enquiry is replicated either with the same subjects or in a similar context. For the purpose of consistency, the field notes, recordings, letter of consent and transcriptions have been stored in a safe and lockable cupboard for future use. Dependability may be addressed in a qualitative study by ensuring that the processes are reported in detail to enable future researchers to repeat these processes , and also giving the readers an opportunity to develop a thorough understanding of the methods used and their effectiveness (Shenton, 2004). In this study, I addressed dependability by describing the research design, the research site, population, sample selection, data collection strategies and methods of data analysis used.

#### **3.10.4 Conformability**

Shenton (2004, p. 72) describes conformability as “relating to the steps taken by the researcher to ensure that the results of the study are the experiences of the informants rather than the characteristics of the researcher”. Conformability is equivalent to objectivity in quantitative research (Patton, 2002). I ensured that that the findings of the study were not generalised in any way (Tobin & Bergley, 2004). In addition, I used audit trail to ensure conformability through the reflections relating to the study.

I also used reflexivity and the strategy of acknowledging my views to ensure the conformability of this study. McMillan and Schumacher (2006, p. 327) explain reflexivity as a strategy to rigorously scrutinise oneself as a researcher throughout the study in order to acknowledge bias and/ to minimise it. In order to monitor own bias, I recorded my reflexive notes before the interviews and immediately after each interview to report my actions and those of the participants. These notes helped me when I was writing my tentative interpretations of the data which had been collected (McMillan & Schumacher 2006, p. 350). In addition, I have clearly stated my views as “my observations” in this study so that the participants’ views were not confused with my views.

### **3.11. ETHICAL CONSIDERATIONS**

In the research context, ethics may be defined as a set of moral values and rules stipulating to the expectations of appropriate behaviour to be displayed towards the respondents who are taking part or who are affected in a research study (Strydom, 1998, p. 24). I was granted permission to commence with the field work after my ethical clearance application to the University of Pretoria's Faculty of Education had been approved. In addition, permission to conduct research at two rural high schools in the Lephalale Municipality was granted by the Department of Education: Waterberg district in the Limpopo province. The following ethical principles were adhered to:

#### **3.11.1 Avoidance of harm**

The fundamental, ethical rule of social research is that it must bring no harm to the participants (Babbie, 2007). According to Creswell (2003), the researcher has an ethical obligation to protect the participants from any form of physical and emotional discomfort that may result from the research project. As a researcher, in adhering to this ethical principle, I informed the participants beforehand about the potential risks and benefits of the research as outlined in the informed consent letter. Both the informed consent letter and the information letter to principals were sent together with an e-mail a week before the commencement of the actual data collection as a way of providing the participants with the opportunity to make an informed decision about their participation in the study.

#### **3.11.2 Voluntary participation**

Participation in research should, at all times, be voluntary and no participants should be forced to participate (Rubin & Babbie, 2001). Before meeting the participants, I contacted the principals to confirm the participation of LO teachers and also to request for the cell phone numbers of Life Orientation teachers so that I could also confirm their participation and start with rapport building. When meeting with the participants, I read

the informed consent letter introduction to them which made it clear that their participation in the research was voluntary and that they could withdraw from the study at any time if they felt the need to do so (Cohen et al., 2009).

### **3.11.3 Privacy, anonymity and confidentiality**

According to De Vos et al, 2011, privacy implies the element of personal privacy, while confidentiality indicates the handling of information in a confidential manner. Anonymity assures the participants that their identities will not be revealed during both data analysis and the research report writing (Cohen et al., 2009). Confidentiality may be seen as an extension of privacy which refers to agreement between persons that limit the access of other's to private information (De Vos et al., 2011).

The participants were assured that their identities would remain anonymous. This was made evident when I used pseudonyms in Chapter 3 of the study on table 3.1. The field notes, audio recordings and transcripts are being kept in a safe place to ensure the confidentiality of all the participants.

### **3.11.4 Informed consent**

According to De Vos et al (2011), an emphasis must be placed on accurate and complete information, to ensure that the participants fully comprehend the details of the study and, thus, they are able to make a voluntary, thoroughly reasoned decision about their possible participation. The principals of the schools were sent e-mails containing information sheets and informed consent letters before I went to schools to commence the data collection process. The participants were contacted a day before the interviews. I introduced myself and made an appointment with Life Orientation teachers for the face to face interviews. The participants agreed to participate in the study and suggested that I use their free periods to conduct the interviews as they were using lift clubs<sup>1</sup> to go to work on a daily basis.

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<sup>1</sup> Lift club means a group of people travelling together in one car to and from work on a daily basis

The participants signed the informed consent forms prior to the interviews. The informed consent letters stated the title of the study and explained the purpose of the study, the data collection instruments to be used and the anticipated benefits of the study. The participants were informed that their participation was voluntary and that they were free to withdraw from the study at any time. I also informed and promised the participants that their identities would not be revealed as I intended to use pseudonyms during the transcription and data analysis process.

I made sure that an informed consent form was signed by the participants before I can embark on the interviews. Permission for the interview process to be recorded was granted by all the participants involved in the study before the interviews started. The participants were informed of the reason for this request, namely, that the aim of the recording was to make sure that no significant information would be omitted during the transcribing of the data. In particular, the participants were assured that the recorded information was only for the purpose of the study only and not for anything else. The participants were further informed that they had the right to withdraw from the study ( De Vos, 2011) at any time without any type of penalty should they feel like doing so or if they lost interest. They were also promised that, after the study had been completed, the research results would be communicated to the related interested parties in the form of a summary.

### **3.12 REFLECTION ON THE RESEARCH PROJECT**

Research is often a reflection of the researcher's academic and personal biography. A researcher's background and context often affect what the researcher has chosen to investigate, including the perspective of the investigation, the methodology used and , the findings which are considered to be the most appropriate (Malterud, 2001). Reflexivity promotes trustworthy enquiry and forces the researcher to be aware of his or her effect on the process and outcomes of the study. From the beginning of the study, I was not clear about the practicality of conducting literature review, I had done literature review before at the honours level, but it had been group work. I then realised that I

robbed myself during my honours degree because I was still struggling with the literature review at this point of my studies. However, after attending a number of research support sessions at the University of Pretoria, I started to see a light at the end of the tunnel. Nevertheless, this was not the end of the struggle as I also experienced difficulties with the theoretical framework versus the conceptual framework. However, I eventually understood this after various engagements with the supervisor.

The refining of the research topic took me a year as I had already received approval for ethical clearance when I changed my research topic with the assistance of my supervisor. The process of requesting permission to conduct research was also tedious as I had to wait for about three months before the permission was eventually granted to me. When I started with field work, I was very nervous as I was not sure how I would be received by the schools and the participants' themselves.

Rapport building is crucial and it played a very important role in my study. My engagement with the participants over the telephone assisted me to be able to collect the requisite data with ease. I collected the data using semi-structured, face to face, individual interviews during which I audio recorded the proceedings. I also took field notes for the entire data collection period. I then did verbatim transcriptions using both the audio recordings and the field notes. This took me more time than I had anticipated because I had to listen to the voice recorder twice before I could start with the actual transcription. I used the inductive data analysis method to arrange the data and to identify themes and subthemes in the study.

### **3.13. CONCLUSION**

This chapter outlined the methodology, research design and data collection techniques that were used in the study. The study used qualitative, interpretive research methods with the case study used as a research design. The research site was identified beforehand and the participants informed well in advance of the data collection process,

thus helping to establish rapport effectively. Reflexivity played a role during the course of the study and assisted in ensuring the trustworthiness of the study. The next chapter reports the results and discussed the research findings.

## CHAPTER 4

# RESULTS AND DISCUSSIONS OF THE STUDY

### 4.1. INTRODUCTION

Chapter three presented the research methodology used in this research study. This chapter presents the research results in the form of themes, subthemes and categories. Three themes emerged with related subthemes and categories based on the experiences of LO teachers in teaching career guidance. I used the inductive thematic data analysis method to arrange the data and identify the themes and subthemes which emerged. In reporting the results of the study pseudonyms were used for participants.

### 4.2. RESULTS OF THE STUDY

The results of the study relate to the “Experiences of Life Orientation teachers in teaching career guidance in rural high schools at Lephalale Municipality”. Three themes with related subthemes and categories emerged. Figure 4.1 below depicts visual presentation of the themes.

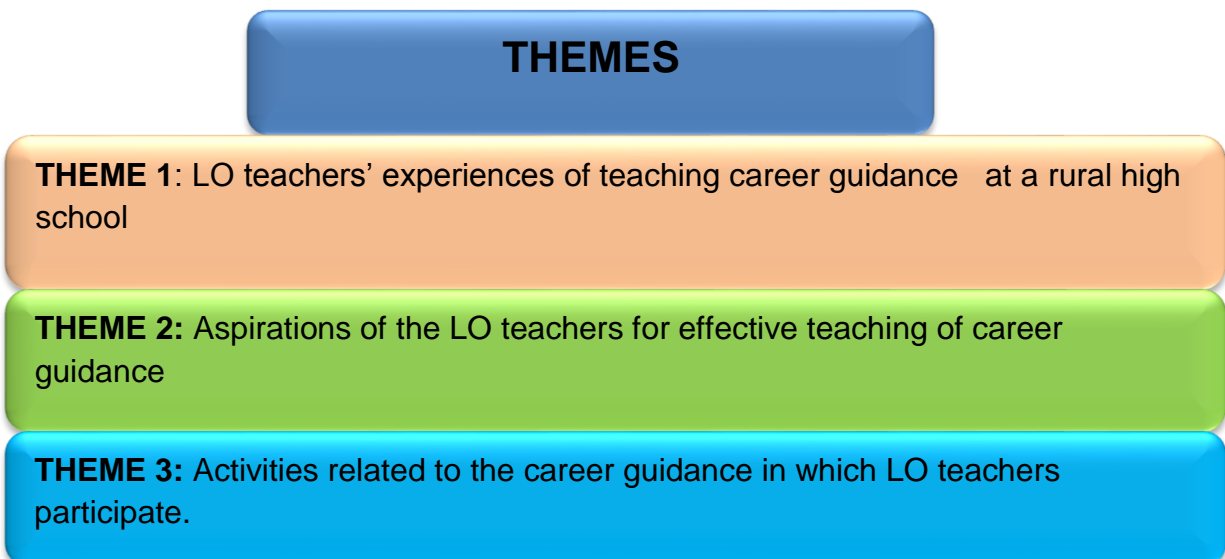
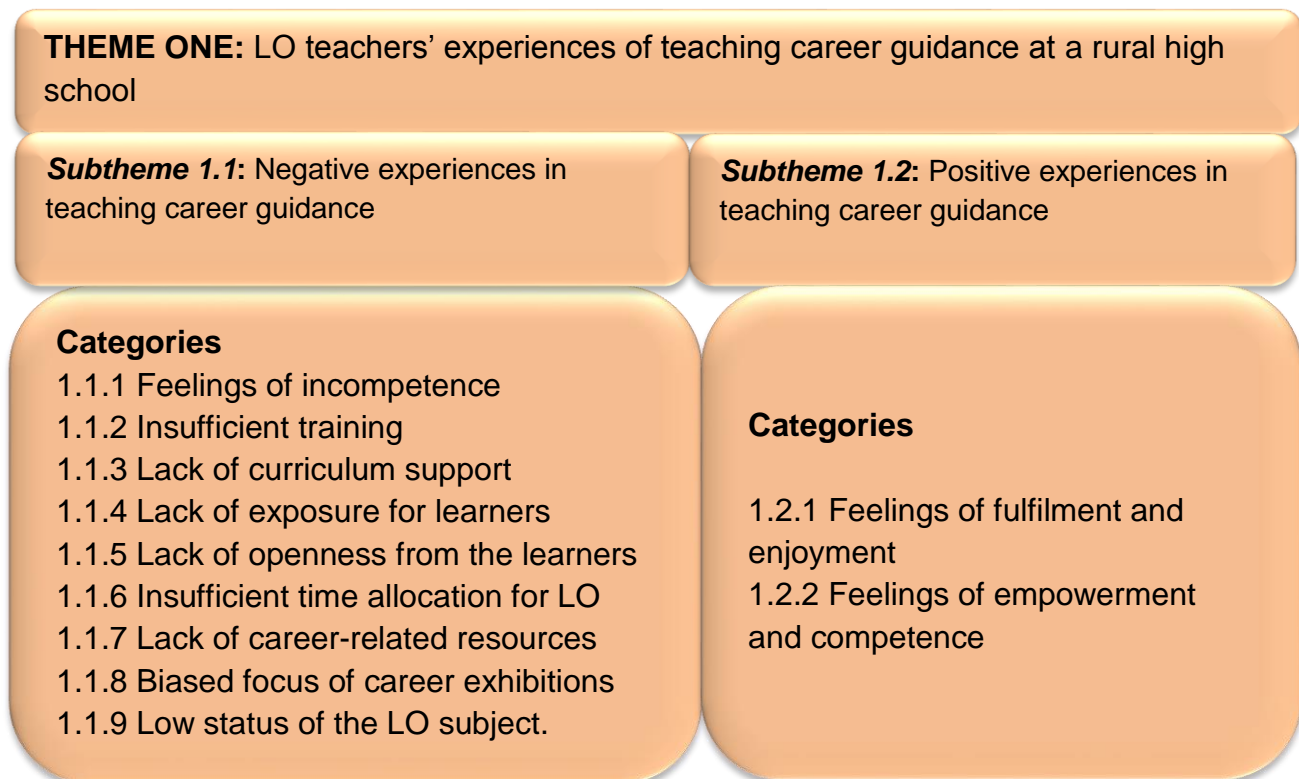


Figure 4.1: Visual presentation of the themes.

### 4.3. THEME 1: LO TEACHERS’ EXPERIENCES OF TEACHING CAREER GUIDANCE IN A RURAL HIGH SCHOOL

I report the results related to theme one in this section. The core of this theme is the LO teachers’ experiences of teaching career guidance at a rural high school. Two subthemes emerged from this theme which included both negative and positive experiences of the LO teachers. Subtheme 1.1, namely, -Negative experiences in teaching career guidance, included the following nine categories, namely: 1.1.1 Feelings of incompetence, 1.1.2 Insufficient training, 1.1.3 Lack of support, 1.1.4 Lack of exposure for learners, 1.1.5 Lack of openness from the learners, 1.1.6 Insufficient time allocation for LO, 1.1.7 Lack of career- related resources, 1.1.8 Biased focus of career exhibitions and, 1.1.9 Low status of the LO subject. Subtheme 1.2, namely- Positive experiences in teaching career guidance, included the following two categories, namely, 1.2.1 Feelings of fulfilment and enjoyment and 1.2.2 Feelings of empowerment. Figure 4.2 depicts visual presentation of the subthemes and categories of theme one.



**Figure 4.2 Visual presentation of theme one with subthemes and categories**



### 4.3.1 Subtheme 1.1: Negative experiences in teaching career guidance

As indicated above, subtheme 1.1 Negative experiences in teaching career guidance contained the following nine categories, namely: 1.1.1 Feelings of incompetence, 1.1.2 Insufficient training, 1.1.3 Lack of support, 1.1.4 Lack of exposure for learners, 1.1.5 Lack of openness from the learners, 1.1.6 Insufficient time allocation for LO, 1.1.7 Biased focus of career exhibitions, 1.1.8 Lack of career- related resources and, 1.1.9 Low status of LO subject. I used the extracts from the raw data as means of verification.

**Table 4.1. Inclusion and exclusion criteria table for subtheme 1.1.**

<b>Inclusion criteria</b>	Negative experiences of Life Orientation teachers in teaching Life Orientation: Career guidance
<b>Exclusion criteria</b>	Negative experiences of Life Orientation teachers in teaching other subjects/learning areas

#### 4.3.1.1 Category 1.1.1. Feelings of incompetence

During the interviews, both the participants indicated that they did not feel competent to teach career guidance because the training they had received had been inadequate. They cited the example of many Grade 12 learners who still did not apply to study at tertiary institutions as a sign of their incompetence. The participants stated the following:

*I cannot say I am succeeding I would be lying because, in most cases, in January when learners get their results many learners don't know where they are going even though I have shared with them information about the tertiary institutions, about the bursaries, about everything ... but, come January, you see learners roaming around .... I cannot talk about success or say I am succeeding ... in fact, I want to leave this career and career, what what, because I can see that I am not productive ... if I have 60 learners 40 learners at least were supposed to go to tertiary institutions or others will be at work*

*applying or doing something ... that is not happening. But I can see that I am a Life Orientation teacher and I tell my learners about career and career guidance but yet, come January, I see them here. You can see that the learners are frustrated ... they are here ... just here at our village and that comes back to me as a career and career guidance teacher to sa, maybe, I am not doing enough.....or I maybe I am not good with this ... when I see a learner or a child not ...not succeeding, in most cases, I take the blame to say it means I am not doing my job properly (Blessing).*

*I give them forms ... we are going to apply, Mam ... but you never see those forms ... you wonder, January, when people are here coming here to the principal...hee...hee...here are my results as if you never showed them anything and it is very disappointing ... because it shows they don't know what they want and it is me who is to blame.*

*I think is ... but, unfortunately, this commercial thing but I don't have that much information ... I don't get ... but I don't have that information about this commercial stream (Rejoice).*

#### **4.3.1.2 Category 1.1.2: Insufficient training**

Neither of the participants had studied for any formal qualification in LO. Rejoice from School B mentioned that she had been allocated LO as a result of the phasing out of Afrikaans which she was teaching, while Blessing from School A had been appointed as a teacher who taught English and LO. During the interviews, both participants confessed that they had only started attending the workshops to empower them with careers and career choices information in 2014. However, it appears that the training was insufficient as Rejoice from school B started her response with the words “only last year”. She said the following:

*Only last year ... these people from EXXARO ... yah, that other year they introduced a certain programme whereby we were workshopped ... ja ... there they gave us some information and we have got a file to which you can refer about things like addresses, institutions, careers...things like that. It was done by Exxaro to empower us ... In 2014. Last year we were still going there and this year ... They say even this year we are going. This is going to run for 3 years (Rejoice).*

#### **4.3.1.3 Category 1.1.3: Lack of curriculum support**

In response to the question posed in order to gather information on support, Blessing reported a lack of curriculum support at School A. She mentioned that the principal only give her support in the form of information on the workshops. She further mentioned that, at School A, there was no Head of Department for LO. She stated the following:

*I would be lying ... I don't want to lie, there is no supports ... okay the support, maybe that the principal is giving it by telling that Mam, there is a workshop at Medupi ... there is a workshop at wherever....*

*There is no support ... we don't even have a HOD for LO. The person who is maybe checking my job is the Mathematics Head of Department, Mr V. He teaches mathematics he is the one who is checking my files but he knows nothing about Life Orientation.*

*We still need more support ... we still need support ... we cannot say we are enough.... will be lying ... we still need support ... especially regarding careers and career choices....*

On the other hand, Rejoice at School B indicated that she received support from the principal. However, her response was similar to that of Blessings at School A because the support that she indicated she received was in the form of information given to her

on career exhibitions and also assistance regarding the recruitment of guest speakers during motivational sessions.

*I think, by just allowing us to take learners to career exhibitions, the principal shows support and then, sometimes he calls people to come and motivate learners here at school ... (pause) And then when we do farewell also for the Grade 12s ... then he calls people from maybe Exxaro and Eskom to come and motivate the learners.*

#### **4.3.1.4 Category 1.1.4: Lack of exposure for learners**

During the interviews, Rejoice from School B mentioned that learners did not receive sufficient exposure regarding careers. She mentioned that, in particular, that the learners did not receive enough exposure especially in the languages and other social sciences stream. She indicated that:

*I think when it comes to things like languages ... things of that nature there are learners who are good in languages but there is no one considering that ... because there they don't get exposure and they won't be interested in doing linguistics at universities. And last year when we took the Grade 12s to Turfloop, that's where I saw these.... exposure to the learners who showed interest in courses like criminology. Something like that. Exposure is very very important ... of which we lack it, according to me. With health they organise all these doctors, different doctors they come there and present everything and the learners start to be interested. It is as if people like what they see... like here at our community there are policeman, teachers and nurses and learners are interested in them.*

#### **4.3.1.5 Category 1.1.5: Lack of openness from the learners**

During the interviews, both the participants mentioned that the learners did not speak freely when discussing issues about careers and career choices. Blessing from School A mentioned that the learners attributed their lack of openness to a fear of witchcraft. Rejoice from School B looked very worried when discussing this question regarding openness. She also seemed concerned and disappointed because she said the learners also did not open up when they are faced with challenges and they wait for the results to be released before they can disclose their career plans. See extracts below:

*You know, with our learners , they have got a very serious problem with opening up ... they have got a serious problem with opening up ... now, even if you can ask them a question regarding their career choice or what they want to study after grade 12 ... hey they just keep quite and do not want to share ....I give them forms....they promise that they are going to apply, ... but you never see those forms ... you wonder in January, when people are coming to the principal ... here are my results as if you never showed them anything and it is very disappointing .....(Rejoice)*

*You know, another thing in rural areas that I have discovered myself is that learners are not open regarding their career choices in the classroom situation ... because ... they will tell you that they are afraid of being bewitched ... Witchcraft ... because usually I do questioning and answering method and the learners are not open... they regard this question as like ... this question is too personal ... they cannot tell you. In most cases you find that I ask them.... what your abilities and interests ... because when choosing a career one must be able to know one's abilities and interests ... so learners are not open ... they will not tell you...especially at ... school it is for the first time ... They are not open... a learner cannot tell you that I want to be a teacher ....I want to become a doctor...(Blessing)*

#### 4.3.1.6 Category 1.1.6: Insufficient time allocation for LO

During the interviews, both the participants cited the insufficient time allocated to LO as a limiting factor in the teaching of LO, and specifically, with regard to careers and career choices. Blessing from School A mentioned that she had extensive reference materials for teaching careers and career choices but she was not able to use the reference materials due to the limited time allocated to all four life skills topics. Both participants expressed their views as follows:

*Two hours per week ... Yes, two hours of which 1 hour is for teaching and 1 hour is for physical activities ... and it is very little and sometimes we use this one hour for physical activities to teach ... There is too much work ... too little time... (Both researcher and participant laughed) ... even the learners, we expect them to cope within this one hour...and that is too much ... With the limited time we have...that is the challenge we are facing (Rejoice).*

*You see, LO because is (laughs) ...we are having 2 hours in a week not for Career and careers choices ... for LO... and LO is divided into 2. It is divided into 2 if you can check our timetable. It is physical education and training period for one hour and the other hour is a life skill, which is where we are teaching them...you find that, in a week in Grade 11, you find that you have 2 hours and these two hours are divided into 2. Even Grades 10 and 12 is like that ... Time is very limited...*

*I am have many books and I have attended many workshops, many courses neh ...I have many textbooks ... many books but I am not using them for the class because whenever I go to the classroom that is where I am going to use the schedule, I am going to teach them looking at ... the pace setter... Like for example IEC people came here, I am just giving an example ... IEC people came here and asked me to go and help learners about with their textbook ... but I do not have time...I want to be honest with you there is no time for this but if the learner can come ...like I can give these learners the*

*books to read on their own. In the classroom session ... aai ... I can't use them because of the limited time that I have (Blessing).*

#### **4.3.1.7 Category 1.1.7: Biased focus of career exhibitions**

During the interviews, Rejoice from School B expressed a serious concern regarding the focus of career exhibitions. She mentioned that all the career exhibitions which the circuit coordinates focus primarily on mathematics and science stream. She also mentioned a serious concern that career exhibitions are organised mainly for Grade 12 learners only. She stated the following:

*As I was saying and I even complained that, why are they talking about Grade 12 only what are we saying about the other grades because they are making so many mistakes ...and without a reason or even mix the stream and I even complained why is the focus only Grade 12? Because the learners are making too many excuses ...*

*When she is in Grade 12, at a career exhibition, the learner start to get confused now and start to realise in Grade 12 that she had chosen the wrong subjects. Then how are you going to help the learner? ... and it becomes challenging ...When coming to a career exhibition... what I realized they are only focusing on these science subjects ... with the commercial subjects ... aaaaiii no... little is said about it ... and then we have got learners who are doing commercial subjects ... so we cannot help them.*

#### **4.3.1.8 Category 1.1.8: Lack of career- related resources**

When asked about the career resources that they used, Rejoice cited shortages of resources in teaching careers and career choices. She mentioned that she did not have enough LO textbooks to teach the learners careers and careers choices. She

mentioned that she had been given a resources file for careers and career choices during the training in 2014 but she did not bring it to work to use it for reference purposes. I included in this subtheme, extract about the lack of career-related resources. She expressed herself in the following manner regarding the lack of career-related resources.

*We only have got LO textbooks, which are not enough ... for example; in Grade 12 we do not have textbooks ...only about something like 20 ... ja ... textbooks.*

*It is a problem... (Laughs) serious problem ... ja and then we have borrowed them actually they are not allocated to us ... (Laughs) actually we borrowed those textbooks...and then ... hey it becomes a problem ... Hai ... no... I don't have anything ...there is nothing ... we use textbooks and that's it...We do not have things like overheard projectors ... anything that is visual unless if you draw something on the chart and show them...*

*It is difficult to get information from the newspaper in a rural school ... it is very difficult... since, well, we don't have a library... we don't know where to go and find this information. You see ... in our schools we don't have buildings ... if we had an admin building we could turn one class into a library and we could collect these newspapers and old books so that it could help them with skills because when they go to university they will not know what a library is ... and they will not know how the library works...you will find that they will go with their bags into the library... A rural school sometimes it is disadvantageous ... (Laughs)... and we expect the learners there to cope.....Sometimes our students drop out of a universities ... because everything is new there...*

*It's challenging ... if you can look at our place... like I was saying there are no computers....our learners should be able to do this research themselves using the computer or even their cellphones...others are like me and they don't know how to use computers....*



In contrast, Blessing from School A indicated that she did have enough reference material but, because of the pace setter she is unable to use the reference materials. She stated the following:

*I have many books, like I said I have attended many workshops many courses neh...I have many textbooks ... many books but I am not using them in the class because whenever I go to the classroom, that is where I am going to use the schedule, I am going to teach them looking at ... at ... the pace setter ... Like for example IEC people came here, I am just giving an example ... the IEC people came here and asked me to go and help learners with their textbook ... but I do not have time ... I want to be honest with you there is no time for this but if the learner can come ... like I can give these learners the books to read on their own. In the classroom session ... aa ... I can't use them because of the limited time that I have.*

#### **4.3.1.9 Category 1.1.9: Low status of LO subject**

Both the participants mentioned that, in general, LO was accorded a low status in schools. The participants from both schools mentioned that the Department of Education did not take LO serious because it is not examined externally and, in many instances it does not count during the APS score for admission to institutions of higher learning. It was interesting, to note that Rejoice from School B mentioned that even other teachers and learners appeared to not take LO seriously in the school where she was teaching. Both Rejoice and Blessings revealed the following:

*Another challenge is that this subject is not taken seriously... starting from the school it is not taken seriously... the school does not take it seriously... (6 second pauses) even the learners don't take it seriously ... the Department does not take it serious...*

*Sometimes you find that the one period that you have if there is a meeting it is the one that is used ... and they say its LO ... and you have one period ... sometimes is one hour*

*and you find that sometimes it is taken away from you... It means you are not working for that week ... that is why i am saying it is not taken seriously (Rejoice).*

*I think from the onset neh ... the department did not take this LO very serious ... that it is my opinion by the way... Like if you can check an English teacher will have ... they are having 9 periods in a week and while for Life orientation is only 4 periods.....I am telling you.(Blessing)*

#### **4.3.2. Subtheme 1.2: Positive experiences in teaching career guidance**

Subtheme 1.2. Positive experiences in teaching career guidance included the following two categories namely: 1.2.1 Feelings of fulfilment and enjoyment and 1.2.2 Feelings of empowerment. Table 4.2 presents the inclusion and exclusion criteria in terms of the experiences of LO teachers in teaching careers and career choices.

**Table 4.2. Inclusion and exclusion criteria table for subtheme 1.2.**

<b>Inclusion criteria</b>	Positive experiences of the LO in teaching careers and career choices
<b>Exclusion criteria</b>	Negative experiences of Life Orientation teachers in teaching other subjects/learning areas

##### ***4.3.2.1. Category 1.2.1: Feeling of fulfilment and enjoyment***

In this category, I presented extracts about the feelings of fulfilment that the one LO teacher experienced in teaching career guidance. Rejoice from School B revealed that she felt gratified because some of the learners to whom she had taught careers and career choices are completing their studies at universities. She also highlighted that one student was studying medicine. She expressed this as follows:

*What makes me happy as an LO teacher is that I have produced ... some learners that are now finishing at university... and I think they will make a difference in the community. I am not yet satisfied because I don't have a doctor ... (Both participant and researcher laughed) ... medical doctor ... Ja ... (laughs) But one is on the way.....*

#### **4.3.2.2. Category 1.2.2: Feelings of empowerment**

During the interviews, both the participants from the schools mentioned that they had been feeling empowered to teach careers and career choices especially after they had attended the training organised by Exxaro in 2014. This category includes the extracts about the feelings of empowerment that both the teachers had experienced in teaching career and career choices. The following extracts expressed their views:

*Only last year ... these people from EXXARO ... yah, that other year they introduced a certain programme whereby we were workshopped ... ja ... there they gave us some information and we were given a file to which one can refer about things like addresses, institutions, careers ... things like that. It was done by Exxaro to empower us. In 2014. Last year we went there and this year...They say even this year we are going. This is going to run for 3 years.*

*On this careers and career choices ... that's where they can give information about these institutions and careers ... try to make them simpler so that we can give information to the learners ... we could get pamphlets sometimes.*

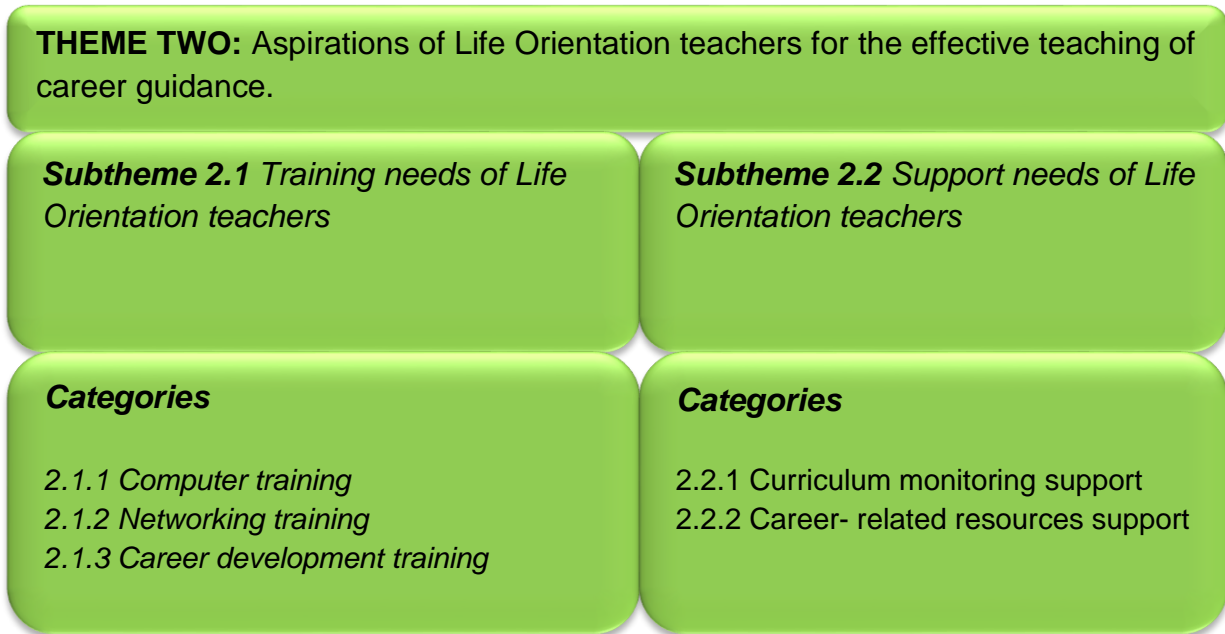
*It is now better, it is better now because, some of the things, I understand them better than before and then with the applications... they even helped us with the information with this application for learners who pass well... and they even Involved this FET... and they can get materials for us from FET so that we can show this learners from Grade 9 and how these careers work, how they should choose subjects in Grade 10 ... because*

*If we look at our government they do career exhibitions in Grade 12 and they forget about Grades 9, 10 and 11(Rejoice).*

*Things like... hhhmmmm, they wanted us to empower with learners to have information about how these learners are going to apply, how to apply... about the bursaries, contact numbers of universities, forms etc. they were focus mostly on this thing.....it was very much beneficial and then ... because at the end of this workshop I remember was motivated because now I knew what I was doing ... like when learners come with the questions I was able to answer them ... unlike before ... it was very beneficial... (Blessing).*

#### **4.4. THEME 2: ASPIRATIONS OF LO TEACHERS FOR EFFECTIVE TEACHING OF CAREER GUIDANCE**

This section reports results related to theme two. The core of this theme was the aspirations of LO teachers for the effective teaching of career guidance. Two subthemes emerged from this theme, namely, the training needs of LO teachers in teaching career guidance and the support needs of LO teachers in teaching career guidance. Subtheme 2.1: Training needs of LO teachers included the following three categories, namely: 2.1.1 Computer skills training, 2.1.2 Networking skills training and 2.1.3. Career development training and Subtheme 2.2 Support needs of LO teachers have two categories, namely: 2.2.1 Curriculum monitoring support and, 2.2.2 Career-related resources support. Figure 4.3 depicts a visual presentation of theme 2 with subthemes and categories.



**Figure 4.3 Visual presentation of theme 2 with subthemes and categories**

#### 4.4.1. Subtheme 2.1: Training needs of life orientation teachers

As indicated above, subtheme 2.1 Training needs of LO teachers included the following three categories, namely: 2.1.1 Computer training, 2.1.2 Networking training and 2.1.3 Career development training. Extracts from the raw data were used for the purpose of verification. Table 4.3 presents the inclusion and exclusion criteria for subtheme 2.1.

**Table 4.3. Inclusion and exclusion criteria for subtheme 2.1.**

<b>Inclusion Criteria</b>	Training needs of Life Orientation teachers that are relevant to teaching of LO: Career guidance
<b>Exclusion Criteria</b>	Training needs of Life Orientation teachers that are not relevant to teaching of LO: Career guidance

#### **4.4.1.1 Category 2.1.1: Computer training**

During the interview, Rejoice from school B was more vocal in expressing that she needed to be computer literate so that she could assist the learners to make online applications for universities. The extract highlights the need for computer training as expressed by Rejoice:

*I think my role is to guide the learners ... to see for themselves how they can benefit from education ... how they can change the world as a whole ... and then even the parents ... to guide the parents because most of the problems are the parents ... you guide the learner and the learner understands and the parent has got a different view...some even choose careers for their children.*

*I think the skill that I lack nowadays ... is the world of technology... and then as an old teacher ... you know these things of computers we don't have the skills....because nowadays we should apply for these learners online ... I can't do that so I am asking other teachers to do it for me.*

#### **4.4.1.2. Category 2.1.2: Networking training**

Both participants mentioned that they need to be able to network with the people and experts in the field of careers and career choices so that they could assist learners effectively. Rejoice from school B was adamant in voicing out that she needed to have the liaison skills. The following extract refers to the networking skills as expressed by Rejoice.

*I think the liaising skills ... Like you have mentioned. I should be able to ask other people to come and teach our learners' guidance and other careers ... should be able to organize those people...*

*Hhmmmmmm ...What can I say... Aaaaaaaaaaaaaaaaaa ... I don't know, maybe I, as a teacher ... I do not have a clue about of where to go to ask for help maybe, something should be coming.... my way because , sometimes , you suffer because you don't know where to go to ask for some help (Rejoice).*

#### **4.4.1.3 Category 2.1.3: Career development training**

During the interviews, both the participants mentioned that they needed career development training. Blessing from School A mentioned that a number of career exhibitions are organised but training in the field of careers and career choices was very limited. Blessing expressed herself as follows:

*Training for careers and career choices are few but career exhibitions are every year ... they are held not less than 4 times a year... and Medupi (Exxaro) does career exhibitions where they talk about careers ... (Blessing).*

On the other hand, Rejoice from School B mentioned that she attended training and workshops but she mentioned that continuous training in careers and career choices would empower them and give her the confidence in teaching careers and career choices.

*In 2014 ... these people from EXXARO ... yah, that other year they introduced a certain programme whereby we were workshopped...ja ...there they gave us some information and were given a file to which one can refer about things like addresses, institutions, careers...things like that. It was done by Exxaro to empower us.....Last year we still going there and this year..... They say even this year we are going. This is going to run for 3 years(Rejoice).*

*Ja.....mmmmm.....SETA – the main focus was to show us about bursary*

*scheme.....how we should apply to these bursary schemes ....how we should help the learners ....and they also showed us how these clusters of the schools came about .....and actually more training should be organized.....especially the careers and careers choices topic. (Rejoice).*

#### **4.4.2. Subtheme 2.2: Support needs of LO teachers**

Subtheme 2.2 Support needs of LO teachers comprised three categories, namely: 2.2.1 Curriculum monitoring support, 2.2.2 Career- related resources support and 2.2.3 Motivation support. I used the extracts from raw data as a means of verification. Table 4.4. indicates the inclusion and exclusion criteria of subtheme 2.2.

**Table 4.4. Inclusion and exclusion criteria table for subtheme 2.2.**

<b>Inclusion criteria</b>	Support needs of LO teachers and that are relevant to the teaching of LO: career and career choices topic
<b>Exclusion criteria</b>	Support needs of Life Orientation teachers that are not relevant to teaching of LO: career and career choices topic

##### **4.4.2.1. Category 2.2.1: Curriculum monitoring support**

During the interview Blessing from School A clearly indicated the urgent need for curriculum support. She also mentioned that there was no HOD for LO in her school. She stated that the following:

*There is no support ... we don't even have an HOD for LO. The person who is maybe checking my job is the Mathematics head of department, Mr V. He teaches maths he is the one who is checking my files but he knows nothing about Life Orientation.*

*We still need more support ...we still need support ...we cannot say we are enough....I will be lying ... we still need support...*



On the other hand, Rejoice from School B mentioned that she receive support from the moderators who came and supported her during the course of the year.

*The district officials come for support and for moderation and they also come and support even where you have difficulties regarding the lesson plans ... and you tell them where you struggle and they try to support you.*

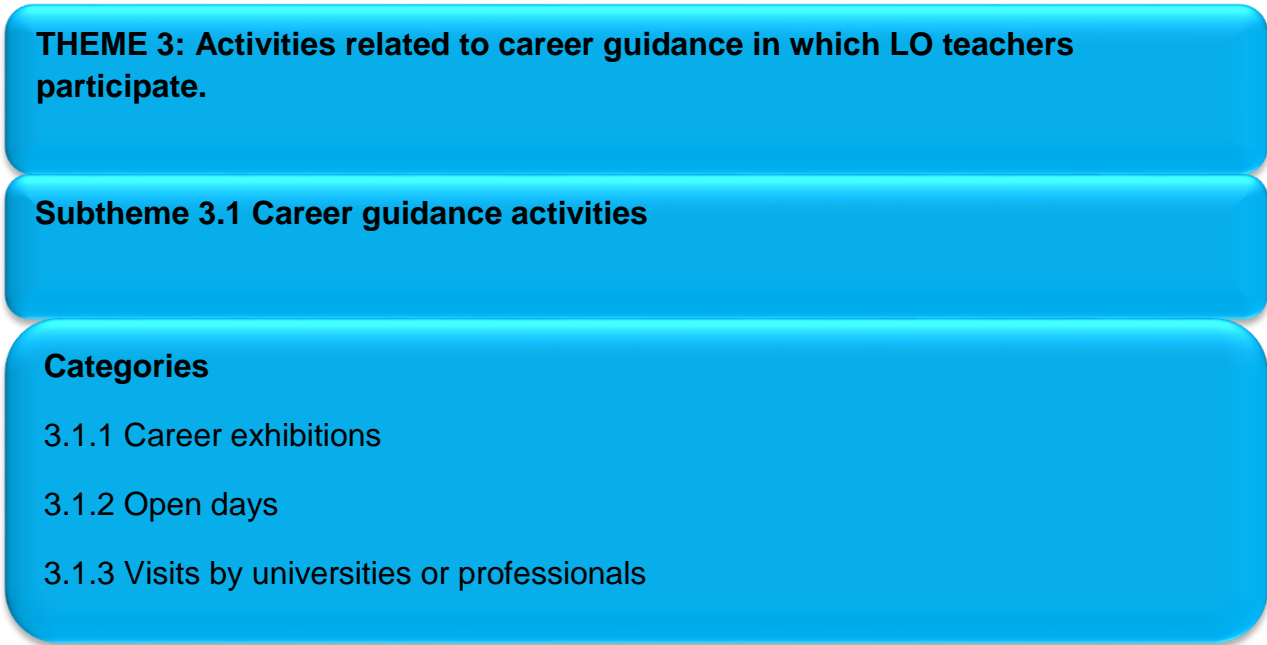
#### **4.4.2.2. Category 2.2.2: Career- related resources support**

Rejoice from School B mentioned that resources such as libraries, newspapers and computers would be very helpful during the teaching of careers and career choices. The extracts below refer to what Rejoice had to say:

*Hey..... no.... with career and a career choices I don't think they are able to buy these computers....the government.... but, at least, if they could buy two computers for the learners to share...and to obtain information there. ( Rejoice)*

### **4.5. THEME 3: ACTIVITIES RELATED TO CAREER GUIDANCE IN WHICH LO TEACHERS PARTICIPATE.**

This section reports the results related to theme three. The core of this theme was the activities of career guidance in which LO teachers participated. One subtheme: 3.1. Career guidance activities, emerged from this theme. The subtheme comprised three categories, namely, 3.1.1 Career exhibitions, 3.1.2 Open days and 3.1.3 Visits by universities or professionals. Figure 4.4 below depicts a visual presentation of theme 3 with its subtheme and categories.



**Figure 4.4 illustrates the visual presentation of theme 3 with subtheme and categories.**

#### **4.5.1. Subtheme 3.1 Career guidance activities**

This subtheme consisted of the career guidance activities that the LO teachers reported that they participated in on an annual basis. As indicated above, there were three categories under this subtheme, namely: 3.1.1 Career exhibitions, 3.1.2 Open days and 3.1.3 Visits by universities or professionals. Table 4.5 presents the inclusion and exclusion criteria for subtheme 3.1.

**Table 4.5. Inclusion and exclusion criteria table for subtheme 3.1.**

<b>Inclusion criteria</b>	All activities that are related and relevant to career guidance.
<b>Exclusion criteria</b>	All activities that are not related and not relevant to career guidance.

#### **4.5.1.1. Category 3.1.1: Career exhibitions**

Both the participants revealed that they attended career exhibitions with their Grade 12 learners on an annual basis. Their responses that they expressed when asked about the career guidance activities in which they participated are presented below:

*Yes ... I remember last year we went to the University of Limpopo, Turfloop and then this year we didn't go... Last year we went to University of Limpopo but this year our learners attended career exhibition at the Mogol club. They have attended another career exhibition at Abbospoort Thusong Centre ... and then (pause)...(Blessing)*

*Yes career exhibitions every year our Grade 12s are going there... they go to career exhibitions ... usually they organise it at the Mogol Club and then Seleka Hall... and this year we went to ... the Thusong Centre.*

#### **4.5.1.2 Category 3.1.2: Open days**

Both the participants mentioned that they had attended an open day with their Grade 12 learners in 2015. Their responses are quoted below :

*Yes .....I remember last year we went to University of Limpopo, Turfloop and then this year we didn't go..... Last year we went to university of Limpopo but this year our learners attended Career exhibition at Mogol club. (Blessing)*

*And last year when we took this grade 12 to Turfloop for open day , that's where I saw these.... exposure to the learners who showed interest in courses like criminology.(Rejoice)*

#### **4.5.1.3 Category 3.1.3: Visits by universities or professionals**

Blessing from School A mentioned that one professional from the University of Limpopo came to the school where she was teaching to give guidance and information about the various programmes offered at the university. Blessing made it clear that she was the person who contacted this individual every year to come and share information with the learners. Blessing responded as to the question asked about career guidance activities:

*Learners had a visitor from University of Limpopo by the name of Mr Y already. He came last month and he was talking with the learners about these things like careers and career choices and bursaries ... I don't make a mistake by not arranging a person to present bursaries and career choices; because I know that there are learners who do not know anything about these things of careers and career choices.*

*Mr Y, I am the one who called him. Actually he has been coming each and every year since from 2012 ... actually we are honoured ... he comes here every year... and so I think he has adopted this school because he comes to talk with our learners every year.*

#### **4.6. CONCLUSION**

The participants shared their experiences in teaching career guidance at rural high schools. A number of themes emerged and will be discussed in detail in the next section. The following themes emerged:

- LO teachers' experiences in teaching career guidance at a rural high school.
- Aspirations of the LO teachers for effective teaching of career guidance.
- Activities related to career guidance in which LO teachers participate.

## **4.7. DISCUSSIONS AND FINDINGS OF THE STUDY**

### **4.7.1 INTRODUCTION**

In this section, results of the study are interpreted in the light of the existing literature and using the themes, subthemes and categories that were identified. The section also demonstrates how the results of the study answered the research questions. The findings of the study are discussed based on the following themes:

- LO teachers' experiences in teaching career guidance at a rural high school
- Desires of Life Orientation teachers for the effective teaching of career guidance.
- Activities related to the career guidance activities in which LO teachers participate.

### **4.7.2 LO teachers' experiences in teaching career guidance at a rural high school**

This study found that LO teachers had diverse experiences in teaching careers and career choices because of the challenges they encountered. In a study investigating the implementation of LO, Adewumi (2012) reported similar results with the LO teachers reporting mixed experiences in teaching LO and the challenges associated with the extra burden that comes with the teaching LO which are not usually encountered in other subjects.

#### **4.7.2.1 Negative experiences of teaching career guidance**

##### *4.7.2.1.1 Feelings of incompetence*

According to Schueller (2009, p. 925) cited in Strydom (2011), competency may be defined as an individual's skills or strengths and his /her ability to apply them. I believe, competency may also refer to the abilities of an individual to perform a particular task well. Both the participants acknowledged that they felt incompetent as LO teachers when teaching careers and career choices. These feelings of incompetence were

caused by the fact that most of their learners appeared to end up loitering in the villages during January after they had passed Grade 12. This finding correlates with the results of the study conducted by Van Deventer (2008, p. 141) which found, in the main, that teachers who teach LO do not feel that they are qualified to teach all learning outcomes of LO, including career guidance.

Similarly, in a study conducted by Phokane (2012), the participants revealed that they had attended a number of workshops that were information sharing rather than practical types of workshops. In addition, the implementation of LO remain challenging especially the careers and career choices topics as well as the sensitive topics such as sex education topic. Prinsloo (2007) also established that the LO teachers in rural schools in South Africa did not have the requisite information for career guidance and neither had they been formally trained in the area. Both the participants in this study also further mentioned that they had not studied LO as a subject during their teaching qualifications. Rejoice from school B specifically mentioned that LO was allocated to her to teach when it was introduced in 2004 as a result of the phasing out of Afrikaans.

#### *4.7.2.1.2 Insufficient training*

Both the participants admitted that they had received training from 2014 onwards and that the training had empowered them to teach careers and career choices. However, they also mentioned that they would appreciate if the training were to be ongoing as this would boost their confidence level in the teaching of careers and career choices. This finding is in line with the finding by Rooth (2005) which revealed that LO teachers were expressing a need for continuous in-service training in the field of LO. A participant in Rooth's (2005) study alluded to the fact that, although several workshop opportunities had been facilitated by the provincial Department of Education in the past, these interventions had not yielded any positive results, as the majority of the facilitators were themselves not conversant with the content of LO. In addition, a study conducted by Miles (2015), found that inadequate training offered to LO teachers was linked to the lack of knowledge on the part of the of the facilitators who were training them.

This finding is also in line with the findings of the studies by various researchers such as Adewumi (2012), Phokane (2012), Strydom (2011) and Tlhabane (2004) who reported that educators identified the lack of training as one of the challenge that they face. Similarly, various studies by Panday (2007) and Prinsloo (2007) conducted in South Africa have indicates that in general, the LO teachers received little, rigorous formal training in the presentation of the LO programmes.

The research findings by Prinsloo (2007) further suggest that majority of educators in the rural areas are ill-equipped to cope with the demands of the LO programmes. It would appear that the lack of sufficient training for LO teachers is impacting adversely on the effective teaching of the careers and career choices outcomes at high schools. This was clearly reflected by the participants in this study who reported during the interviews when they alluded that they started to feel confident, competent and empowered after receiving the training in careers and career choices that had been organised by the Department of Education in collaboration with Exxaro mine from 2014. Mbetse (2002) discovered that teachers were receiving information on career education from the Department of Education, but they were not equipped with the skills that could be helpful in delivering career guidance.

#### 4.7.2.1.3 *Lack of curriculum support*

A curriculum refers to what a learner is required to encounter, study, practise and master (KZN DoE, 2012). The four core elements of the curriculum are teaching, learning, assessment and the resources used for teaching and learning (KZN DoE, 2012, p. 5). The Department of Education (1997) cited in Strydom (2011, p. 49) describes support as a “enabling mechanisms which help to address the needs of both the learners and the education system” . It is thus possible to conclude that curriculum support is very critical in the education system for the LO teachers if they are to be able carry out their vested responsibility of teaching career guidance in South African schools effectively.

In this study, the participant from School A (Blessing ) cited a dire need of support, especially curriculum support, as she indicated that she did not have the Head of department (HOD) for LO who would guide, visit and give her all the necessary support. On the other hand, the participant in School B (Rejoice) indicated that she received support from her principal and moderators from the circuit.

In Makeleni's (2013) study, all the respondents shared similar experiences about a lack of monitoring and support in the classroom contexts. If there is no support, it means that the teacher may not be sure whether what he/she imparts to the learners is relevant and accurate. Mosia (2011) reported the same findings with the teachers pointing out that there were no senior education specialists to visit them and to guide and support them. In addition, Strydom (2011), in a study investigating the training needs of LO teachers, reported that the respondents had mentioned that they had never experienced monitoring support by either their HODs or the school principals.

Based on the responses from both the participants in this study, I argue that there appears to be a lack of adequate monitoring support as the participant from School B mentioned that the support she received from the principal involved the principal in assisting with transport and guest speakers during career guidance activities such as career exhibitions and career days. Essentially, the support mechanisms from the district and circuit officials, and as reported by participant from School B, appeared to be in the form of information about career exhibitions and the few workshops that had been organised.

#### *4.7.2.1.4. Lack of exposure for learners*

Research findings highlighted that LO teachers face a huge challenge in terms of exposing learners to variety of career options. Coupled with the rural communities from which they come and the absence of role models, the learners do not receive adequate exposure to the variety of career options available to them. Similarly, the research



findings by Prinsloo (2007) revealed that teachers in rural schools found it very difficult to find the necessary information to illustrate aspects of careers and career choices and thus, they were failing to help learners to investigate the diversity of jobs according to economic sectors, as well as the work settings and forms of activities in each of these sectors. Teachers in rural schools also did not have access to the trends in and demands of the job market and they did not have the ability to read the market for trends regarding jobs (Prinsloo, 2007).

The LO teachers in this study mentioned that the career opportunities available in rural areas were very limited. Mmema (2010) found that in most of the schools situated in the remote areas, there is little information available on career choices due to the lack of resources, including computers and libraries. Despite the fact that LO teachers try to expose learners by attending open days and career exhibitions with them, learners appear to feel that the opportunities are situated far away from them and that their socio-economic background does not allow them to take advantage of such opportunities. This is the main reason learners in the rural areas tend to opt for traditional careers such as policing, contract workers in the mining industry, teaching and nursing. It has also been reported that learners in rural areas lack role models as the majority of successful people in a variety of professions reside in the towns. According to the Systems Theory Framework of career development, context plays an important role in influencing the career choices of the learners.

#### *4.7.2.1.5 Lack of openness from the learners*

Both the participants acknowledged and agreed that their learners did not share their career plans and goals in class. Blessing from School A revealed that the learners at the school where she was teaching had indicated that they were afraid of witchcraft. As a result of this lack of openness, Rejoice from School B mentioned that the learners who did not receive the necessary support and assistance often end up loitering on the streets after completing Grade 12.

This finding also highlighted some of the cultural practice of learners and people from the rural areas. The finding is similar to the finding by Phokane (2012) that teachers experienced a lack of openness amongst the learners in rural areas. Phokane (2012) further maintained that teaching learners who are not able to share their goals freely affects the climate in the classroom as well as the effectiveness of the LO teacher.

#### *4.7.2.1.6 Insufficient time allocation for LO*

In a study by Mosia (2011), some of the respondents pointed out that the time allocated to teach LO is a limiting factor. The finding by Mosia (2011) is congruent with the findings of this study as both the participants mentioned that LO is allocated only two hours per week. One hour is for all life skills topics and the other hour for physical education. This challenge was also reported in the research findings by Diale (2016) who revealed that time tabling was a major challenge because, in some instances, LO is not allocated sufficient time on the school time table (Diale, 2016). The one hour that is allocated for life skills in itself impacts negatively on the effective teaching of careers and career choices. This lack of time results in the learners being rushed during the lesson, thus emphasising the focus on the pace setter as it was indicated by Blessing from School A.

In my observation, LO teachers assume that, if the curriculum is completed, the learners will be able to pass and progress to the next grade. However, as a result of pace setters, the future of the learners is in danger as the teachers do not have enough time to empower the learners with the 21st century skills for life such as health issues. Rukwaro (2011) reported the same findings where he found that 40% of career teachers in Kenya felt that more time should be allocated for career guidance. In a study by Shumba et al (2011), the teachers indicated that the lack of sufficient time as yet is another factor which compromises the effective teaching of career education and guidance. It also emerged from this study that LO teachers did not have enough time to explore all the key outcomes and topics in the LO curriculum such as careers and career choices.

#### 4.7.2.1.7 *Lack of career - related resources*

The participants in this study expressed contradictory views on the availability of career-related resources. Rejoice from School B indicated that she only relied only on the textbook for teaching careers and career choices. She further mentioned that the number of LO textbooks available was insufficient because the Grade 11 learners did not have any textbooks at all, 20 Grade 12 learners out of 60 learners only had textbooks and Grade 10 was the only grade with LO textbooks. She further indicated that this made the teaching of LO very challenging because learners were not able to refer to the textbook. She appeared to be both frustrated and concerned about the lack of LO textbooks. In her study, Adewumi (2012, p.164) reported that textbooks appeared to contribute significantly to the development of knowledge, as they are a key source of information.

In a study by Rooth (2005), most of the senior phase educators had few resource books and they were dissatisfied with this state of affairs. Educators in the rural schools in the Limpopo province cited learning support materials and equipment as being problematic (Rooth, 2005). Rukwaro (2011) also reported similar findings with most of the schools with 78% having one resource only – Career Guidebook for Schools given by the Ministry of Education (MoE). She emphasised that in all cases there was only one copy to be shared between the learners (Rukwaro, 2011). Similarly, Mosia (2011, p. 90) reported that “some LO teachers found it difficult to teach the learners who did not have textbooks because they could not give them class activities and homework”.

However, Blessing from School A stated that all her learners had textbooks. She further mentioned that she had a number of reference materials but due to limited time and the pace setter, she did not have the time to use either the resources or the reference materials which had been given out by various organisations and facilitators during the workshops and training.

I observed during the field work that both schools do not have libraries where reference books could be kept. In addition, there are no computers with internet connectivity. In

the study conducted by Makeleni (2014), the LO teachers expressed the need for modern resources such as computers, libraries, and access to the Internet to enhance the quality of teaching and learning. This provides clear evidence that learners from rural areas are being disadvantaged by the lack of modern and 21st century resources such as computers with internet access. This is in line with the theoretical framework of the study which indicates that it is important that teachers are aware of the context of the learners as there are few resources at their disposal. In essence, the lack of career - related resources impacts adversely on the LO teachers' task of empowering the learners with career information.

#### *4.7.2.1.8 Low status of LO subject*

The participants mentioned that LO is not taken serious by all the stakeholders involved in the school fraternity, for example, learners, other teachers, principals and the Department of Basic Education (DBE). Rejoice from School B mentioned that the LO periods are sometimes used for holding of meetings and that this adversely affects both the learners as well as her position as LO teacher. She further mentioned that this also results in other teachers not taking LO seriously. In a study by Diale (2016), an LO provincial coordinator voiced that during his school visits, he found that the learners were being taught mathematics during LO periods, learners are being taught mathematics and one wonders when are they going to be taught LO. The question thus arises as to when they would be taught LO. This frustrated the LO teachers because they attended training and, when they returned to the school, it became challenging to implement what they had acquired because of the low status given to the LO subject. This low status of LO, in general, compromise the objectives and rationale of the subject as it was introduced in order to empower learners with the skills for 21st century.

Similarly, Mosia (2011) also alluded to the fact that allocating so little time to LO, an impression was created that LO had low academic status. Rukwaro (2011) also reported the same results where 20% of the career teachers interviewed in Kenya felt that career guidance is not taken seriously because even the teaching guidelines did

not allocate sufficient time to the subject. This clearly indicates that, career guidance does not have the status that it ought to have as it is expected to be part of a human resource-development strategy designed to harness technological and economic change and to enable the country to compete effectively in global markets (Patel, 2012).

Research findings by Adewumi (2012) further indicate that LO teachers were concerned that LO is not an examinable subject and that this created a tendency to look down on the subject because there is no external examination to be written at the end of the year. Van Deventer (2009); and Rooth (2005) further reported the same findings when they highlighted that one of the implementation challenges in the teaching of LO is the existing pre-conceptions about the non-examinable status of the subject and its constituents as they were cited in previous curriculum dispensations, for example, Religious Education, Physical Education, Guidance and Youth Preparedness (Adewumi, 2012).

#### *4.7.2.1.9 Biased focus of career exhibitions*

Rejoice from School B reported that most career exhibitions are organised for Grade 12 learners only. Thus Grades 9 to 11 learners are neglected and this results in the learners being ill-informed about a variety of careers, the world of work and the labour market information. She also indicated that most, if not all the career exhibitions that she had attended since she had become an LO teacher tended to focus on mathematics and science learners while the other categories of learners are neglected. In expressing her views, she appeared both worried and concerned about the Grades 10 and 11 learners as well as those learners in the business studies and the general streams. This also clearly indicated that Rejoice did not have reference materials for the commercial and general streams as well as her apparent lack of and or even networking relationship with people in commercial careers.

## **4.7.2.2 Positive experiences in teaching career guidance**

### *4.7.2.2.1 Feelings of fulfillment and enjoyment*

Nevertheless, in contrast to all the negative experiences reported, Rejoice from School B reported feelings of enjoyment and fulfillment as a teacher entrusted with the responsibility of teaching career guidance. Feelings of enjoyment and fulfillment are reported in the education fraternity when a person is able to see the outputs of what he/she is doing. According to Rejoice, at least 10 of her learners were studying at higher education institutions and one of them was studying medicine. This finding is congruent with the findings reported by Adewumi (2012), who found the teachers interviewed in her study had revealed they found teaching LO to be fulfilling and enjoyable especially when the learners are able to study further and prosper in life.

### *4.7.2.2.2. Feelings of competence and empowerment*

Feelings of competence and empowerment were also reported as positive experiences which the participants shared with me. Competence refers to the capabilities that a person is able to demonstrate or can show (Strydom, 2011). Both the participants in this study concurred that, since they had received the training in 2014 about careers and career choices, they were feeling competent, empowered, knowledgeable and confident to teach careers and career choices. They further mentioned that they would appreciate it if the workshops and training were arranged on an ongoing or an annual basis. Similarly, Du Toit (2010) confirmed that the training that LO teachers had received as part of his study had impacted positively on their teaching of careers and career choices as the teachers themselves had reported feelings of competence and empowerment. A study by Phokane (2012) also found out that LO teacher started to enjoy the subject after they had attended the workshops and also after they had certain experiences in teaching the subject.

### **4.7.3 Aspirations of LO teachers for effective teaching of career guidance.**

The findings of this study indicate that LO teachers require both the training and support to enable them to teach career guidance effectively at rural high schools.

#### **4.7.3.1 Training needs of LO teachers**

Teachers need to be prepared to be the empowered professionals. The teacher's knowledge of the subject and the realities of classrooms are of central importance if all teachers in all subjects are to participate in active learning and teaching processes (Martin, 2013). Despite the fact that teachers in this study had indicated that at the times of the study receiving training from Exxaro, which had been coordinated by the circuit, they had still indicated a need for further training that could empower them with the skills and knowledge required to be able to teach career guidance effectively. These training needs included computer training, career development services training and networking training.

##### *4.7.3.1.1 Computer training*

Computer technology training is an important and necessary part in personal and professional lives (Sabzian & Gilakjani, 2013) in the 21<sup>st</sup> century. The participants in this study mentioned that they needed computer training as the learners of today are required to apply online for admissions to various institutions of higher learning. In my observations since I started working in the career guidance field, the majority of career guidance resources are web based and thus, it is essential that a teacher is able to use a computer, search for information on the Internet and send and receive e-mails. In addition, most universities prefer using online application forms for admissions rather than paper and pen based application forms. This highlights how critical is it that the LO teacher be computer literate.

#### 4.7.3.1.2 *Networking training*

The participants in this study indicated that they lacked networking skills. This was particularly evident when they were asked about the career activities in which they participated and they replied that they only participated during career exhibitions and open days as they are organised by the Department of Basic Education. It appeared that neither of the participants had either organised or coordinated a career day or career expo for the FET Phase learners. It is therefore clear that the Department of Education and the school principals need to organise training that may empower LO teachers to develop the networking skills that will assist them to teach careers and career choices efficiently. Networking simply means having new contacts in your specialist field, being helpful and supportive to others in the same field as you. Possible networking relationships that LO teachers may build include relationship with NYDA, various government departments, SAQA, DHET Career Development Services Unit, various SETAs, to just mention a few. LO teachers may also build networks in a number of ways including developing new contacts by attending careers events as often as possible, joining circuit clusters and using the social media such as Whatsapp group or a Facebook chat group.

#### 4.7.3.1.3 *Career development training*

Several learners in FET Phase face many difficulties in their career decision making as a result of the inadequate career information, knowledge and skills (Mabula, 2012). In a study which focused on the status of career services provision and career decision making among individuals in Africa, Biswalo (1996) reported that, the inadequate career services available to the youth have impacted on their ability to make informed career decisions and that this situation has caused serious unemployment problems on the continent in recent years. However, if learners are to be empowered with appropriate career information, their teachers first need to be trained and empowered. The participants in this study expressed the view that they still felt that they needed career development training as the labour market keeps on changing. Similarly, Adewumi



(2012) discovered that LO teachers had little or no training or information concerning some areas of LO teaching such as career choice and human rights, and thus they were unable to teach effectively when these topics came up in class.

In addition, Rukwaro (2011) found that career teachers also are not trained in career guidance even in the face of the rapid changes in both education and in employment trends. Consequently, the career teacher finds career guidance and counselling very difficult (Adewumi, 2012). In a study by Rukwaro (2011), the majority of teachers (60%) stated that the MoE should provide career information to teachers (Rukwaro, 2011). Filland (2008) also reported the same findings by alluding the fact that the Department of Basic Education needs to train the educators so as to equip them with skills and knowledge required to enable them to handle motivational programmes, commitments, support and assistance in their LO teaching (Filland, 2008). The Department of Basic Education should hold regular workshops and conduct training to motivate all the stakeholders involved in teaching guidance in Life Orientation (Prinsloo, 2007).

#### **4.7.3.2 Support needs of LO teachers**

The Department of Education (1997, p.3) describes support as “enabling mechanisms” which help to address the needs of teachers, learners and the education system. The participants in this study expressed contrasting views on the support they received from the principals and other teachers in the school. The participant from School A mentioned that she received support from her colleague who is teaching LO in the General Education Training (GET) Phase. Generally, a lack of support by principals is noted in a number of studies (Christiaans, 2006; Rooth, 2005, Tlhabane, 2004). In a study by Diale (2016), LO teachers indicated that some of their colleagues were not supportive and failed to treat them with the respect they deserved. However, the data from this research study suggests that LO teachers require support in terms of the curriculum support, career- related resources and motivational and awareness support.

#### 4.7.3.2.1 Curriculum monitoring support

Curriculum monitoring refers to the process of ensuring that plans and policies are implemented (Adewumi, 2012). School principals and District Education Officers are responsible for monitoring the implementation of the curriculum in schools and for providing relevant support to teachers. It is the direct responsibility of the principals and the District Officers to ensure that teaching and learning take place in schools (South Africa School Act, no 27 of 1996). The participant from School A was adamant when she voiced the opinion that she needed curriculum monitoring support. She firmly believed that, if curriculum monitoring were done once per quarter, then it would be easy to identify trainings needs.

Prinsloo (2007) explained that the monitoring of teaching in classrooms may and should take many forms involving the stakeholders- teachers and principal who are primarily responsible for the instructional programme. According to KZN DoE (2012), the principals are entrusted with the responsibility of supervising the teachers to ensure that they carry out their duties diligently and manage their work effectively. In addition, they are expected to provide opportunities for the professional development of the teachers and to encourage them to attend the training sessions and subject forums organised by the District and Head Office. On the other hand, circuit managers are required to ensure that schools are both functional and stable. In addition, they are required to ensure that teachers at the school follow the relevant curriculum and that the subject advisors visit schools to provide support to teachers

Thus, the most challenging responsibility for principals is to provide multiple opportunities for teachers to examine their practices, to reflect on those practices, to collaborate with others as they assess these practices, and then empower these professionals to act on the many lessons learnt from these endeavours, as they attempt to influence teaching and learning through specific instructional leadership actions (Prinsloo, 2007, p. 161). Panday (2007) maintains that the implementation of LO must be supervised by school heads and district officials or inspectors. I concur with both

Panday (2007) and Prinsloo (2007) regarding the issue of monitoring as a lack of monitoring may adversely affect the teaching of the LO curriculum.

The principal and heads of department are expected to provide guidance and make sure that teachers possess the necessary skills and use the correct teaching methods or strategies (Ornstein & Hunkins, 2004). In view of the challenges inherent in teaching LO, especially career guidance and the fact that a number of teachers find themselves teaching the subject without curriculum monitoring support, it is desirable that the DBE in particular, should put in place as many support mechanisms as possible to help teachers to implement the curriculum and achieve its objectives (Adewumi, 2012). Various curriculum monitoring strategies should be explored such as class visits, lesson observations, moderation meetings and examining teachers and learner's files.

#### *4.7.3.2.2 Career - related resources support*

Support regarding career - related resources is crucial in terms of teaching effective career guidance. Career-related resources include manual/print and web-based resources. The participants in this study mentioned that they need more career books and computers to enable the learners to search for the career information that would assist them to construct the careers and eventually be able to make informed career choices. This finding is similar to the research findings of Musa (2014) who conducted research in Tanzania and reported that the general teaching and learning materials are essential because they contribute to the learners' understanding by arousing learner interest in the topic being taught. In other words, the absence of such materials leads to poor understanding and, hence poor academic performance. Adequate and relevant learning support material and equipment for Life Orientation would greatly enhance both its teaching and learning (Rooth, 2005).

The teachers emphasised that when resources were provided, teachers feel inspired and more confident in their teaching as they are able to develop new teaching strategies (Musa, 2014). In the South African context, the Department of Basic Education in collaboration with other stakeholders such as the South African Qualification Authority

(SAQA), Sector Education and Training Authorities (SETAs), National Youth Development Agency (NYDA), the Department of Labour (DoL) and other relevant private organisations, who wish to support the LO teachers with the reference materials to facilitate their task of teaching career guidance. It is, in fact, the sole responsibility of all government departments in the education and training fraternity to support the schools that are in rural areas. This challenge of lack of career-related resources may overcome in the near future as DHET is in the process of coordinating all career development services in South Africa to make sure that there are no gaps and/or duplications in the teaching and provision of career guidance.

#### **4.7.4 Activities related to career guidance in which LO teachers participate.**

##### **4.7.4.1 Career guidance activities**

###### *4.7.4.1.1 Career Exhibitions*

Both the participants in this study indicated that career exhibitions were organised annually but mainly for Grade 12 learners. This clearly illustrates that the Department of Basic Education, in arranging these career exhibitions, focus primarily on Grade 12 learners. The other organisers of the career exhibitions such as the Department of Health are also to blame because they also target Grade 12 learners only whereas all learners should benefit from career exhibitions. Rejoice from School B also indicated that the career exhibitions focused mainly on mathematics and science careers. However, this practice and preference disadvantages these learners who are not interested in mathematics and science careers because they are not provided with information on careers and the world of work that would be relevant to them. Rejoice also indicated that the bias apparent in career exhibitions also disadvantaged her because she was also not able to assist learners who wanted to follow the commercial careers.

#### 4.7.4.1.2 *Open days*

The participants in the study revealed that they had accompanied their learners to the University of Limpopo for an open day the previous year (2015). The open day had been coordinated from the circuit office by the circuit officials. As with career exhibitions, the LO teachers waited for the Department of Education to coordinate open days for their learners. Both the participants mentioned that they did not play an active role in coordinating career and career choices events rather that they waited for the invitations that were coordinated from the circuit office or district office. When asked why were they not taking the initiatives themselves , Blessing from School A indicated that the pace setter was placing pressure on her and that her main focus was to complete the curriculum on time so that her students would be able to sit for the examinations having completed the curriculum. On the other hand, Rejoice from School A indicated that she did not know people whom she could invite because she believed that she did not have the necessary liaising and networking skills.

#### 4.7.4.1.3 *Visits by universities/ professionals*

Blessings from School A expressed that a professional from the University of Limpopo visited the school every year to give learners information about the programmes offered at the university and information about bursaries and loans. This finding is contrary to the finding by Rukwaro (2011) who conducted a study in Kenya and reported that learners had mentioned that professionals from universities were not invited to speak to them.

## 5. CONCLUSION

This chapter presented the study results according to the themes, subthemes and categories which emerged. The findings of the study were interpreted and discussed in accordance with the existing literature that was either congruent with or contrary to the research findings. The next chapter presents the recommendations and conclusions.

## CHAPTER 5

# FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

### 5.1 INTRODUCTION

This chapter presents a summary of the findings of the study as well as the, recommendations and conclusions. The purpose of this study was to explore the experiences of Life Orientation teachers in teaching career guidance in rural high schools in Lephalale Municipality. The presentation of the findings was guided by the research question, secondary research questions and the aim of the study. I conclude the chapter by offering making the recommendations for further research.

### 5.2 OVERVIEW OF THE CHAPTERS

The aim of Chapter 1 was to provide an overview of the study. Thus, the chapter 1 introduced the study and explained the background of the study and the rationale for conducting this research. The chapter also outlined the aims of the study and defined the key concepts that contextualised the research study. An overview of the research design and research methodology used in the study was presented as were the quality criteria, data analysis method and ethical considerations.

Chapter 2 explored the existing literature on Life Orientation, career guidance, the experiences of Life Orientation teachers in teaching career guidance, Career guidance activities and support structures for Life Orientation teachers. The chapter also outlined the theoretical framework that guided the study.

Chapter 3 discussed the methodology used in the study. As such the research paradigm, research design and the qualitative approach were elaborated upon. The chapter also explained sampling strategy and the data collection tools used and the

reasons for the choices made. Finally, the chapter discussed how the data was analysed, the quality criteria used and the ethical considerations that were upheld during the research study.

Chapter 4 presented the results and discussions of the study. The results were discussed the results in terms of the themes and subthemes that had been identified during the data interpretation process. The following three themes that emerged had emerged:

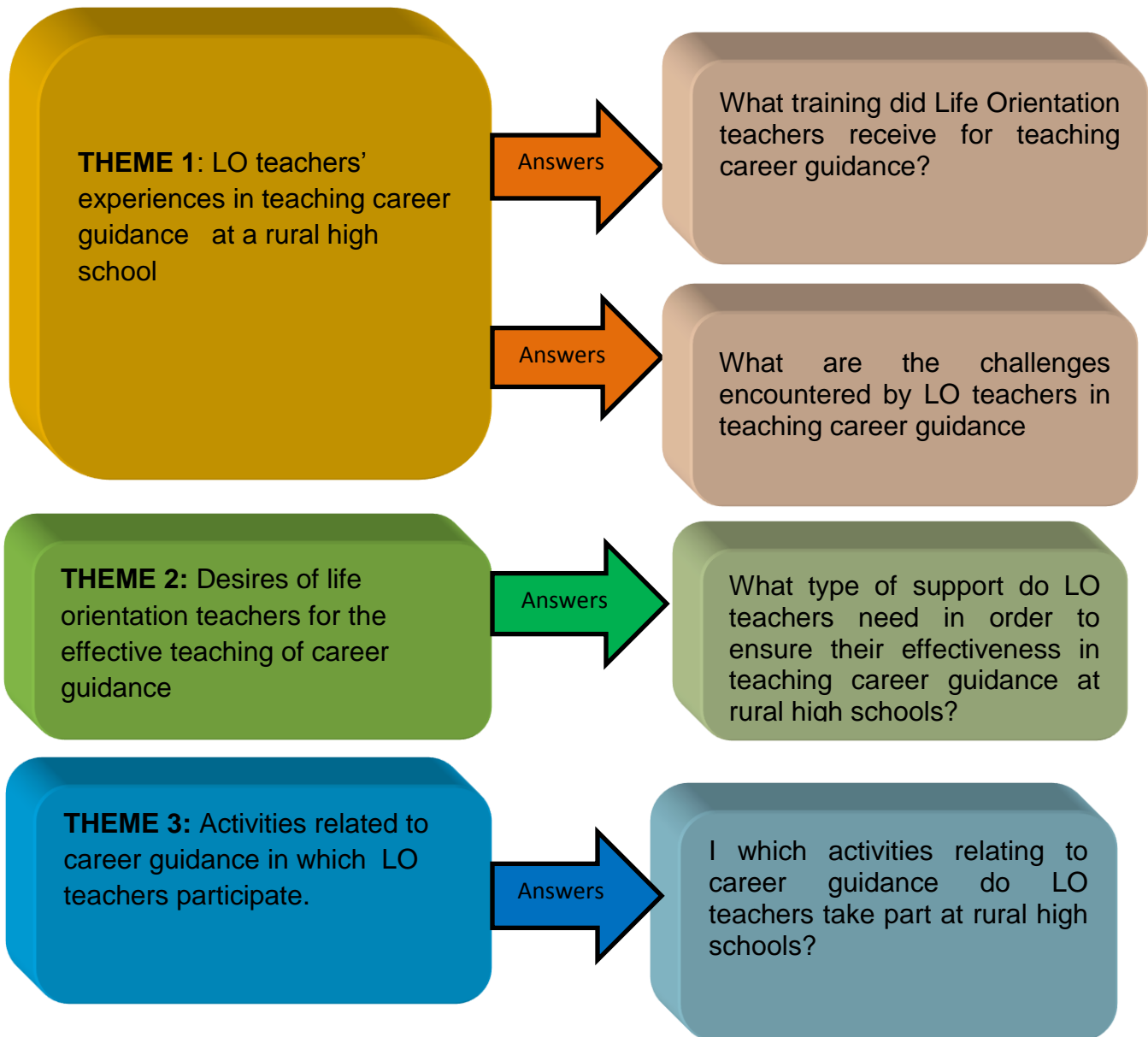
- LO teachers' experiences in teaching career guidance at a rural high school
- Desires of life orientation teachers for the effective teaching of career guidance
- Activities related to career guidance in which the LO teachers participate.

Chapter 4 also presented the discussions and findings of the study.

This chapter (Chapter 5), I provide the answers to the key research question and the secondary research questions. This chapter also outlines the recommendations and limitations of the study.

### **5.3 CONCLUSIONS AND SUMMARY OF FINDINGS**

This section, I present both the conclusions drawn from the findings as well as a small using the themes that I identified in Chapter 4 and showing how these themes contributed in answering the research questions formulated in Chapter 1. Figure 5.1 depicts a visual presentation of the themes and related research question



**Figure 5.1: Visual presentation of themes and related research question**

### 5.3.1 SECONDARY RESEARCH QUESTIONS

This section provides a summary of the findings of the study in order to answer the following secondary questions:



### **5.3.1.1 What training did Life Orientation teachers receive for teaching career guidance?**

The study revealed that the participants had received training specifically aimed at empowering them to teach careers and career choices. However, the participants mentioned that they had only received their first training in careers and career choices in 2014 although they had started teaching LO in 2004. The training offered comprised a project that would run for three years (therefore it had this year- June 2016) and was presented during June school recess. They further mentioned that they required need more training as the career information keeps changing. This finding is congruent with the findings of the studies by various researchers such as Tlhabane (2004); Phokane (2012), Adewumi (2012); Strydom (2011) who reported that the educators had identified both a lack of as well as inadequate training as one of the challenge that they faced.

### **5.3.1.2 What are the challenges encountered by LO teachers in teaching career guidance?**

The participants in this study cited a number of challenges that they faced. These challenges were discussed in chapter 4 in the section on the negative experiences of teaching career guidance. The participants mentioned the following challenges, namely, feelings of incompetence, insufficient training, lack of curriculum support , lack of exposure for learners, lack of openness from the learners, insufficient time allocated to LO, lack of career - related resources, biased focus of career exhibitions and the low status of the LO subject. These challenges all contributed to the participants to feeling teaching the careers and career choices included in the LO subject/learning area.

Of all the challenges mentioned by the participants, the challenge that stood out for me as the researcher was the challenge relating to the biased focus of the career exhibitions. The participants mentioned that they were concerned that the career exhibitions that they had attended were organised for Grade 12 learners only. Thus, Grade 9, 10 and 11 learners were neglected and thus they were result in those learners not being well informed about the subject choice in Grade 10 and the constructing of

careers from Grade 10 to 11. It was revealed that most of the career exhibitions favoured mathematics and science learners while the other categories of learners were neglected. One participant even indicated that this practice disadvantaged her as she did not have any information and knowledge about commercial careers.

#### ***5.3.1.3 What type of support do LO teachers need in order to ensure their effectiveness in teaching career guidance at rural high schools?***

The findings of this study indicated that the participants needed training and support to enable them to teach career guidance at rural high schools effectively. The training that they indicated they required included computer training, networking training and career development training. They had also that the type of support that they needed included curriculum monitoring support and career- related resources support. The training and support needs that they identified are critical in the 21st century. It should also be noted that LO was introduced to assist learners to become responsible citizens who could contribute positively to the economy of South Africa. It is, thus, imperative that the LO teachers are computer literate, that they have networking skills and also that they are empowered with career development training to be able to enable them teach career guidance effectively and efficiently.

#### ***5.3.1.4 Which activities relating to career guidance do LO teachers take part in at rural high schools?***

The participants in this study indicated that they attended career exhibitions annually and that they had only attended an open day in 2015. One participant mentioned that she had arranged a professional from a university to address the learners on an annual basis since 2012. It is imperative to note that participants mentioned that career guidance activities were organised by the Department of Basic Education. However, these career guidance activities focused mainly on Grade 12 learners who were in the mathematics and physical science stream. One may thus conclude that this practice disadvantages learners who are not interested in mathematics and science careers or who do not have the capability and potential to follow the mathematics and science

stream as they are left in the dark without information that could assist them to make informed decisions regarding their career options. Another interesting finding was that the LO teachers confirmed that they did not play an active role in organising the career guidance activities but instead, that they waited for the invitations that are coordinated from the circuit office or district office. When asked why they were not taking the initiatives, one of the participants indicated that the pace setter was exerting pressure on them and that their main focus was on completing the curriculum on time so that learners would be able to sit for the examinations having completed the curriculum.

## **5.4 PRIMARY RESEARCH QUESTION**

In this section the findings of the secondary research questions are combined and summarised to answer the following primary research question posed in Chapter 1:

### **5.4.1 What are the experiences of Life Orientation teachers in teaching career guidance in rural high schools?**

This study found that the LO teachers had diverse experiences in teaching career guidance because of the challenges they encountered. The following are the key findings of the study:

- The participants in this study indicated that they felt incompetent as Life Orientation teachers. This correlates with the results of the study conducted by Van Deventer (2008, p.141) who discovered that the teachers who teach Life Orientation do not feel that they are qualified to teach all the learning outcomes of LO including career guidance. Similarly, Prinsloo (2007) also established that LO teachers in the rural schools in South Africa did not have information pertaining to career guidance and neither were they formally trained in the area.
- This study revealed that participants had received their first training in careers and career choices in 2014 although since they had started teaching LO in 2004.

One may therefore, conclude that the training of LO teachers is insufficient. The finding is congruent with the findings of the studies by various researchers such as Tlhabane (2004); Phokane (2012); Adewumi (2012) and Strydom (2011), who reported that the educators in their studies had identified the lack of training as one of the challenge that they faced.

- The participant from School A expressed a dire need for support especially curriculum support. All the respondents in the study by Makeleni (2013) had shared similar experiences about a lack of monitoring and support in their classroom contexts. No support implies that the teacher may not be sure whether what he/she is imparting is both relevant and accurate. Mosia (2011) reported the same findings with teachers pointing out that there were no senior education specialist who visited them to guide and support them.
- It was reported by the participants that their learners did not receive sufficient exposure regarding the matters of careers and career choices. However, LO teachers mentioned that they did try to give them such exposure by attending career guidance activities with them. The LO teachers also felt that the opportunities for learners to study at institutions of higher learning were situated far away from them (learners), i.e universities. This, in fact the reason learners in rural areas opt for traditional careers such as policing, working as a contract worker in the mines, teaching and nursing. It was further reported that learners in the rural areas lack role models as the majority of successful people in a variety of professions reside in towns. The Systems Theory Framework of career development therefore shown to be relevant as it advocates that context play an important role in influencing the career choices of the learners.
- It was revealed also that learners from rural areas do not open up about their future plans and career goals. The participants mentioned that the learners had mentioned that they were afraid of witchcraft. They also appeared not to want to share the LO teachers their career goals and plans during class time and they

preferred to go to them for individual consultations during their free periods. This evidently depicts the cultural practice of learners from the rural areas. The finding is similar to the finding by Phokane (2012) who revealed that teachers experienced lack of openness amongst the learners in rural areas.

The participants pointed out that the time allocated to Life Orientation was a limiting factor. The finding by Mosia (2011) is congruent with the finding of this study with the LO teachers mentioning that LO teachers mentioning that LO is allocated two hours per week only in which to teach both Life skills and physical education. However, this limited time allocation poses a danger to the learner's future as the teachers do not have enough time in which to empower them for life such as career choice, entrepreneurship and other important facets of life skills.

- The participants mentioned that LO is not taken seriously by all stakeholders involved in the school fraternity such learners, other teachers, principals, parents and the Department of Basic Education (DBE). They revealed that LO period is often used to hold meetings and this adversely affected morale of the LO teacher. In addition, the low status of the subject hampers the objectives and rationale of the subject as it was introduced to empower learners with the skills for 21st century.
- The research findings in this study revealed that most career exhibitions are organised for Grade 12s only. Thus Grades 9 to 11 are neglected and this results in these learners not being well informed about the variety of careers that they could follow. It was also discovered that majority of career exhibitions tend to favour mathematics and science learners while other categories of learners are neglected. One of the LO teacher even indicated that this also disadvantaged her as she did not have any information about the commercial careers. This also clearly indicated that the LO teacher did not have either reference materials or even networking relationships with people in the commercial careers although she taught LO. This further indicated that was not conducting any research into

the matter and, thus, was not fulfilling some of the roles as expected of her such as those subject specialist, researcher and lifelong learner as stipulated in the Norms and Standards for Educators. This also provide a clear indication that the training the participants had attended has tended to focus primarily on science and mathematics learners because the participant had mentioned that she was attending that the training that they attended focused more on science and mathematics students because the participant mentioned that she is attending the training at Exxaro mine that specifically empowers them with careers and career choices information.

- In contrast to all the negative experiences reported, one the participants reported experiencing feelings of enjoyment and fulfillment as an LO teacher endowed with the responsibility of teaching career guidance. According to the participant, most of her learners at the time of the study were studying at higher education institutions and one was even of them s studying medicine.
- The participants interviewed in this study concurred that they had felt competent, empowered, knowledgeable and confident to teach career guidance after the training that they had received in 2014 and 2015 respectively. These feelings could be sustained if such the training were to take place more frequently and can be arranged every year.
- The participants expressed the need to receive computer training, networking skills training and career development training. It is essential that such training is applicable to the 21<sup>st</sup> century skills that need be imparted to the youth of South Africa.
- The participants also expressed the wish to receive curriculum support, support in terms of constant motivations that would keep their morale high and support in terms of the provision of career - related reference and resource materials. This finding reflected that the teachers did not believe in their own expertise and, this,

in itself, was placing the learners at risk as they were being taught by a teacher with a low self-esteem due to feelings of incompetence.

## **5.5 LIMITATIONS OF THE STUDY**

Several limitations must be considered when reviewing the results of this study. The study was geographically restricted to the Palala North circuit, Waterberg District Municipality. Thus, it is not possible to generalise and apply the findings to other geographic areas, and nor to a Model c, private or independent schools. One of the limitations of the study was that the participants had thought that I was going to assist them in teaching career and career choices. However, as this was not part of the study, I was thus not able to meet some of the expectations that the participants had of me. This may possibly have had an effect on the study because the participants may have been giving the answers that they thought I wanted to hear. In an attempt to address this issue, I had explained the purpose of the study in detail and reminded the participants that they were free to withdraw from the study at any stage.

The sample size was also limited the study. In other words, the fact that only two schools and two participants were used, may be seen to have it limited the findings of the study. Thus, it is also not possible to generalise the findings of this study to other schools in Palala North Circuit or to all other schools in rural areas.

## **5.6 RECOMMENDATIONS FOR TRAINING AND PRACTICE**

- In view of the ever-changing world of work, it is vital that LO teachers remain up to date with career information. It is thus recommended that The Department of Basic Education establish career resource centres at each school or circuit.
- Like health professionals, all teachers need to be compelled to participate in the South African Council of Educators (SACE) CPD activities every year so that they remain up to date in their teaching field.

- The Department of Basic Education should investigate the possibility of employing a career guidance practitioner at each school and who would offer career guidance on either one on one and in group settings.
- It is essential that the DBE have to build and sustain strong relationships with all the stakeholders involved in career guidance especially in the delivery or in the provision of career development training
- The principals should refrain from treating LO as an inferior subject and accord it the respect equal to that accorded to all other subjects
- District based officials and LO subject advisors should provide adequate support, monitoring and mentorship to the teaching career guidance teachers.
- The time allocation for career and career choices should be reviewed with these choices and being given the same time allocation as physical education as are both aimed at assisting the learners with critical 21st century challenges.

## 5.7 RECOMMENDATIONS FOR FUTURE RESEARCH

This research study is based on the experiences of Life Orientation teachers in teaching career guidance in rural high schools. Based on the findings of this study, the following topics are recommended for further research:

- The role that the Department of Basic Education is expected to play with regard to the training of Life Orientation teachers in teaching career guidance.
- The LO teachers' knowledge and understanding of career guidance as stipulated in the LO curriculum
- The empowerment of LO teachers to teach career guidance at rural high schools.
- The experiences of LO teachers in teaching career guidance in urban and township high schools.



## 5.8 CONCLUSIONS

The variety of experiences of Life Orientation teachers in teaching career guidance in the rural areas reveal the harsh reality that the LO teachers face on a daily basis in the performance of their duties. In hence sight, these experiences prove that it is possible learners in the LO subject are being disadvantages because they are being taught by teachers who are incompetent, who are not sure of the information that they require to share with the learners, who are not trained in career guidance and who do not receive support from the relevant stakeholders. I argue that, unless the tensions, challenges and needs experienced by LO teachers in teaching career guidance are addressed, it will be impossible for career guidance to achieve its goals of contributing to the economic growth of the country.

The South African education system role-players need to take LO seriously and also ensure the LO teachers are qualified to teach LO and, more importantly career guidance. This will, however, only happen if the teaching and learning practices of teachers are changed and this requires focused and continuous effort on the part of all the stakeholders in the education system and their partners (Gama, 2015).

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## **ANNEXURES**

Annexure A - Letter of request to conduct research

Annexure B – Letter of permission from the Department of Education – Waterberg District

Annexure C- Informed consent letter of LO teacher

Annexure D – Information letter to school principals

Annexure E – Interview schedule

Annexure F - Example of transcriptions

## **Annexure A - Letter of request to conduct research**

Faculty of Education  
Department of Educational Psychology  
Groenkloof Campus  
Pretoria  
16 February 2016

Corporate Services Manager  
Department of Education (Waterberg District)  
Private Bag X1040  
Modimolle  
0510

Dear Sir/madam

**RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN RURAL HIGH SCHOOLS AT LEPHALALE MUNICIPALITY.**

I would like to conduct research in rural high schools (to be identified) at Lephalale Municipality: Palala North Circuit as follows:

**Name of Researcher:** Matabe Rosa Modiba

**Title of Research:** Experiences of Life Orientation teachers in teaching Career Guidance in rural high schools at Lephalale Municipality

**Purpose of the Research:** To explore Life Orientation teachers' experiences of teaching career guidance for FET phase learners in rural high schools at Lephalale Municipality. It also seeks to understand the challenges experienced by Life Orientation teachers in teaching career guidance at rural high schools.

**Activities to be done with participants will be as follows:**

<b>Participants</b>	<b>Procedure</b>	<b>Site and venue</b>	<b>Duration</b>	<b>When</b>
FET phase Life Orientation teacher(s) from each school	Semi-structured individual(face to face) interviews	School - LO teacher's classroom /office.	30- 45 minutes	After school

The following are **potential benefits of the research:**

- The results of the study might assist Life Orientation teachers to have clarity and insight about teaching career guidance,
- Assist Life Orientation teachers to know the tools/resources to use in teaching career guidance in rural high schools,
- Assist training personnel/facilitators (education/subject specialists) to know the kind of training or support Life Orientation teachers need,
- Inform curriculum developers to come up with a model of teaching of career guidance at rural high schools,
- And to alert school leadership and management of the challenges that Life Orientation teachers experience when teaching career guidance.

**Potential risks of the research:** Life Orientation teachers might feel uncomfortable during the individual interviews especially if they feel that they do not teach career guidance effectively or they are uncertain about teaching career guidance.

**I would like to confirm that :**

- With your permission the individual interviews will be audio recorded and field notes will also be taken.
- The information obtained from this study will be treated with confidentiality
- Life Orientation teachers' anonymity will be maintained and no comments will be ascribed to them in any written document or verbal presentation.

- During an individual interviews , I will restate or summarize information to determine accuracy
- At the end of the study, I will share the findings with all the participants who were involved in the study and your district will also receive a copy of the thesis and or an article.
- Participants are free to withdraw from the research at any time.

I can be contacted on **0849806030 (Cell no.)** or by e-mail: [matabemodiba@gmail.com](mailto:matabemodiba@gmail.com) and my supervisor can be contacted on **0726380868 (Cell no.)** or by email: [maximus.sefotho@up.ac.za](mailto:maximus.sefotho@up.ac.za)

Regards,


Researcher

Ms Matabe Rosa Modiba

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**Annexure B – Letter of permission from the Department of Education – Waterberg District**



 **LIMPOPO**  
PROVINCIAL GOVERNMENT  
REPUBLIC OF SOUTH AFRICA

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DEPARTMENT OF  
**EDUCATION**  
WATERBERG DISTRICT

Confidential

Ref: 4/1/1  
Enq: Mashishi L.A  
Tel: 014 718 1500  
Email:mashishi@edu.limpopo.gov.za

2016.03.14

Ms. M.R. Modiba  
University of Pretoria  
Groenkloof Campus

**RE: REQUEST FOR PERMISSION TO CONDUCT A RESEARCH IN TWO RURAL HIGH SCHOOLS AT LEPHALALE MUNICIPALITY: WATERBERG DISTRICT**

1. Receipt of your letter dated 16.02.2016 bearing on the above subject is hereby acknowledged.
2. In response thereto, please be advised that permission to conduct research in two rural High Schools at Lephalale Municipality is hereby granted subject to the following conditions:
  - ❖ That the interviews will be conducted outside school working hours and will also not interfere with teaching and learning in schools.
  - ❖ The research will not have any financial implications for the Limpopo Department of Education.
  - ❖ The interviews will also depend on the willingness of Principals / Educators to be interviewed.
  - ❖ Upon completion of the research study, the researcher shall share the final product of the research with the Department.
3. The District appreciates the contribution that you wish to make and wishes you success in your research.

  
\_\_\_\_\_  
DISTRICT SENIOR MANAGER

## Annexure C- Letter to Life Orientation teachers

Faculty of Education  
Department of Educational Psychology  
Groenkloof Campus  
Pretoria  
25 April 2016

Dear Life Orientation Teacher

I would like to request you to participate in the research to be conducted as follows:

**Name of Researcher:** Matabe Rosa Modiba

**Title of Research:** Experiences of Life Orientation teachers in teaching Career Guidance in rural high schools at Lephalale Municipality.

**Purpose of the Research:** To explore the experiences of Life Orientation teachers in teaching Career Guidance for FET phase learners in rural high schools at Lephalale Municipality: Palala North Circuit. It also seeks to understand the challenges encountered by Life Orientation teachers in teaching career guidance at rural high schools.

**Activities to be done:** Semi-structured individual interview for 30- 45 minutes after school in your classroom /office.

**The following are potential benefits of the research:**

- The results of the study might assist you to have insight and to reflect about your experiences in teaching career guidance,
- Assist you to know the tools/resources to use in teaching career guidance in rural high schools,
- Assist training personnel/facilitators (education/subject specialists) to know the kind of training or support you need,

- Inform curriculum developers to come up with a model of teaching of career guidance at rural high schools,
- To alert school leadership and management of the challenges that you encounter when teaching career guidance.

**I would like to confirm that:**

- With your permission the individual interview will be audio recorded and field notes will also be taken.
- The information obtained from this study will be treated with confidentiality
- Your anonymity will be maintained and no comments will be ascribed to you in any written document or verbal presentation
- During the individual interview, I will restate or summarize information to determine accuracy
- I will share the findings of the study with you and all participants at the end of the study.
- You are free to withdraw from the research at any time

If you are willing to participate in this study, please sign this letter as a declaration of your consent:

LO teacher's signature .....Date: .....

Researcher's signature .....Date: .....

I can be contacted on **084 980 6030 (Cell no.)** or by e-mail at: **[matabemodiba@gmail.com](mailto:matabemodiba@gmail.com)**  
and my supervisor can be contacted on **072 6380868 (Cell no.)** or by email at:  
**[maximus.sefotho@up.ac.za](mailto:maximus.sefotho@up.ac.za)**

Regards,  
Matabe Rosa Modiba

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## Annexure D – Information letter to school principals

Faculty of Education  
Department of Educational Psychology  
Groenkloof Campus  
Pretoria  
25 April 2016

Dear School Principal

I would like to conduct research at your school as follows:

**Name of Researcher:** Matabe Rosa Modiba

**Title of Research:** Experiences of Life Orientation teachers in teaching Career Guidance in rural high schools at Lephalale Municipality

**Purpose of the Research:** To explore the experiences of Life Orientation teachers in teaching Career Guidance for FET phase learners in rural high schools at Lephalale Municipality: Palala North Circuit. It also seeks to understand the challenges encountered by Life Orientation teachers in teaching career guidance at rural high schools.

**Activities to be done with participants will be as follows:**

Participant	Procedure	Site and venue	Duration	When
Life Orientation teacher(s)	Semi-structured individual interviews	School - LO teacher's classroom /office.	30 - 45 minutes	After school

**The following are potential benefits of the research:**

- The results of the study might assist FET phase Life Orientation teachers to have insight and reflect about their experiences in teaching career guidance,

- Assist them to know the tools/resources to use in teaching career guidance in rural high schools,
- Assist training personnel/facilitators (education/subject specialists) to know the kind of training or support Life Orientation teachers need,
- Inform curriculum developers to come up with a model of teaching of career guidance at rural high schools
- To alert you, the school principal and other staff members who are part of school leadership and management of the challenges encountered by Life Orientation teachers when teaching career guidance.

**Potential risks of the research:** Life Orientation teachers might feel uncomfortable during the individual interviews especially if they can realize that they do not teach career guidance.

**I would like to confirm that:**

- With your permission the individual interviews will be audio recorded and field notes will also be taken.
- The information obtained from the study will be treated with confidentiality
- Life Orientation teachers' anonymity will be maintained and no comments will be ascribed to them in any written document or verbal presentation.
- During an individual interviews , I will restate or summarize information to determine accuracy
- At the end of the study, I will share the findings with all the participants who were involved in the study.
- Participants are free to withdraw from the research at any time.

I can be contacted on **0849806030 (Cell no.)** or by e-mail: [matabemodiba@gmail.com](mailto:matabemodiba@gmail.com) and my supervisor can be contacted on **0726380868 (Cell no.)** or by email: [maximus.sefotho@up.ac.za](mailto:maximus.sefotho@up.ac.za)

Regards,

Researcher

Matabe Rosa Modiba

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## Annexure F - Example of transcriptions

## ANY SUCCESSES THAT YOU CAN SHARE WITH ME?

Successes.....I cannot say I am succeeding I would be lying because in most cases in January when learners get their results many learners don't know where they are going eventhough I have shared with them information about the tertiary institutions, about the bursaries, about everything...but come January you see learners roaming around....I cannot talk about success or I am succeeding...in fact I want to leave this career and career what what (teacher stressed about lack of results) because I can see that I am not productive..... if I am having 60 learners 40 learners at least were supposed to go to tertiary insitutions or others will be at work applying or doing something that is not happening. But I can see that I am a Life Orientation teacher and telling my learners about career and career guidance but yet come January I see them here you can see that learners are frustrated...they are here.....just here at our village and that comes back to me as a career and career guidance teacher to say maybe I am not doing enough.....or I maybe I am not good with this....( FEELING OF INCOMPETENCY ) ke go re when I see a learner or a child not ...not succeeding in most cases I take the blame to say it means I am not doing my job properly( FEELING OF INCOMPETENCY) ....then I cannot say I have any success.....Yes right now we have learners that are at University who are in Wits university....they are completing....some are in Pretoria but its maybe its 5%. ....I cannot say I am succeeding ....I am not productive....maybe I should ask people or somebody to come and take this maybe I should teach maths literacy or something.....serious I am enjoy teaching it but the results....akere now we are talking about Careers and Career choice ....just tell me if you see a learners in January not having anywhere to go maybe the learner is having a bachelor's degree or diploma certificate....but the child is at home....so it comes back to me as a career guidance teacher. I am enjoying it but.....

## WHICH SKILLS DO YOU THINK THAT AN LO TEACHER SHOULD POSSES?

Skills.....laugh...

I know that a skill the ability that comes through training or teaching .....I think a career guidance teacher.....one must have listening skill, another skill I must have.....as Career Guidance teacher must be able to use technology ...because this days learners are applying online...things are.....can you see its 2016....we are longer using.....and learners must be able to apply online.....and ( pause)....I must also.....I think.....Teaching skill is obvious, I must know how to motivate learners.....I don't know if you are taking it as a SKILL.....but it means a Career Guidance teacher should be motivated herself before you can motivate other.....because whatever comes through my mouth is what is inside of me.....I must also network.... Like I am going to have your

contact ....that is networking.....for you to come and help my learners or to give me the resources.....or the knowledge that Mam do this for your learners .....because now I am telling you my challenges that I see my learners in January roaming around and it comes back to me that Mam you did not do your job.....

### **COULD YOU PLEASE SHARE WITH ME THE SUPPORT YOU GET FROM THE PRINCIPAL OR HEAD OF DEPARTMENT?**

Laughs....I would be lying...I don't want to lie there is no support...okay the support maybe that the principal is giving is by telling that Mam there is a workshop at Medupi....there is a workshop at wherever.....but him personally coming to me?  
No.no.no.no.....

### **DEBRIEFING SUPPORT**

There is no support.....we don't even have HOD for LO. The person who is maybe checking my job is the Mathematics head of department Mr V. He teaches maths he is the one who is checking my files but he knows nothing about Life Orientation.

### **WHAT KIND OF SUPPORT DO YOU GET FROM THE PRINCIPAL AND OTHER PEOPLE?**

I am having.....We having a cluster as Palala north educators, we are having cluster.....and then I am having a curriculum advisor...Ms A .....I am having Mr X at our school here he is the one who is also teaching career guidance.....he is the one who comes up with the forms...he is helping our learners with online application...etc.....he is assisting with applications.....he is very much helpful..... Another one....this year we don't have but last year Medupi ( EXXARO) ...but we have curriculum advisor.....they are sharing resources like I remember we are having..... ba re fa di addresses tja go applaya....akere o rile career guidance only .....Mr X assists with online application I can say in our school he specializes ka IT. In this cluster we are assisting each other with .....tasks like right now we are having.....and the Department of Health..Witpoort.....right now I am having two learners who want to go to ....what do we call this place outside the country.... Cuba to study medicine..and Mr W from Witpoort he assists with forms and whatever.....then and Mr X..... from University of Limpopo because he comes with forms and other things.....