

Harnessing experiential knowledge and skills of retired educators to inform career development programmes in Botswana

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**Harnessing experiential knowledge and skills of retired educators to
inform career development programmes
in Botswana**

by

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PRETORIA

Dedication

I dedicate this thesis to my grandmother Johanna Baloi, who inspired the study. Mme, you helped me construct a meaning of life that has solid principles.

I also dedicate this study to my mother 'MmaThando' and my parents Mr and Mrs F. Gopolang, whose soft, yet strong emotional side complemented my grandmother's work in a way that only makes sense now.

Finally, I dedicate this thesis to retired educators who supported me as a student at Madiba Secondary School. You not only cared about my cognitive abilities, you cared about my whole wellbeing. You were educators of a kind, thank you.

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---oOo---

DECLARATION OF ORIGINALITY

I, Hildah Lorato Mokgolodi, hereby declare that this PhD thesis, entitled *Harnessing experiential knowledge and skills of retired educators to inform career development programmes in Botswana*, is my original work and that all sources I have consulted have been indicated and acknowledged by means of complete references.

Signature _____

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CERTIFICATE OF LANGUAGE EDITING



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Kind regards

A handwritten signature in black ink, appearing to read 'Janine Smit', is written in a cursive style.

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ACRONYMS

ACA	American Counselling Association
BOCODOL	Botswana College of Open and Distance Learning
CDE	Curriculum Development and Evaluation
G&C	Guidance and Counselling
G&CD	Guidance and Counselling Division
FGD	Focus Group Discussion
HCA	Hermeneutic Content Analysis
HRDC	Human Resource Development Council
IAEVG	International Association for Educational and Vocational Guidance
KCC	Knowledge capture and management, Career construction theory and career development
MoESD	Ministry of Education and Skills Development
NACA	National AIDS Coordinating Agency
NGO	Non-governmental organisation
NLSF	National Life Skills Framework
OECD	Organisation for Economic Cooperation and Development
PTA	Parents Teachers Association
RDS	Respondent-driven sampling
RIASEC	Realistic, investigative, artistic, social, enterprising and/or conventional
RNPE	Revised National Policy on Education
SAS	Statistical Analysis Software
SD	Standard deviation
SPSS	Statistical Package for Social Sciences
Tri-KCC	Tri-Knowledge capture and management, Career construction theory and career development
USA	United States of America

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SUMMARY

The purpose of this study was to understand what knowledge and skills retired educators have and how these skills can be harnessed and utilised to benefit career development programmes in Botswana. The Tri-KCC conceptual model of career development was deductively and inductively developed from an interplay of the economics of knowledge management, the epistemology of constructivism, career psychology and gerontology.

A mixed methods-sequential explanatory was used in this study, following assumptions of pragmatism. The participants of the study were retired educators in Botswana, with a convenience sample located in Gaborone. The participants had retired between 2000 and 2012. One hundred and eight participants (108), out of a sample of 200 responded to a survey questionnaire. Sixteen (16) participants from the survey formed focus group discussions of 5, 5 and 6 participants each. The participants were purposively selected through respondent directed and snowball techniques.

The quantitative aspect of the study was conducted first, followed by the qualitative aspect. The quantitative phase helped to explore the concept of harnessing experiential knowledge of the retired educators. The survey questionnaire highlighted the following soft skills of retired educators: self-awareness and others-awareness, leadership, mentoring and counselling. The quantitative stage informed the qualitative stage during which the focus groups took place. Thus the qualitative phase had more weighting in the study. Quantitative data was analysed descriptively and inferentially, while thematic analysis was used for qualitative data.

Results confirmed that retired educators have acquired a great wealth of knowledge and skills and that the success of being an educator is linked to both professional and personal identities. In addition, experiences that were meaningful to the retired educators were those where self-discovery boosted their self-esteem. Botswana is losing skilled resources to the early retirement age. In view of the findings, the Tri-KCC conceptual model was constructed to incorporate knowledge capture and management to guide practice. Career construction theory, through narratives of retired educators, was proposed to guide the practice of career development. Based on the results, it appears that an improved career development theory and practice that utilises retired professionals may not only benefit Botswana but other countries as well.

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KEY WORDS

- Career construction
- Career development
- Tri-KCC conceptual model for career development
- Retired educators
- Knowledge capture and management
- Experiential learning
- Knowledge and skills

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CHAPTER 1 AN OVERVIEW

The knowledge and skills of proficient workers is gold. It must be elicited and preserved, but the gold must not simply be stored and safeguarded. It must be disseminated and utilised within the organisation when needed

(Hoffman & Hanes, 2003, p. 3).

1.1 INTRODUCTION TO THE STUDY

The purpose of this research is to examine the knowledge and skills retired educators acquired prior to retirement and how these competencies could benefit career development programmes. Employees from different sectors of employment move through different stages of career progression, which culminates in either retirement and/or leaving their form of employment. Once an individual retires, he or she usually take the skills and knowledge they learnt “on their job” with them (Thilmany, 2008). This implies that employees gain the knowledge and skills necessary for their professional development during their career. Their successors need to regain the “on the job knowledge” that the retiree spent years accruing (Thilmany, 2008). However, when these employees leave a system such as education, they leave with all that they have learnt on the job as educators. The implication is that those who remain behind will not have the retiree’s knowledge and skills, hence they will have to relearn what is necessary for and relevant to their profession.

Professionals in the field of counselling are continuously trying to find ways to make career guidance, counselling and development effective, accessible and relevant across an individual’s life-span (Hartung, 2010b). There is extensive literature on the concept of career development from the early 1900s up to the present day, which includes career guidance, counselling and development, career education or vocational guidance and education (Association & Association, 1975; Niles & Harris-Bowlsbey, 2002; Zytowski, 2001).

In the current study, I refer to career development as all the processes individuals go through to acquire the necessary skills and knowledge that enhance their work life and make life meaningful to them (Gysbers & Henderson, 2012; Gysbers, Heppner & Johnston, 2009; Super, 1980). Goodman and Hansen (2005) support the fact that structures, organisations and contexts from which career development programmes are established may possibly determine the calibre of the individual who benefitted from the programme. Goodman and Hansen (2005) explain that a country’s national setting, how the discipline is developed, the theoretical frameworks and implementation strategies used, and policy guides all determine the context of career development.

This is exemplified by Sultana (2003), who found that European history and traditions influenced the current status of career development in European countries, while Bergin, Haines, Leeson, McCowan, McMahon, Sweet and Tatham (2006) discovered the need for a connected career development programme across all sectors dealing with learning and employment. These authors suggest that governing structures, history and policies have an influence on career development in each of the cited countries.

Botswana's history guided the growth of career development programmes in existence in the country. It did not have skilled human resources when it secured its independence from British rule in 1966 and a lack of skills applied across all professions, including the education sector (Leburu-Sianga, Molobe & Ministry of Education, 2000). Leburu-Sianga et al. (2000) assert that, at the time of independence, there were only ten local bachelor's degree holders, hence foreign nationals held all the senior positions. This implies that Botswana had to outsource almost all of its human resources at professional level. Furthermore, central to the success of the education sector's human resource development was the "post-independence policy on attaining self-sufficiency in qualified and trained personnel across all sectors of the economy" (Leburu-Sianga et al., 2000, p. 1). The need for educated Batswana¹ to take up posts and the loss of extended family structures led to the present-day career development programmes (Ministry of Education, 1996; Tlou & Campbell, 1997). Consistent with the argument of Goodman and Hansen (2005) is the fact that there are differences between the efficient delivery of career development programmes in different countries. This is brought about by the different legislatures and policies governing practice.

The 1994 education review highlighted the need for a comprehensive guidance and counselling programme in the Botswana education system in order to address the country's concerns (Ministry of Education, 1994). Furthermore, Botswana has a comprehensive guidance and counselling programme that is supported by policy guidelines on the implementation of guidance and counselling in Botswana's education system and policies like the Revised National Policy on Education of 1994 (Montsi, Uwakwe, Maphakwane, Mphele, Lekoko & Montsi, 2000). The policies guide expectations of the curriculum, the counsellor and other stakeholders at basic education level (Goodman & Hansen, 2005). In addition, Botswana has continuously attempted to create global competitiveness among its professionals. This implies addressing issues of career development, human resource training and placement to ensure the relevance of professionals (Human Resource Development Advisory Council, 2010). The Human Resource Development Council (HRDC), for instance, is a newly constituted body to coordinate human resource planning and development at tertiary level.

¹ Batswana are people of the Republic of Botswana.

With this study, I strived to investigate ways in which retired educators, as skilled human resources, could contribute to career development programmes in Botswana. This is because, “as education and employment policies seek to widen choices and to create systems that can respond to varying needs across the life-span, career guidance becomes increasingly important for public policy” (Organisation for Economic Cooperation and Development, 2004, p. 7). Workforce development is assumed to begin with the curriculum in schools.

Therefore, to enhance career development programmes in schools, I focused on the retired educator who is assumed to have gone through most of his or her career development. The average age of retired educators in Botswana is 60 years, the mandatory retirement age for public service employees (Botswana Government, 2008), whereas the age varies in the private sector. It is implied that 30 years of work means 30 years of accumulated competencies relevant for both personal growth and the growth of the profession. The acquired knowledge and skills that are referred to in this study encompass knowledge that relates to the principles and ethos of the profession and may not have been learned in pre-service training. In addition, the skills that are denoted here are not limited to the technical skills needed to perform the job of an educator, but extend to the soft skills that are necessary for career development.

In this chapter, I set the scene by providing an overview of the study. I provide an introductory overview and background to the investigation. Then I elaborate on the significance and rationale of the current enquiry. Thirdly, I elucidate on the research questions, the methodology and the conceptual framework that guided the direction of the study. Lastly, I position myself within the study. I highlight the meaning of significant concepts for the reader to have a clearer understanding of the concepts and how I understand them. The outline and overview of chapters follow, and the conclusion of this chapter completes Chapter 1. I deliberate on the contextual background of the enquiry in the next subsection.

1.2 BACKGROUND OF THE STUDY

Career development in Botswana’s education system dates back to 1963 and before the country’s independence (Ministry of Education, 1996; Shumba, Mpofu, Seotlwe & Montsi, 2011). Botswana’s concern since its independence in 1966 has been poverty alleviation or eradication through a number of activities, including job provision, social services, health and education (Tlou & Campbell, 1997). At the time of independence, many Batswana were not well educated and, therefore, the government sought ways of ensuring that more Batswana developed relevant skills in their careers (Leburu-Sianga et al., 2000; Tlou & Campbell, 1997). The implication was to support Batswana as early as primary school and post-secondary school. Therefore, most participants in this study started their careers post-independence and have worked 30 years on average. Based on Botswana’s need for self-sufficiency

with regard to skilled education professionals, I explored the literature landscape of career development locally and internationally. Then I strived to understand how knowledge is captured and managed, as well as to investigate possible techniques for harnessing this knowledge and these skills in a way that is relevant in an African setting.

1.2.1 Advances in career development

Advances in career development as a discipline started with the vocational approaches of Frank Parsons in the 1900s (Savickas, 2011b; Schmidt, 2008; Zytowski, 2001). McMahon and Watson (2009) suggest that theory, practice and research in career development have been influenced by a positivist outlook. The implication was that, in the early years of pre-modernism and modernism, career development was believed to be objective. Personalities had to fit specific job environments (Watson & Kuit, 2007). Therefore, the period of pre-modernism and modernism consisted of theories of career development, the focus of which was on matching people to careers through the use of psychometric tests.

Theories of career development are continuously evolving, and practitioners are looking for improved ways to effectively address the rapidly changing world of work. Super's career development theory moved career development from a positivist outlook to the inclusion of both social and biological determinants (Hartung, 2007; Super, 1980). Based on Super's theory, and still in search for improved practices of career development, a career construction theory was born to address the 21st century career challenges (Savickas, 2012).

The focus of career construction is on helping individuals understand how they construct and make meaning through their cognitive and social processes (Young & Collin, 2004). According to Savickas (2013), career development does not happen in isolation, but is situated where an individual is pushed to adapt to an environment rather than rely only on his or her biological development. Therefore, making meaning in career construction happens when individuals reflect on and make interpretations of their experiences that relate to work (Maree, 2013). It is this meaning, constructed over years of career development that informs the knowledge and skills of retired educators that we would like to preserve.

1.2.2 Knowledge loss and career development within a global perspective

It is assumed that, when individuals retire, their career development stops (Schreuder & Coetzee, 2011). Based on this assumption, there has been advocacy for succession planning in order to retain the knowledge and skills that an individual who retires has acquired over years (McQuade, Sjoer, Fabian, Nascimento & Schroeder, 2007). Mentoring is seen as an alternative to preventing the loss of

knowledge (Dworkin, Maurer & Schipani, 2012; Sanfey, Hollands & Gantt, 2013). According to Super's career development theory, people aged 45 to 65 and over are in a maintenance and a disengagement stage respectively, and need to slow down work and plan for retirement (Watson & Stead, 2006). The statement on the belief that career development stops when an individual retires is being challenged, with a view to re-evaluating the concept of retirement to achieve a more positive outlook in general (Udjo, 2011). The aging workforce and the need for expert skills are assumed to be reason enough to warrant the need to preserve the skills of our retiring educators for future use.

Several studies make reference to the use of retired educators' skills and knowledge as a way to preserve their knowledge and skills (Dorfman, 1981; Dorfman, 1985; Price, 2003). However, observation shows that retired professionals in Botswana, not only in the education profession, are involved in the development of the community if they were prominent people in society prior to their retirement. This can be related to a study by Steer (1973), which found that the self-concept of the retiree depended on how it was prior to retirement. According to the study, it seems that people who previously had high self-concepts were likely to feel the same after retirement. The implication is that a high self-concept is likely to lead to a positive outlook on retirement, hence, a likelihood that the individual will be progressive post-retirement (Sargent, Bataille, Vough & Lee, 2011). In other words, if they were prominent people in society, they are likely to officiate at different gatherings, which may include career-related programmes, assuming prominent people are progressive. The idea is rather to have all retired educators contribute through knowledge management to the development of career programmes.

There are challenges associated with knowledge management, but an ageing population and/or workforce is a major challenge globally (Haarmann, Kahlert, Langenberg & Muller-Prothmann, 2009). Knowledge loss occurs when individuals retire, as these skills are not necessarily transferred to others within the profession. The knowledge lost would result in the reduced efficiency of those left behind and a reduction in the ability to be innovative, or an inability to pursue different ways of growth (Moon, Hoffman & Ziebell, 2009). A number of studies have been conducted on how retired individuals can be incorporated into the world of work or how knowledge from retiring people can be captured and transferred to the younger generation in Western countries (Hoffman & Hanes, 2003; World Bank, 2008; World Health Organization, 2002). However, most studies on retirees, according to Hoffman, Feltovich and Eccles (2007), are skewed towards retaining them for longer periods before they retire (Bishop, 1999) or taking care of their needs as older workers (World Bank, 2008; World Health Organization, 2002).

Studies indicate that when people retire, given that they would have been working for many years, they take with them a great wealth of knowledge and skills that they would have acquired throughout their years of working (Hoffman & Hanes, 2003; Moon et al., 2009; Savickas, 2007). When people

retire, technical or job-specific knowledge and skills acquired during professional and/or on-the-job training are lost (Udjo, 2011). There are, however, other practical and soft skills that one carries or transitions from one job to another, or from one level of career development to another, that Savickas (2012) and Savickas and Porfeli (2012) refer to as one's career blueprint. Related to that, is what Ebersöhn (2006) refers to as personal signature strengths. Therefore, the implication is that this core that has been constructed and co-constructed over time is lost, even though there is reason to preserve it by passing it on to younger generations.

It is presumed that there are traditions that were passed from one generation to the next in Botswana as an African country. However, African career frameworks are based on Western career development theories such as Super's career development theory (Stead & Watson, 2006). The implication is that the methods that are utilised in career development in an African context may not necessarily address the needs of the African population, regardless of the effect of globalisation. Mompati and Prinsen (2010) contend that, in order for developments to benefit the population it is intended for, the methods used to transfer this know-how must be consistent with the population's tradition. Stories and narrative are seen as an alternative to career programmes in Botswana (Chase, 2005; Mmila, 2013). This implies that telling stories and narratives is a central feature of Botswana and African tradition, therefore, it seems justifiable to employ methods of career development that are consistent with the tradition of telling stories. This justification has implications for harnessing the experiential knowledge and skills of retired educators to inform career programmes. Narratives became a technique to consider how knowledge and skills can be elicited from and managed in retired educators. In the next paragraph, I discuss the statement of the problem.

1.3 STATEMENT OF THE PROBLEM

Based on the background information, it is assumed retired educators leave the profession with a wealth of competencies. It can therefore be presumed that the success of any enterprise comes from the "degree to which it generates, develops, maintains, grows, exploits and protects its knowledge base and develops its core skill and competencies", which may include external or tacit knowledge (McQuade et al., 2007, p. 759). The implication is that the success of any system is based on its continuity with regard to the fundamental skills it utilises to preserve it as a system. In addition, employees are the key holders of vital knowledge and expertise, which ensures the survival of any organisation. The Government of Botswana had dedicated resources to ensure that the country is self-reliant with regard to its human resources. Given that much effort was put into the development of educator competencies, the assumption is that much effort should be aimed at ensuring that the knowledge and skills the retired educators had acquired benefit generations to come. Furthermore, McQuade et al. (2007), aligned with Thilmany (2008), contend that the loss of maturity, interpersonal skills, conflict management skills and communication skills or soft or professional transferable skills

are examples of where there has not been enough work done by organisations to implement knowledge capture, harvesting or retention programmes.

A lack of coordinated career development programmes for workforce development, which bring together career development in schools and government employment profile needs, is a very likely way to duplicate efforts in the education system (Bergin et al., 2006). This implies that isolated career development programmes are unlikely to benefit from each other's strengths, but resources are likely to be overstretched in addressing the same thing. The National Life Skills Framework (NLSF) for Botswana was initiated in an attempt to address the duplication of efforts by organisations purporting to offer life skills in the country (Ministry of Education, 2010). The NLSF was introduced to coordinate life skills programmes, which included the guidance and counselling programme of the Ministry of Education and Skills Development (MoESD). However, the NLSF was not tackling the coordination of human resource development or workforce development, but the implementation of life skills programmes. Botswana's guidance and counselling programmes, including the country's basic education curriculum, were aimed at contributing to the country's human resource development (Ministry of Education, 1994; Ministry of Education, 1996). However, the basic curriculum seemed to be a lone entity in career development and there were no clear paths to tertiary levels. Another example of a discordance, with intentions of skills training and human resource development for Botswana, is the HRDC. The HRDC's mandate includes skills training, human resource planning and work study placement. However, the focus is at vocational and/or tertiary levels (Human Resource Development Advisory Council, 2010; Ministry of Education, 2008). Although the strategy may be clear for each stage of career development as per the discussed entities, there seems to be no clear coordination of skills development across the life-span.

It becomes apparent from the literature reviewed thus far that skills and knowledge capture of people leaving their workplace is limited to exit interviews (Hoffman et al., 2007). Retiring educators in Botswana are also sometimes subjected to exit interviews. Exit interviews would probably benefit the organisation if they were systematic and recorded. However, literature indicates that exit interviews are not necessarily effective ways of capturing the knowledge and skills of people who are leaving their profession (Williams, Harris & Parker, 2008). Botswana does not have a systematic method by which it captures and utilises the skills and the wealth of experience of the retiring workforce in career development (Maroba, Mokgolodi & Tidimane, 2006). As indicated earlier, the knowledge and skills do not only refer to technical knowledge in a field, but also the tacit and/or soft skills (Hoffman & Hanes, 2003) that an individual acquires through the process of career development (McQuade et al., 2007).

In addition, the studies reviewed on knowledge capture and management were mainly conducted in developed nations. I also found that career development programmes in Africa were historically

influenced by developed nations like the United States of America (USA) and those in Europe (Stead & Watson, 2006). However, Maree (2009) is of the view that changing needs for post-modern thinking requires a multi-method approach to cater for non-Western societies. Therefore, locally developed methods of career development that are relevant to the needs of non-Western societies are needed. Narrative or storytelling and consultative participatory methods for development have been suggested for African settings (Mmila, 2013; Mompoti & Prinsen, 2010). The authors suggest these methods may be relevant, based on the traditions of the African situations, which are grounded in stories and consultation.

Thus, in this study I aim to understand what skills the retired educators have and how, through relevant knowledge and skills capture and management techniques, these could be used as a resource for enhancing the status of career development programmes.

1.4 RATIONALE FOR THE STUDY

I sought to explore, identify and understand the experiential knowledge and soft skills acquired by the retired educators in Botswana. My search for the learnt abilities of retired educators was based on the assumption that retired educators have solid background knowledge with regard to the teaching profession as espoused in Section 1.2. Their involvement in the process of developing career programmes was expected to be beneficial, contributing strategies for how best to capture and transfer skills to others.

Furthermore, the lack of a coordinated system to harness the 30 years of competencies of retired educators, as highlighted in Section 1.3, as well as the high cost of knowledge recovery (Thilmany, 2008) discussed in Section 1.2.2, justified the need to conduct the investigation. Moreover, other countries experiencing ageing populations, such as China, Sri-Lanka and Australia, are already finding ways to keep their mature-aged employees in the workplace for longer. The reason for this is that these mature-aged people are considered experts in their career-related work (Bishop, 1999; World Bank, 2008). Instead of allowing the expert knowledge of retired educators to disappear unutilised, the results of this study are aimed at developing a model that depicts how their competencies could be elicited, captured and used to enhance aspects of career development programmes in Botswana. Therefore, central to the current enquiry is how the experiential knowledge and skills of the retired educators, grounded in the narratives of their career lives, can be harnessed to guide career development programmes in Botswana. Further emphasis is that the retired educators' harnessed experiential knowledge could potentially enhance the functioning of education programmes.

The Botswana Guidance and Counselling Programme in schools was started as a result of the breakdown in the family structure, where, previously, aunts and uncles would guide the young generation on matters of life (Ministry of Education, 1996). I experienced and observed over the years how it seemed that nobody cared much about my eighty-year-old grandmother. I felt her loneliness as her children and grandchildren seemed to gravitate towards modern life that excluded the extended family. As a first grandchild, I had the privilege of experiencing the value of an extended family when I had issues that concerned me that needed to be addressed. My greatest achievement and sanity in life came as a result of my grandmother's intervention when I was growing up. My experience, together with the fact that Botswana has lost out on the initiation ceremonies it used to have, where older people would impart life skills on the younger generations, motivated me to find out how knowledge and skills acquired over the years can be preserved.

The motivation to propose this study was heightened when I attended symposiums on career development and workforce development. The papers presented at the symposiums made me realise that first-world countries like Australia are trying to find ways to delay retirement as much as possible – appreciating the likely loss of expert knowledge as people retired (Bergin et al., 2006; Bishop, 1999). Furthermore, from observation, when people retired from active employment in Botswana, it seemed to be the end of their participation in the workforce and economic development of their country. There is a general implication that, when someone retires, they get lost in the cracks of society (Opare & Addison, nd; Price, 2003). Additionally, retired people seem to remain visible and influential if they were already a prominent figure in society before their retirement.

Literature indicates that retirees are endowed with a wealth of experiential knowledge and skills. The quotation cited at the beginning of this chapter (Hoffman & Hanes, 2003) implies that the expert knowledge and skills people have must find a way to be used beneficially rather than being stored or lost. Therefore, the study benefitted from retired educators who are experts in their own right as a result of the professional development in which they participated (Kelcey & Phelps, 2013; Loughran, 2014) and the mentoring they received during their careers (Dworkin et al., 2012; Sanfey et al., 2013). The educators were likely to be motivated to share knowledge unreservedly (Burgess, 2005), as they are still productive members of society and would like their contribution to be appreciated (Dixon, 2007).

It is hoped that the findings of this study will add to knowledge on what knowledge and soft skills there are upon retirement and how these soft skills can be captured and utilised for constructing soft skills for younger generations. Understanding what knowledge and skills retired educators have would possibly help educators and policy-makers realise the cost of knowledge loss and the challenges of trying to recover it (McQuade et al., 2007). Finally, further research may arise from the findings of the study, which could further add to the knowledge base on career development programmes.

1.5 RESEARCH QUESTIONS

In this section, I discuss the research questions that directed the current enquiry. One primary research question and three secondary research questions guided the study.

➤ **Primary research question:**

How can the experiential knowledge and skills of retired educators inform career development programmes?

➤ **Secondary research questions:**

1. What experiential knowledge and skills are important for career development?

This question had the following subquestions:

- What is the relationship between these skills?
- To what extent are there gender differences in response to these skills?
- How is age related to work experience?

The first secondary research question intends to understand competencies the retired educators developed as a result of critical or meaningful experiences during their careers. These critical experiences were assumed to be influential in the meaning-making of the participants. In other words, the knowledge and skills which were established as a result of the experiences were the knowledge and skills necessary for career development. In addition, the research question intends to establish whether there were any relationships between the constructs such as age and work experience and the extent to which gender differences are applicable with regard to the responses to selected skills.

2. What experiential knowledge and skills acquired through workplace learning would the retired educator want to see developed in young people?

The second secondary research question proposed to understand the career development competencies the retired educators acquired as a result of exposure to career development programmes, such as professional development, mentoring and other exposures to different environments or contexts of learning.

3. How can the acquired experiential knowledge and skills of retired educators specify career development aspects?

The last secondary research question aims to find practical ways in which acquired or constructed knowledge and other competencies of the retired educators can be captured and managed.

Management here means making the competencies captured available for when they are needed in career development programmes. The methods of capturing the knowledge are explored in relation to career construction and relevance with regard to the traditions of Botswana.

1.6 THE CONCEPTUAL FRAMEWORK UNDERPINNING THIS STUDY

The purpose of the conceptual framework is to present a meta perspective of ideas from the literature and other studies, which will help to answer the study question (Athanasou, Mpofu, Gitchel & Elias, 2012). In other words, the conceptual framework is a guide with regard to relevant literature that explains my position in relation to harnessing the experiential knowledge of retired educators in order to address aspects of career development. The title of the current enquiry influenced not only the concepts that had to be read up on, but also the conceptual framework (Ferreira, 2012). The concepts encompassed in the title of the study assisted in the development of the conceptual framework.

1.6.1 The context of learning

The context of learning is perceived in this study to be an interplay between career construction theory, career development programmes and knowledge management. Career construction refers to individuals constructing meaning from a process that comprises construction, deconstruction, reconstruction and co-construction of experiences for appropriate action (Chen, 2007; Hartung, 2007; Maree, 2013). In other words, we make meaning (construction), then we change our meanings (deconstruction) and, based on new experiences, we re-establish our world view (reconstruction) because the interaction between ourselves and our relationship with our environment helped to construct new meaning (co-construction) (Chope & Consoli, 2007). Knowledge management refers to the elicitation, capture and management of tacit knowledge and soft skills, which were acquired by retired educators (Hoffman et al., 2007). Career development programmes encompass all processes and activities that ensure that an individual adapts to the world of work throughout his or her life (Goodman & Hansen, 2005; Niles & Harris-Bowlsbey, 2002). Therefore, the interaction of the three concepts of knowledge management, career construction and career development programmes may lead to the acquisition of knowledge and skills as an outcome. It is therefore presumed that the experiences of individuals within this triangle, referred to as the context of learning, will probably lead to lifelong learning. It is assumed that lifelong learning occurs once individuals make meaning of their experiences. I discuss these concepts starting with career construction theory, then career development and lifelong learning, and lastly knowledge management.

1.6.2 Career construction as a theoretical base

The current study is grounded in constructivist approaches, which contributed to the career field because of how they embraced both objective and interpretive perspectives. Meaning-making was an aspect that was considered central in this study. According to Young and Collin (2004, p. 375), constructivism “focuses on meaning-making and construction of the social and psychological worlds through individual, cognitive processes”. In other words, meaning is formed for the individual when he or she makes reflections and thinks about his or her experiences in relation to the societal influence. In addition, within constructivism, there is social constructionism, which posits that the reality of our social and psychological views is a result of the interplay between us and our social interactions (Young & Collin, 2004). It is implied that the reference of our reality is to our environment. Therefore, to understand the reality and meaning we attach to our careers, we should understand the career behaviour within our environment.

Career construction is an underpinning theory that provides an understanding of career behaviour in relation to how individuals interpret their experiences to make meaningful conclusions about their careers (Hartung, 2007; Savickas, 2013). Career construction therefore provides career counselling apparatuses that can be used to help individuals appreciate how they come to the decisions they make about their careers in relation to their societal roles (Savickas, 2013). Career construction theory is based on Super’s life-span, life-space career development theory (Super, 1980). According to Hartung (2007), career construction assimilates aspects of Super’s career development theory to address issues of career behaviour and career development on four areas. The four areas include an individual’s life structure, which denotes all the roles that make up an individual’s life, career adaptability strategies, which entail how an individual applies his or her inner abilities to deal with complex life issues, thematic life stories, comprising what gives the individual the urge as evidenced from his or her life, and personality style, which entails all the traits such as interests, abilities, needs and values, and principles that build onto the individual’s impression of who they are (Hartung, 2007; Maree, 2013). In other words, career development based on the career construction theory seeks to help an individual make meaning of what is important to him or her based on his or her experiences and his or her inner abilities to deal with change. Therefore, according to Savickas (2013), central to career construction is how individuals develop themselves into who they are (construction of the self) based on their ability to adapt to career environments rather than their biological growth. This implies that there is a relationship between who a person perceives himself or herself to be and how this person adjusts to the career challenges he or she faces.

The construction of the self involves telling stories about ourselves that highlight our experiences (Chen, 2007). The stories help us to make reflective statements about who we are in society and also consider the involvement with others to construct ourselves. The self is therefore developed as a result

of the interpersonal experiences one has with others. This is referred to as co-construction of the self (Chen, 2007; Savickas, 2013). The implication is that both personal and environmental factors play a role in the making of who we are. Furthermore, the fact that we can make the stories about ourselves means that we can change the story (deconstruction) and retell a completely different story about ourselves – one with which we are comfortable – later (reconstruction) (Chope & Consoli, 2007, p. 91). This implies that we can change who we are to what we would like to be if our current situation does not make us happy. According to Chope and Consoli (2007), based on the fact that our identity is developed as a result of an interchange between ourselves and our environments, a change on how we view our relationship with our situations is likely to change our identity. Savickas (2012) posits that developing identity is a lifelong process that requires us to constantly make reflections on our identities in order to make the necessary adjustments based on our experiences. It is presumed that the process of construction, deconstruction, reconstruction and co-construction of meaning is a lifelong process. Therefore, lifelong development programmes should be sought to support these processes. The experiential knowledge and skills of retired educators form part of my conceptual framework because these are central to the study. Studies on retirement, professional development and mentoring form concepts with regard to the knowledge and skills acquired by retired educators.

1.6.3 Career development programmes

Advances in career development, as a discipline from which programmes are developed, indicated change across centuries in an attempt to remain relevant for the world of work at any particular time. Career development for different countries indicated this motivation to address contemporary challenges that earlier career development frameworks could not address. Career development refers to all career-related practices, such as providing information, counselling and the use of the curriculum, workplace career programmes and the world of work or job markets (Goodman & Hansen, 2005). It can be deduced from this statement that each of the aspects of career development impacts on the other. For instance, the changes in the contexts of the worlds of work have necessitated changes in the theoretical frameworks that are used to understand career worlds and behaviour over time. The implication is that, when job markets change, so should the way career information is provided, how counselling is conducted or how the curriculum is made accessible to the learners to ensure that these stay relevant. In addition, when job markets change, the implication is that the way in which workplace career programmes are conducted may need to change to ensure that individuals continue to acquire applicable skills.

Career development programmes are critical to the development of knowledge and competency acquisition of learners (Howard & Walsh, 2011). Learners in schools or in workplaces are expected to acquire lifelong learning. Lifelong learning for an individual takes place when the right environment and competencies are availed to them. According to Stead and Watson (2006), lifelong

learning is central to career development programmes. Therefore, school curriculums and workplace career programmes should equip the learners and employees with the relevant skills for lifelong learning. For instance, according to Conger (1994), students can learn about careers from narratives of workers or retired people in order to help clarify career decisions at different career stages, as well as how decisions influence each other. The example given is a way of indicating how career development is a lifelong concept that should not only cease to exist for retired people, but rather continue for everyone. The current study emphasises what literature continues to advocate for: that career development should be made available to all people.

1.6.4 Retirement and career development

Retirement is a concept that forms part of my conceptual framework. Retirement is closely linked to career construction theory because the age and experience of retired educators is central to the discussion of retirement.

According to Super's life-span, life-space career development theory (Super, 1980), retirees are aged 65 and at a decline. In addition, there are developmental tasks and expectations of experience at different ages from both the point of view of the career construction theory and Super's career development theory (Hartung, 2007). However, the fact that retirement for different workplaces in different countries is based on different reasons only proves the fluidity with which age is used to suit the organisation or the country's needs (Udjo, 2011). Early retirement in Botswana is 45 years, whereas the mandatory retirement age for the public service is 60 (Botswana Government, 2008). However, this is different for other countries and can range from 55 to 67 years (Udjo, 2011). People may retire because they would like to explore other avenues, because of family commitments or for health reasons. Sugarman (2012) posits that, although the age system might be a preserve of legislature, traditional practices impact on what an individual can do and when. It is assumed that when people get older, they cannot do certain things, hence, they have to retire. However, the ageing of populations across the globe due to reduced fertility may just prove that there is a need to change our thinking about older peoples' abilities (World Bank, 2008). Therefore, there is need to take the competencies of our expert educators who have retired into account.

1.6.5 Knowledge management in career development

Much has been written on knowledge management and what constitutes knowledge management. However, more research is needed in the area of tacit knowledge and soft skills. The debate as to what is viewed as knowledge management seems non-existent in career development. Therefore, a combination of what the literature posits as knowledge management, in combination with meaning-making as espoused by career construction, guides the study in terms of what knowledge management

is. Knowledge management refers to the process of capturing expert knowledge and skills, and storing this for future use (Hoffman et al., 2007; Hoffman & Hanes, 2003). There are varied ways in which knowledge and skills can be captured and managed.

Mind-mapping and storytelling are examples of capturing knowledge that are consistent with the career construction of meaning-making. Mapping what people know entails interviewing an expert for about four hours and drawing what they say to depict their views visually (Thilmany, 2008). A visual version of a retiree's views helps the retiree to add missing aspects of knowledge. Storytelling, databases of best practices and succession planning are considered other ways in which knowledge can be managed (McQuade et al., 2007; Thilmany, 2008). When people tell stories about their careers, they usually reflect on their experiences. In addition, experts who are retiring have experienced good and bad practices and will articulate these when telling their stories. A mind map is likely to eliminate some inappropriate information and add appropriate information according to the expert. The assumed interrelationship and interplay of knowledge capture (and reconstruction) and management, career construction theory and career development programmes (KCC) are assumed to lead to meaningful life or lifelong career development. Lifelong learning or life-span perspective is a central phenomenon of most career development programmes (Stead & Watson, 2006), especially at curriculum or educational institution level (Howard & Walsh, 2011). Furthermore, there is a relationship between the work and non-work domains necessary for career development, and retired workers form part of the non-work domain (Amundson, Borgen, Iaquina, Butterfield & Koert, 2010). Therefore, the three aspects can influence each other for meaning-making. However, all three can independently influence meaning-making. In the next section, I discuss the research design and methodology.

1.7 RESEARCH DESIGN AND METHODOLOGY

This section outlines the philosophical ideas I adopt, which influenced and shaped this study. I define these ideas as they highlight the shape of the study approach (Creswell, 2014).

There are different world views from which a researcher may choose to structure research. However, this study is located within a pragmatic view. Pragmatism is based on the work of Peirce, James, Mead and Dewey (Bacon, 2012; Biesta, 2010; Margolis, 2009). The contention of Creswell (2014) is that pragmatism is based on the consequences of actions rather than the cause and effect as espoused by positivism. The study on harnessing the experiential knowledge and skills of retired educators purports to discover the knowledge and skills the retired educators have and how these could guide career development programmes. Pragmatism advocates for research to be centered around the problem rather than the researcher (Onwuegbuzie & Leech, 2007). It follows that, if the view of

pragmatism is that the research problem must guide the study, a practical view should be followed whereby multiple methods are utilised in order to address the study problem (Creswell, 2014).

Based on the philosophical underpinnings of pragmatism, mixed methods formed the methodological paradigm for this study. Mixed methods is an approach that combines aspects of qualitative and quantitative methods (Creswell, 2010; Creswell, Plano & Clark, 2007). A study that utilises elements from different approaches is likely to face epistemological and ontological process and quality control challenges (Ivankova, 2014; Ivankova, Creswell, Plano & Clark, 2010). Purists of both qualitative and quantitative methods of enquiry strongly oppose mixing the approaches, as they contend that their epistemologies and ontologies are at opposite ends of a spectrum (Johnson & Onwuegbuzie, 2004; Johnson, Onwuegbuzie & Turner, 2007; Onwuegbuzie & Leech, 2007). However, proponents of mixed methods view the method as a separate method that gives a problem a big-picture view (Delpont & Fouche, 2011), which could not be achieved by the use of a single methodology.

In this study, I use concepts from both the quantitative and qualitative approaches to discover the knowledge and skills that retired educators have constructed over years, and how these can input the development of young people for the following reasons:

- The use of multiple methods allows for an in-depth exploration of the research problem (Teddlie & Tashakkori, 2010). This is useful as I consider the convergence and divergence of evidence (Schutz, Chambless & Decuir, 2004).
- Rather than being stuck in either a single and objective reality or multiple realities, mixed methods provides practicability, flexibility and openness to viewing the world (Delpont & Fouche, 2011; Onwuegbuzie & Leech, 2007).

There are different mixed methods designs. These designs include convergence and sequential design. Convergence implies a simultaneous form in which both methods are used at the same time for data collection and analysis, while a sequential design involves one method following another (Creswell, 2009; Creswell, 2014; Creswell et al., 2007). A design is exploratory if the quantitative method follows the qualitative method, which means that the qualitative data collection and analysis builds on the quantitative data collection and analysis (Creswell, 2014; Delpont & Fouche, 2011). Furthermore, an explanatory design is the opposite of the exploratory design.

To answer my primary research question, I employed a sequential explanatory design, which implies that the quantitative method is conducted first and informs the qualitative method (Creswell, 2009). The quantitative phase was used to predict and explain career development constructs with regard to retired educators (Schwandt, 1994), while the qualitative phase was used to find in-depth and thick description data in relation to the career experiences of retired educators (Creswell, 2009). Although the study employs both deductive and inductive reasoning, the bulk of the study focuses on the

qualitative aspect, because the study is qualitatively driven. The mixing of the phases is aimed at the data analysis of the quantitative phase (Muskat, Blackman & Muskat, 2012), because the results of this phase influence the qualitative phase. Although the two-phased sequential explanatory design is easy to conduct and report on, it is time-consuming. However, this goes for both sequential designs (Delpont & Fouche, 2011).

With regard to sampling, data collection and analysis, refer to Chapter 3 for an in-depth explanation. I used non-probabilistic methods of sampling to select a group of retired educators in Botswana, who retired between 2000 and 2012 and are likely to have rich data that would possibly inform the study (Teddlie & Tashakkori, 2009). A survey questionnaire was utilised to collect data in the quantitative phase, while focus group discussions and individual in-depth interviews were employed as data collection tools for the qualitative phase (Cohen, Manion & Morrison, 2011). Descriptive and inferential analyses are employed for the survey questionnaire and thematic analysis was the method of analysis for the qualitative phase.

Triangulation processes were not used as a mixed methods design in this study, but for crystallisation purposes, where themes were developed in qualitative research (Delpont & Fouche, 2011). For instance, over and above exploration of the concept and trying to understand the different constructs, the survey questionnaire attempted to answer the research question: What experiential knowledge and skills are important for career development? This question was further explored qualitatively, triangulating the findings.

Ethical considerations demand that, as a researcher, I create a balance between finding empirical truth and ensuring that the rights and values of participants are taken care of (Cohen et al., 2011). In this study, I consider research ethics by adhering to the ethics regulations of the University of Pretoria and the ethic demands of the MoESD of Botswana, both of which, after being satisfied with how this study was to be conducted, gave their permission for the study to proceed.

Informed consent was obtained from the participants. The reason for conducting the study, procedures to be followed, the benefits of the study and the risks involved were explained to them. However, the participants were informed of their right not to participate or to discontinue the study at any time without any threat to them (Cohen et al., 2011). Privacy and confidentiality implies securing all data to avoid unnecessary exposure of the participants (Christians, 2011). In order to address the privacy and confidentiality of the participants, I used code names for transcriptions so that a particular participant would not be associated with a particular set of data. Since the participants voluntarily participated in the study, it followed that I needed to ensure that the study did not benefit at the expense of the participants' wellbeing (Cohen et al., 2011). I emphasised voluntary participation and made referrals to appropriate places where there was a need for further emotional support to the participants. Lastly, the aspect of fairness was employed through both informed consent and

answering any questions participants had about the study. In addition, member checks were used to determine if the data was used accurately (Christians, 2011).

I made an effort to ensure the quality of the study by adhering to the quality demands of both the quantitative and qualitative phases of the study. I considered the validity and reliability of the constructs, as well as the trustworthiness of the processes that I employed. I ran the survey questionnaire through a statistical analysis to find the reliability of the constructs. The Cronbach alpha coefficients were used to verify the internal validity of the constructs (Gay, Mills & Airasian, 2011). Content validity and face validity were further pursued by using expert opinion and literature consistent with the career constructs. Rigour of the study was conducted through an honest and systematic process of data collection and analysis that can be retraced. Rigour was necessary to enable the findings of the qualitative study to be credible, transferrable and dependable or trustworthy (Ivankova, 2014; Lincoln, Lynham & Guba, 2011). Therefore, as suggested by the authors, member checks were conducted by inviting participants to give feedback on transcriptions of their interview recordings. In addition, all processes of the study were recorded to make it easy to follow up on any queries.

1.8 MY POSITION AS A RESEARCHER

I believe that, as a researcher, I brought a lot of myself to interact with my study. I see my life as a project that changes over time as I adapt to the demands of the changing work, political and economic world (Hartung, 2007; Savickas, 2012). For example, my capacity as an educator nearing early retirement age and working within the same socio-political environment as the participants carried the likelihood of relating closely with the concerns of the retired educators or understanding them better (Sugarman, 2012). Therefore, my world view of how I saw myself within the education system conveyed the possibility of influencing the enquiry.

In addition to my beliefs, my upbringing influenced how I conceptualised this investigation and how I made meaning out of it (Maree, 2013). I grew up in an environment where there were many aunts and uncles, and whenever there was an issue that concerned me, any of these people would intervene. I experienced the loss of this extended family structure and wondered how those younger than I were coping with situational challenges. However, what concerned me more was my observation that it seemed that older people, especially my grandmother, did not matter to the younger generations anymore (Dixon, 2007). I wanted to do something about it.

Being aware of what I brought to the study, continued reflexivity (Denzin & Lincoln, 2005; Lincoln et al., 2011) was necessary to reduce my influence on the study. Reflexivity was necessary because I was continuously learning as I went through the study, hence I could not anticipate what I would

come across (Morse, 2010). For instance, there were times when I closely related with what the participants were saying. Although I participated in the discussions, I continuously reminded myself not to direct the study in ways that would jeopardise the enquiry. I kept my inputs in the interviews to a minimum and I debriefed regularly with my supervisor. I also made an effort to maintain rigour in the study by keeping the phases of the study separate. For instance, I kept the quantitative phase quantitative and the qualitative phase qualitative (Morse, 2010; Morse, Barrett, Mayan, Olson & Spiers, 2002). In conducting the quantitative phase of the study, I attempted to be objective throughout, while during the qualitative phase I was aware of myself as part of the instruments in data collection and analysis.

1.9 KEY CONCEPTS

In this section, I clarify the concepts that will influence and guide the study to be understood within a particular context (Ferreira, 2012). The statement implies that the concepts central to the current study are made visible, and are explained in a way that positions me as a researcher.

➤ **Career development**

Career development entails all that influences an individual's lifelong occupation. Factors such as culture and the job market may positively or negatively affect the procedures and processes one engages in during one's career development (Goodman & Hansen, 2005). Career development is central to education, training and employability strategies (McMahon, 2006). This study attempts to establish how knowledge and skills from the experiences of retired educators can be managed for career development programmes. Career development programmes may be at school curriculum level, tertiary level training or at organisational level.

➤ **Retired educators**

An educator is any person in the teaching profession whose work involves teaching. However, a person may start off as a teacher at implementation level and move through the levels to programme development and policy-making. In addition, an educator may be someone who had not started off as a teacher, but spent the greater part of his or her career or until his or her retirement in an education profession or set-up. According to the Botswana Public Service Act of 2008, early retirement is 45 years and compulsory retirement is 60 years. In the Australian National Strategy for an Ageing Australia: Employment for Mature Age Workers Issues Paper, mature-aged workers are defined as workers 45 years and above (Bishop, 1999). Therefore, retirement age is regarded as 45 years and above. For the purpose of this study, the educators retired from active education-related employment in Botswana between 2000 and 2012, and were likely to have been actively employed in an education-related career or careers for 20 to 30 years or more.

➤ **Career construction**

Central to career construction is meaning-making by individuals through making narrative reflections of their experiences. Sharing their stories enables individuals to have insight into the interpretations they accord to those experiences (Hartung, 2010a). In other words, when students or employees tell stories, they begin to see images of their assumptions and claims much clearer. Hartung (2010a) explains this as follows:

“Career construction offers a way to assist students to consider the meaning of school and work in their experiences and how they can use these domains to meaningfully advance their own career stories, contribute to society and match themselves to suitable educational and work environments” (Hartung, 2010a p. 8).

The statement implies that learners see themselves as part of society and, based on their experiences, they can determine what is meaningful to them with regard to their future career goals.

➤ **Experiential knowledge**

This is knowledge that has been acquired through years of experience by the retired educator and was not necessarily taught formally. Experiential learning emphasises affect over cognition and behaviour, which are other ways of learning. Experiential knowledge and skills come about as a result of experiential learning, which is defined as learning in which the role that experience, observation and practice play is central to the process of learning (Zhang & Sternberg, 2000).

➤ **Skill**

According to the Oxford Advanced Learner’s Dictionary of Current English (2010), a skill is “the ability to do something well”, and for one to do something well, one would have to practise doing it over time. For instance, career planning skills, as described by Coetzee and Roythorne-Jacobs (2007), are an individual’s ability to get knowledge about the self, about the world of work, setting goals and a strategy to achieve them. I used the life history approach in this study to discover those skills, developed by retired educators over the years, that they deem relevant for sustainable career development. The skill referred to in this study is a soft skill that an individual cannot necessarily be taught in a common classroom setting (Moon et al., 2009).

➤ **Harness**

Understanding how to get control of the experiential knowledge and skills of the retired educator and use these in career development programmes are core to the study. To harness means to exploit, make use of and channel, to apply, to capitalise on (Hawker & Waite, 2007). In this case, the experiential knowledge and skills of retired educators is elicited from them for storage and use.

➤ **Career**

A career is central to a participant's life, not only in that it provides an income, but because one's creativity can be attested to. It enhances one's sense of self-fulfillment and identity. Therefore, looking at how the experiential knowledge and skills of the retired educators can inform career development programmes in Botswana means exploring what is central to an individual's life. Career is defined as how an individual develops through a series of job experiences (Baruch, 2004).

➤ **Knowledge management**

The elicitation, capture, storing and use of knowledge and soft skills necessary for career development processes is referred to as knowledge management in this study (Hoffman & Hanes, 2003). The approaches used in the elicitation of career development competencies should be consistent with career construction, where individuals reflect on their experiences for making meaning (Chase, 2011; Mompoti & Prinsen, 2010; Thrift & Amundson, 2007). The techniques used in the approaches encompass telling stories, whether in interviews or written as narratives, and experiential learning.

1.10 OUTLINE AND OVERVIEW OF THE CHAPTERS

Chapter 1: The introductory chapter provides the background to the study. The following aspects form the basis for this chapter: the introductory overview, the background to the study, the problem statement, the rationale, the research questions guiding the study and the key constructs. The highlights on the methodology give the pragmatic assumptions guiding the study.

Chapter 2: This chapter presents a detailed debate on the literature that guided this study. I look at early advancements and current trends in career development. I discuss career construction as a theoretical lens that had a major influence on the study as part of the current trends. In addition, I debate career development in other countries, as well as in Botswana. Finally, the literature gives an in-depth analysis of knowledge management with regard to the skills necessary for career development, how to capture this knowledge and these skills for future use and concerns for retirement that inform the conceptual model for career development.

Chapter 3: This chapter describes the research process in detail, with reference to pragmatism as the research paradigm, and mixed methods sequential explanatory design as the methodological paradigm that was utilised. The chapter entails the reasons I chose the sequential explanatory design with the quantitative and qualitative phases following each other. I deliberate on the advantages and disadvantages of the design. I also discuss the quality criteria employed in the study with reference to validity, reliability and trustworthiness, and dependability of the processes in data collection and analysis.

Chapter 4: The data collected is presented, analysed and interpreted in this chapter for the quantitative phase. Data is presented through summaries of the descriptive data and measures of central tendencies and inferential statistics conducted. The chapter comprises the presentation of pilot data, where the biographical data of the participants and the career development of retired educators are elaborated on. The presentation of the main survey questionnaire data is presented, where the biographical data and career development of retired educators are discussed in detail. In addition, the constructs used in further analysis, the inferential analysis conducted, and the results obtained and conclusions made on the hypothesis and assumptions are discussed.

Chapter 5: The data collected is presented, analysed and interpreted in this chapter for the qualitative phase. The data is presented in themes, subthemes and categories. The participants' claims are discussed verbatim. The chapter comprises of four thematic areas: meaningful experiences of retired educators, educators who have experienced inspirational leaders, recommendations for future education programmes and retired educators' issues for retirement. Lastly, conclusions are made on the findings.

Chapter 6: In this chapter, literature is related to the findings. The literature supporting the findings, contradictions and silences are reviewed. The chapter follows a thematic approach as in Chapter 5. However, in this chapter, some of the conclusions of Chapter 4 are embedded in the discussions to highlight the silences and contradictions or gaps in the literature. Conclusions are made based on the discussions.

Chapter 7: This chapter presents the findings and conclusions made from the study. It attempts to answer the primary research question based on the answers from the secondary research questions. The chapter further highlights how the Tri-KCC conceptual model of career development can be used. Major conclusions are made based on the findings. Finally, the study emphasises challenges, possible benefits and recommendations for policy, practice and research in education.

1.11 SUMMARY AND CONCLUSION OF THE CHAPTER

In Chapter 1, I provided an overview of the study. I deliberated on the background to the study with reference to international career development advances over time. I debated Botswana's career development, the problem statement, which was aimed at understanding competencies retired educators have and how retired educators could direct career development programmes through capturing and managing their knowledge and skills. I expounded on the rationale of the study. The research questions were outlined and elaborated on regarding what they intended to achieve. I discussed the research design and methodology, highlighting the pragmatic assumptions in particular,

as well as the design used. In addition, I reflected on how triangulation was conducted and how ethical concerns were addressed. Furthermore, I presented an overview of the conceptual framework that informed the current study. Lastly, I outlined chapters that are in the study.

In the next chapter, I provide a detailed, but not exhaustive, debate on the literature that directed this study. I deliberate on the start and growth of career development from the time of Frank Parsons in the early 1900s and today's development of career construction. I discuss the development of the new Tri-KCC conceptual model of career development in detail.

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CHAPTER 2

EXPERIENCING THE LITERATURE

2.1 INTRODUCTION

In Chapter 1, I presented the research synopsis by outlining the purpose, the questions that guided the study and the significance to education. I also discussed the research design and the methodology used, in addition to the paradigmatic assumptions and conceptual framework. How the quality of the study was ensured and limiting factors to it were also discussed.

In this chapter, I provide an overview of career development by discussing its early and current developments. I debate theoretical frameworks of career development in pre-modern, modern and post-modern eras. I then discuss Super's career development theory and the career construction theory, which I found relevant to this study. These two theories are discussed in detail to enlighten on the reasons they were found relevant for the study on retired educators. Furthermore, I discuss career development in Botswana. I elaborate on the model of career development that Botswana is using. I look at how knowledge and skills can possibly be captured and managed for future consumption. Finally, I propose a conceptual model that describes what career development programmes entail (professional development activities, experiential guidance). The conceptual model elaborates how career construction theory through life designing makes the construction of meaning relevant for retired educators. The conceptual model highlights strategies that could be employed in knowledge capture and management and links these strategies to theory and practice.

2.2 EARLIER ADVANCES OF CAREER DEVELOPMENT

I attempt to give the reader an understanding of career development by discussing the earlier advances of career development in education. I use terminology such as guidance and counselling, career guidance and counselling, vocational education and vocational guidance, and counselling or career interventions interchangeably. The reason I use these words interchangeably is because different terms have been used by practitioners over the years, as Niles and Harris-Bowlsbey (2002) reflect. However, there is need for career practitioners to position themselves in relation to the correct usage of the terms in the context of their use. The use of the term "career development" when describing factors, processes and interventions influencing the career behaviour of individuals is relatively recent (Herr, 2001). The term "career development" is, however, defined in the list of terminology for the reader to understand how the term is conceptualised in the current study. In addition, it should be noted that in the current study varied activities and processes are notable under career development.

As long as these activities and processes enhance an individual career life in one way or the other it satisfies the definition of a career programme.

Frank Parsons is often associated with the start of career development interventions in the 1900s in American education (Gibson & Mitchell, 1990; Niles & Harris-Bowlsbey, 2002; Savickas, 2011b). The time of Parsons was a time of transition of developed countries from the dark ages to the industrial times, where several innovations, such as mobile transport, electricity and career development, came into being (Zytowski, 2001). Schmidt (2008) emphasises the fact that the work of Parsons in the early 1900s is among the early works on vocational guidance. According to Savickas (2011b), since there were no structured guidance and counselling programmes in the early 1900s, Parsons offered to train teachers and personnel who dealt with employment issues in the Boston area. Parsons had organised the Boston Vocational Bureau in 1908 to provide a platform where young people could be assisted on vocational issues, as well as to capacitate teachers (Zytowski, 2008) to be vocational counsellors (Gibson & Mitchell, 1990; Savickas, 2011b). In the early 20th century, vocational guidance was used as a career approach after the publication of Parson's book, *Choosing a vocation*, in 1909, which started off the counselling profession (Hartung, 2007; Hartung, 2010b). The idea was to make it possible for learners to make vocational choices that helped with their transition from school to the world of work.

Vocational counselling as a formal discipline started in earnest in 1911 as in-service training on vocational guidance (Savickas, 2011b). Frank Parsons' principles of career counselling and making choices formed the foundation and framework for helping young people make choices for their careers (Niles & Harris-Bowlsbey, 2002; Zytowski, 2001). These principles formed the basis of career development over a hundred years. They emphasised dignity in useful work, learners exploring the world of work with the help of experts, learners learning not to be limited to a vocation and/or convenience sampling of jobs, and not fitting people into vocations (Niles & Harris-Bowlsbey, 2002; Zytowski, 2001). Furthermore, according to Niles and Harris-Bowlsbey (2002), Parsons encouraged the reading of biographies, observing workers in their professional setting, and reading current descriptions of occupations, which required awareness of the self, strengths, areas of development, interests and skills, understanding job requirements and informed decision-making.

Theories of vocational education or career development have advanced since Parsons' inception of vocational education. While vocational education was initiated in the USA as a discipline in the 1900s, the international community is assumed to have caught up 60 years later (Hartung, 2010b). The different theories of career development seem to be grounded on one aspect or another of Parsons' principles. Hartung (2010b, p. 98) accentuates this in his contention that the "field today remains a counselling subspecialty rooted in the early 20th-century vocational guidance movement to assist people in decisions in their lives". Therefore, instead of seeing theories at different eras as

separate and stand-alone entities, it would possibly benefit career development programmes to regard any theory as emphasising one aspect of careers and complementing other theories. However, Hartung (2010b) argues that “distinct theoretical statements reflecting differential, developmental, social cognitive and constructivist-social constructionist traditions offer diverse yet often convergent and complementary ways to comprehend and cultivate career choice and development” (Hartung, 2010b, p. 113).

2.2.1 Career development in pre-modernism: matching theories

In pre-modernism, vocational guidance emphasised the differences between occupations and personality styles and scores. Career behaviour during pre-modernism was predetermined and therefore predictable, given the work and political conditions that prevailed (Watson, 2007). According to Watson (2007), the work world was more structured and the influence on what was, was from outside rather than from within the person. Individuals were likely to be more successful in a particular work environment if they had matching personalities with those environments (Ohler & Levinson, 2012). Matching personalities with work environments is the basis of differential theories, such as the trait factor and Holland’s theory.

2.2.1.1 Holland’s theory of vocational personalities and work environments (trait factor – RIASEC Model)

Literature (Ohler & Levinson, 2012) views Holland’s 1997 theory of vocational personalities and work environments as researched and used more frequently as a theory of career development. Furthermore, “from Holland’s review, it is evident that his theory continues to stimulate much research activity. Generally, this activity focuses on the relations between congruence and important career outcomes, methods for calculating constructs, such as congruence, and the application of Holland’s theory to diverse populations” (Niles & Harris-Bowlsbey, 2002, p. 56). The implication is that, in order to match individuals with appropriate careers, there should be frameworks that guide that comparison. Therefore, developing frameworks and tests warranted several research studies.

The main assumptions of Holland’s theory are that, firstly, people can be categorised into realistic, investigative, artistic, social, enterprising and/or conventional, (RIASEC) to match model environments or situations created by leading experts in the environment. Secondly, people would look out for environments where they can be fulfilled in performing a particular role and showing a skill they have. Lastly, what determines behaviour is the interaction between an individual’s personality and what makes up an individual’s environment (Ohler & Levinson, 2012; Spokane, Luchetta & Richwine, 2002).

Holland developed the trait factor theory of career development in 1985 and 1997, as he saw one's choice of a vocation as an expression of one's personality (Ohler and Levinson, 2012). Furthermore, the closer in agreement or congruence an individual's personality is to the work environment, the higher the degree of satisfaction. However, achieving any level of congruence is influenced by the availability of exposure to vocations where one can express one's personality (Niles & Harris-Bowlsbey, 2002). In summary, although matching personalities to career seemed to work well for people during the pre-modern era, it increasingly became obvious that matching people to careers alone was not enough for effective career development due to the changing world of work (Savickas, 1997; Savickas, 2011a; Watson, 2007).

2.2.2 Career development in modernism: developmental theories

The realisation that, for an individual to feel successful and fulfilled in his or her work was largely a result of how much effort the individual put into his or her work, as well as how he or she expressed that, gave rise to modernism (Watson, 2007) in career development. Contrary to pre-modernism, the industrial age of modernism emphasised individualism and competition. Therefore, career factors that were applied in pre-modernism could no longer apply in modernism (Watson, 2007). The work of Super in 1953 helped career practitioners look beyond matching vocations with personalities, but moved to determining career readiness and the decision-making skills of individuals (Savickas, 1994; Savickas, 1997).

Career development was a career approach founded in the mid-20th century by Super and was geared towards developmental stages through an individual's life-span (Hartung, 2007). It was concerned with the processes of learning and cognition and was subjective in its approach. Super's study resulted in career counsellors looking at the developmental needs of individuals at different times within the lifespan (Savickas, 1989). One such theory is Super's life-span, life-space theory. My next discussion will focus on Super's developmental perspective or life-span, life-space theory, with emphasis on the life-career rainbow and the Archway Model (Super, 1980) to highlight the career developmental stages as advanced by the career construction theory.

2.2.2.1 Super's life-span, life-space theory advanced

Super's developmental perspective focus is on how people "construct and negotiate their work lives, and specifies predictable tasks and coping behaviour that individuals encounter as they develop their careers" (Savickas, 1997, p. 248). This is relevant to both learners and retired educators as Super (1980, 1992) emphasises that people play different roles as they go through the process of their lives, for instance, starting at childhood to retiring or being a pensioner. However, in his recent work, Super (1992, 1995) seems to make emphasis on individual values, interests and abilities. Super's life-span,

life-span theory is described by the Career-Life Rainbow and the Arc models, which give a comprehensive and multifaceted way of viewing career development (Super, 1995).

According to Savickas (1997), Super's life-span, life-space theory loosely combined developmental, self and contextual perspectives. The self-perspective was concerned with how an individual's self-concept² affected his or her career development (Savickas, 1997). Given this view, it is likely that how the retired educators in the study viewed themselves (self-concept) may have contributed to their career success. Finally, the contextual perspective in the life-span, life-space theory situated work roles within all other varied roles, meaning that the retired educators were more than educators in acquiring their experiences and skills to "fulfil their personal values" (Savickas, 1997, p. 248). The implication here is that the retired educators benefitted from the experiences in different contexts of career development such as pre-service, in-service training and professional development programmes to make meaningful career decisions.

In the next subsection, I look at career developmental stages and major roles in the different stages of the life-span, life-space theory.

2.2.2.2 Career development stages in a life-span, life-space theory

As mention earlier, people play different roles, such as being children, parents and retirees, as they progress in their careers, hence their lives. Super (1980) contended that nine major roles described life spaces occupied by people during their entire lives. These are the roles of child, student, leisurite, citizen, worker, spouse, homemaker, parent and pensioner, as shown in the life-career rainbow in Figure 2.1. These roles fall within the career developmental stages of growth, exploration, establishment, maintenance or management and decline or disengagement (Hartung, 2007; Super, 1980). The retired educators fall in the maintenance and disengagement stages, while learners are in the growth stage. Varied literature (Hartung, 2007; Patton & McMahon, 2006; Watson & Stead, 2006) share a perspective on these stages.

The growth stage that is between the ages of 4 and 13 (a learner at school) is concerned with one's future, awareness and control of one's own life, and an adolescent is compelled to relate success both at school and at work with regard to his or her attitudes and habits. Learners acquire work skills and are futuristic in their outlook as they begin to identify with their role models as they are aware of their abilities. Patton and McMahon (2006) further reiterate how, at this stage, learners' fantasies lead them to understand themselves and what they can do.

² One's nature or personality can include one's self-esteem, self-confidence or self-image.

The exploration stage, between the ages of 14 and 24, is when an individual explores his or her options, crystallises, specifies and then implements his or her choice of a career. Learners can identify with certain vocations early on in their lives, choose them and put them into practice through training for that particular vocation. The choice of the vocation to follow is based on their “cognitive process of forming a vocational goal on the basis of vocational information, and awareness of traits such as interests and values” (Patton & McMahon, 2006, p. 57).

In the establishment stage, an individual becomes stable in his or her career choice and can advance or strengthen his or her position within the career at ages 25 to 44 years. An employee can therefore assert himself or herself in a field according to the organisational culture and expectations. It is common that an individual at this stage will expect promotion or professional growth, as discussed by the authors.

Maintenance or management is a stage where sustainability, being innovative and relevant within the chosen career is key. This happens at ages 45 to 65 years. An individual can stay in the job or change based on the evaluation of the career. Given what Hartung (2007) and Patton and McMahon (2006) say about this stage, it raised concerns for me as a researcher about the retired educators in Botswana, who fell mostly within this age category.

My concern was whether the individuals retired as educators based on age, or based on satisfaction or dissatisfaction with their work. It also made sense to me to find out what the retired educators engaged themselves in after retirement. In asking these questions, I was conscious of the fact expressed by Hartung (2007) and Patton and McMahon (2006) that the stages can recycle at different times as people change careers or vocations several times in their lives (Patton & McMahon, 2006). I was also aware of the fact that there are contextual factors, such as the socio-economic and political structures, and personal determinants, such as an individual’s biological make-up, needs and values, attitudes and awareness, and interests (Super, 1980) that contributed to the developmental stage of an individual.

The decline or disengagement stage is from 65 years onwards. It involves an individual slowing down on work activities, planning for retirement or retiring (Schreuder & Coetzee, 2011). However, as outlined by Super, career stages and related ages are only tentative, hence the stage may start earlier or in later years.

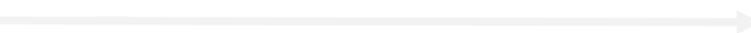
Growth/exploration	Establishment	Maintenance	Decline: career stage
Age: 5--10--15--20--25-----	30-----	45-----	65-----80---
Parent 			
Homemaker 			
Spouse 			
Worker 			Pensioner
Citizen 			
Student 			
Child 			

Figure 2.1: The life-career rainbow (Adapted from Super, 1980)

As seen from Figure 2.1, the life stages and roles follow a chronological age, and within these different roles that one plays, different decisions are embedded. An individual may find that he or she is handling multiple roles at one particular time, with primary and secondary roles (Super, 1980). As mentioned earlier, there are decisions to be made at each transition into or from a role or roles, and knowing at what age or stage an individual is, certain expectations or assumptions in terms of career readiness or adaptability may be made (Watson & Stead, 2006).

2.2.2.3 Career adaptability in career development

Career adaptability was instituted by Savickas (1997) to replace Super's (1955) career maturity. Career maturity's emphasis was on the readiness of young people to make choices relevant for their education and vocations (Savickas, 1997). The change from career maturity to career adaptability made Super's life-span, life-space theory simple to explain. According to Savickas (1997), one 'construct' could be used to understand career development in both adolescents and adults. Career adaptability refers to all ages while career maturity made reference to mainly adolescents' development. Career adaptability is defined by Savickas (1997, p. 254) as "the readiness to cope with the predictable tasks of preparing for and participating in the work role and with the unpredictable adjustments prompted by changes in work and working conditions". This implies that people adapt when they are able to meet challenges posed by changes in their environment at any time in their lives. It can be deduced from McMahon, Watson and Bimrose (2012) that adaptability is concerned with career transitions, how individuals felt and reacted to these transitional experiences and the meaning they make from interpretations of the same experiences. Savickas and Porfeli (2012) reiterate that career adaptability should be seen as one's ability to draw from within oneself, one's skills in order to deal with career traumas, to achieve intended goals. According to Savickas (1997:254), central to career adaptability is a planful attitude, self- and environmental exploration, and informed decision-making. Planful attitudes posit a continuous need for goal-setting on future

aspirations to determine the choices one would have to make. In summary, self- and environmental exploration require the individual to be knowledgeable about himself or herself, and explorative of possibilities within his or her environments in order to make informed decisions.

The dimensions of career adaptability are shown in Table 2.1. The dimensions are concern, control, curiosity and confidence, with commitment and cooperation being recent additions (McMahon et al., 2012). For each dimension, there is a career question, attitudes and beliefs, competence, a career problem, coping behaviour, a relationship perspective and a career intervention that relate to it.

Table 2.1: Dimensions of career adaptability (Adapted from Schreuder & Coetzee, 2011; Hartung, 2007)

Career question	Adaptability dimension	Attitudes and beliefs	Competence	Career problem	Coping behaviours	Relationship perspective	Career intervention
Do I have a future?	Concern	Painful	Planning	Indifference	Aware Involved Preparatory	Dependent	Orientation exercises
Who owns my future?	Control	Decisive	Decision-making	Indecisions	Assertive Disciplined Wilful	Independent	Decisional training
What do I want to do with my future?	Curiosity	Inquisitive	Exploring	Unrealism	Experimenting Risk-taking Inquiring	Independent	Information seeking
Can I do it?	Confidence	Efficacious	Problem-solving	Inhibition	Persisting Striving Industrious	Equal	Self-esteem building
How do I maintain it?	Commitment	Dedication Determination	Persevering	Career vulnerability	Resilience Goal-driven	Equal	Career management
Who will be involved in my future?	Cooperation	Supportive	Collaborating	Poor relations with co-workers	Helpful Positive Open minded	Inter-dependent	Team-building exercises

A body of literature examined by Hartung, Porfeli and Vondracek (2008) is evidence that career development starts in childhood. An example cited by Hartung et al. (2008) is the original model of Super in 1957, in which role-playing through fantasy meant that a child explored his or her interests and abilities. This guided children's aspirations with regard to the world of work. Another example cited by Hartung et al. (2008) is the vocational personalities and work environments theory of Holland in 1997, which points out that one's career development can be seen from the interactions and outcomes one has had with one's environment throughout one's growth. There is a Setswana³ idiom that reiterates the theories of both Super and Holland. The direct translation of the idiom is: "The woman of the home is seen in the playground." It implies that what one will become is observed or seen in play.

³ A language spoken in Botswana.

At the stages of growth and play, ranging from ages 4 to 13 years (Hartung et al., 2008, pp. 67–68), the four dimensions or developmental lines of adaptability can be observed. These dimensions are concern (developing a future orientation), control (gaining mastery over one’s life), conviction (believing in one’s ability to achieve) and competence (acquiring proficient work habits and attitudes). These are seen as the basis of career adaptability, and can be observed throughout the developmental career stages, not only of growth, but also of exploration, establishment, management or maintenance and disengagement or decline, as shown in Table 2.2.

2.2.2.4 Developmental stages and tasks and applicable career dimension

Table 2.2: Developmental stages and related career dimensions (Hartung, 2007; Stead & Watson, 2006)

Stage	Career-related developmental task	Applicable adaptability dimension
Growth (4–13 years)	<ul style="list-style-type: none"> • Becoming concerned about the future • Increasing personal control over one’s own life • Convincing oneself to achieve both in school and at work • Acquiring competent work attitudes and habits • Answering the question: “Who am I?” • Forming an initial and realistic self-concept • Self-awareness of one’s strengths, limitations, interests, values, abilities, personality and talents 	Concern Control Curiosity Confidence Cooperation Commitment
Exploration (14–24 years)	<ul style="list-style-type: none"> • Crystallising one’s career choice • Specifying one’s career choice • Implementing one’s career choice • Gathering information about the self and occupations 	Control Curiosity Confidence Cooperation Commitment
Establishment (25–45 years)	<ul style="list-style-type: none"> • Stabilising career position of choice • Consolidating career position of choice • Advancing career position of choice • Implementing the self-concept into an occupational role • Exploring occupations broadly 	Concern Control Curiosity Confidence Cooperation Commitment
Maintenance (45–65 years)	<ul style="list-style-type: none"> • Holding on • Keeping up • Innovating • Answering the question: “Should I stay in my current position or re-establish myself in a new one?” 	Concern Control Curiosity Confidence Cooperation Commitment
Disengagement/ Decline (65 years on beyond)	<ul style="list-style-type: none"> • Decelerating work activities • Planning for retirement living • Answering the question: “What will retirement mean for me?” and “How will I adjust?” • Shifting energies to home and family or other life domains 	Concern Control Curiosity Confidence Cooperation

Stage	Career-related developmental task	Applicable adaptability dimension
	<ul style="list-style-type: none"> Pursuing more meaningful leisure activities 	Commitment

Individuals are confronted with varied and different developmental tasks and role transitions as they interact with their societies and communities, which enhance career adaptability. Hartung et al. (2008, p. 69) and Hartung (2007) argue that there are distinct attitudes, beliefs and competencies that relate to career planning, career choice and one’s adjustment that are formed. These are referred to as the ABCs of career construction. Savickas (2005) points out that these ABCs have a bearing on how individuals solve problems and on the behaviours used to align individual vocational self-concepts with the world of work over a lifetime.

People differ in terms of the degree to which they adapt to their work environments. The degree of career development refers to the number of developmental tasks completed, as well as how one has satisfactorily or unsatisfactorily accomplished the tasks, while the rate of career development refers to how an individual compares to others over time with regard to their coping abilities (Hartung et al., 2008). An individual must go through and complete a continuum of developmental tasks at a rate comparable to a reference group. The authors suggest four categories by which the degree and rate of adaptability can be examined: an *advancing* adaptability means a broad range of developmental tasks have been completed at a higher rate than that of the reference group; a *constricting* adaptability implies a narrow range of developmental tasks have been completed at a rate higher than that of the reference group; a *delaying* adaptability implies that a broad range of developmental tasks have been completed at a rate slower than that of the reference group; and a *thwarting* adaptability shows that a narrow range of developmental tasks have been completed at a lower rate than that of the reference group (Hartung et al., 2008, p. 68). Figure 2.2 illustrates this diagrammatically.

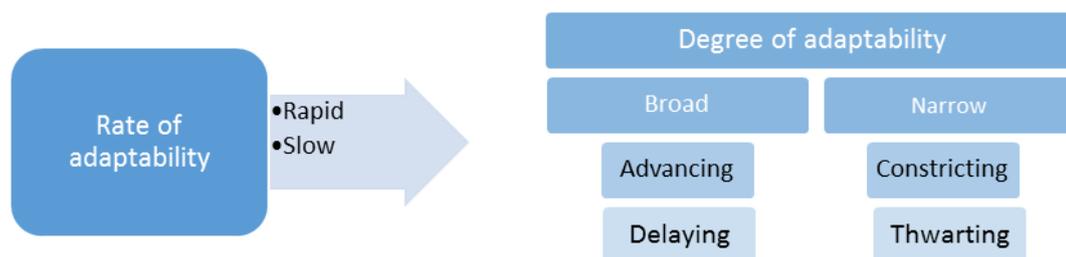


Figure 2.2: Configurations of rate and degree of adaptability (Hartung et al., 2008)

One can argue that the degree and rate of career adaptability are a result of vocational guidance, career education and career counselling. Although these will not be discussed in detail here, their importance in career development is highlighted. Savickas (2011a) points out that vocational guidance involves matching careers with individuals; career education involves teaching the right

attitudes and competencies for development; and career counselling emphasises the relationship that involves using the two approaches. Savickas (2011a) further contends that each of the three can bring about intended results depending on the need. However, Niles and Harris-Bowlsbey (2002, p. 1) argue that career development involves information dissemination, advising and test administration, as well as skills in therapeutic counselling.

In summary, career development programmes should emphasise outputs and outcomes, rather than implementation (Hughes & Karp, 2004). The authors found from their study that career development done experientially greatly influenced school attendance and school completion (Hughes & Karp, 2004). Experiential learning here is related to lifelong learning and it may follow that career development is a lifelong learning tool, especially if it involves human development throughout one's life, as Super's theory suggests. Career development, therefore, involves career guidance and counselling or vocational education, career education and career counselling. The suggestion for interventions that purport to practice career development should take the above into consideration. However, the models should be used flexibly and not follow hard and fast rules (Maree, 2009).

Career readiness or adaptability are implied to be decisions for change that happen at each life stage as they continuously attempt to respond to changes taking place. There are, however, certain factors that Super (1980) calls determinants, which determine how these decisions are made. In the next paragraph, I discuss the Archway Model of Super (1980), which explains these determinants.

2.2.2.5 The Archway Model

The Archway Model is Super's way of reflecting the fact that, in making decisions at different points in one's life, one encounters a number of "personal and situational determinants" (Super, 1980, p. 294). The personal determinants make reference to one's genetic makeup, which can be impacted on by an individual's experiences or the environment in which they grew up, while the situational determinants are the socio-economic environments one encounters throughout one's life (Super, 1980; Watson & Nqweni, 2006; Watson & Stead, 2006). Super is of the opinion that these determinants would impact on the individual's choices and decisions. As a result, individuals are likely to change their roles as workers.

Personal determinants are inclusive of an individual's values, needs, interests and attitudes, while the situational determinants would be the environment one interacts with (Super, 1980). This interaction is expected to "produce his intelligence, specific aptitudes, self-knowledge, educational and occupational information (or situational awareness), academic achievement and other cognitive traits" (Super, 1980, p. 296). Bingham, cited in Watson and Stead (2006), likens the life-career rainbow to the playing field of an individual's career, while the Archway Model symbolises the tools an

individual has in order to play the game. Super's argument is on how an individual's biology and his or her environment determines his or her growth.

Concluding this section on career development, the growth of an individual in relation to career knowledge and attitudes takes place where such is important, since individuals will have to draw from their competencies to meet their goals (Hughes & Karp, 2004; Savickas & Porfeli, 2012). Therefore, if learners are in a space that says work is important, they are likely to grow or mature in their knowledge or attitude, which is likely to lead to informed decisions to meet their goals. Furthermore, learning and decision-making are considered processes in career development (Krieshok, Black & McKay, 2009). In addition, Krieshok et al. (2009) postulate that the quality of exposure for learning and decision-making is the basis of an individual's career-readiness or development. The assumption with the quality of exposure includes the quality of education, the quality of information received, and the quality of career guidance and counselling services for one to make sound career decisions. The harnessed knowledge and skills from retired educators may be indicative of the quality of exposure one has had throughout one's career lives. However, according to literature (Savickas, 2007; Watson & Kuit, 2007), challenges that come with dynamic and changing work environments mean that modernism with regard to career development is also limited to addressing these challenges. Among others, these limitations of modernism give rise to post-modernism.

2.3 CURRENT TRENDS IN CAREER DEVELOPMENT

By the 1980s, career counsellors were already considering "how a new paradigm in developmental psychology, constructive-developmentalism, may inform their work" as they constructed meanings from their experiences (Savickas, 1989, p. 102). The implication was that new ways of offering career guidance, career education and career counselling had to change. Career change and development seems to be a reiterative process as counsellors seek effective ways of helping their clients. For example, McMahon et al. (2012) are already suggesting that career theories, practices and research studies should ensure relevancy for the rapidly changing work environments. In the next section, I discuss how post-modernism has tried to address the career concerns of modernism and remain relevant. The second century of career counselling and development began in 2009 (Hartung, 2010b).

2.3.1 Career development in post-modernism: constructivism (narrative inquiry)

Post-modernism meant changing from the industrial to the information age, following new technologies and a globalised world. Rapid changes due to the globalisation of world markets and the growth of information technology have changed and transformed the world of work (Savickas, 2007, 2011c; Savickas, 2012; Watson & Kuit, 2007) in the 21st century. The authors are of the view that, as a result, there are uncertainties and insecurities in employees of today, globally. Therefore, there is a

need to change career theories, frameworks and practices (Hartung, 2010). Hartung (2007) discusses the watersheds, contemporary and/or post-modern era, emphasising the narrative approaches and personal stories of Savickas, which give meaning to one's work or career.

2.3.1.1 Constructivism

Constructivists view knowledge as an assumption rather than the truth, hence one cannot argue that knowledge is acquired from somewhere, but rather constructed from within an individual (Shunk, 2014). In this section, I discuss constructivism as an epistemology (Shunk, 2014) that informs significant learning or the context of learning (Fink, 2003). In addition, I discuss the career construction theory and life designing approach as the major influences in my study. This is because career construction is designed to close the gap created in post-modernism (Hartung, 2007). Furthermore, career construction theory is a major influence, based, firstly, on the fact that my study is conducted in the post-modernistic era, and secondly, that most of my experiences and what informs me as a researcher are grounded in post-modernism.

One assumption that is made by constructivists is that an individual constructs knowledge as he or she interacts with his or her varied environments (Savickas, 2011a), which Shunk (2014) refers to as *dialectical constructivism*. This assumption implies that, as much as constructivists believe that knowledge is not wholly from outside, they are also cognisant of the fact that knowledge is also not wholly situated in the mind, hence the interaction with the environment. It is correct then to assume that educators should use a variety of methods of exposure to learning to ensure that individuals can have a basic knowledge for basic understanding, can apply what is learnt in the world around them, can have a better understanding of themselves and others, can care about what they are learning for it to be significant, and can experience lifelong learning (Fink, 2003). Shunk (2014) emphasises this view that learning is contextual and learning transfers or is situated between contexts.

In situated learning, there is a need to relate what one learns in the classroom to the world of work (Anderson, Reder & Simon, 1996). According to this approach, acquisition of skills happens when the context relates to the real world, implying that meaning comes as a result of daily interactions (Stein, 1998). The emphasis is on the fact that learning is contextual, taking the socio-cultural aspects into consideration (Shunk, 2014). The theory of situated learning within constructivism (Shunk, 2014; Stein, 1998) posits that learning happens or meaning is made because resources (other people, the environment and activities that enhance knowledge transfer) interact. Learning is therefore constructed from a learner's experiences of his or her world (Savickas, 2011c).

There are four claims on situational learning. Anderson et al. (1996) explain that, firstly, action is based on the real situation in which it happens. Secondly, knowledge remains within a task. Thirdly, training that is abstract is not very useful. Finally, instruction should happen in varied challenging

social environments (Shunk, 2014). The first two claims (Anderson et al., 1996) emphasise the fact that learning remains specific to where it is taking place. The relationship between career development and situated learning is the emphasis on relating what one learns in the classroom to what is needed out there in the real world and the world of work. In support of these claims, Stein (1998) discusses four elements of situated learning: content, context, community of practice and participation.

The concept of content in situated learning is of a higher order thinking and is rooted in application. Meaning is created from interaction with real-life situations (Maree, 2013), which makes reflection of the content meaningful and retainable. In the first claim of situational learning (Anderson et al., 1996), which relates to the content element, there is a call for research in the area of application and transfer of knowledge, and that it should be made a specific goal of instruction.

The context element of situated learning emphasises an environment that is conducive and supportive to the kind of learning expected. Transfer of skills is likely when the context is more representative of the situational context (Anderson et al., 1996). According to constructivism, context takes into account the power dynamics, and the socio-political and cultural environments in which an individual is situated and from which he or she draws experiences, in addition to his or her cognition (Young & Collin, 2004). There is a thin line between community of practice and participation elements in context learning (Anderson et al., 1996). Community of practice refers to the participants forming meaning from reflections and interpretations made within a community from an implied understanding of issues. The argument here is reiterated by the career construction meaning-making for effective career counselling (Hartung, 2007; Maree, 2013). The interaction with others gives individuals or learners an opportunity to solve problems by reflecting on dialogues within communities. The discussion above relates to developing career consciousness in preparation for career development through constructions or narratives of individuals' experiences.

2.3.1.2 Narrative inquiry

Chen (2007) gives a superior synthesis of the philosophical roots of the emergence of the narrative inquiry as a current theoretical framework for vocational and career psychology. Chen (2007) attributes the development of the constructivist school of thought to the psychology of George Kelly in 1955 of personal constructs, as well as the life-span, life-space theory of Donald Super in 1953, 1957 and 1990. There was a marked move by Kelly from searching for single truths as per the positivist world view to understanding an individual's subjective world (Chen, 2007). People differ in terms of the constructs they have, how they develop, modify or experience them, or how they use them to respond to the challenges life poses (Chen, 2007), making meaning in a subjective reality.

Chen (2007, p. 22) outlines a few key tenets and principles of the personal construct theory relevant to narrative inquiry:

Firstly, the narrative inquiry in career development and counselling represents a total respect for an individual's personal constructs in his or her subjective world, and makes every effort to use these constructs as the core for exploration and positive change. Secondly, personal constructs provide not only the rationale, but also the actual contents for the formation and development of an individual's life-career narratives. Thirdly, personal constructs justify and enable the process of making meaning in one's narrative inquiry and exploration. Fourthly, as the essential builder of his or her personal constructs, the person has the capacity to be the author of and actor in constructing his or her own life-career narratives. Fifthly, parallel to the dynamic and changing nature of his or her personal constructs, the person can frame, reframe and develop new versions of his or her life-career narratives with a flexible and an open mind.

Super's life-span, life-space theory aligns well with constructivism and the constructivist narrative approach, based on the acknowledgement of life stories that happen in a person's entire life as a child, student, parent, spouse, worker or citizen, and in different contexts making up a person's life (Chen, 2007). Finally, Chen (2007) points out the fact that Super's concepts of life-span, life-space form essential components in narrative career development practices.

Post-modernism did not address all the challenges brought by modernism. Savickas (2007a, p. 1) argues that "entering the work world and moving through occupational positions requires more effort and confidence today than it did in the modern industrial era". With changes in the work world, there should also be changes in how careers are addressed (Savickas, 2007; Savickas, 2011a). If current career interventions and theories do not seem to address these challenges, these are not inclusive of all groups of a society (Nicholas, Naidoo & Pretorius, 2006b; Savickas, 2011a; Watson, 2007). This research study explored the framework in which retired educators operated in their careers, given that the traditional ways of work and employment were rapidly changing. It is a possibility that these rapid changes made the retired educators' skills obsolete and they needed further professional development (Loughran, 2014). In the next section, I discuss the career construction theory (Hartung, 2007) that purports to address the gap created by post-modernism.

2.3.2 Career construction theory

Career construction is a developmental theory of vocational behaviour and shows the influence of constructivism on career development (Patton, 2007; Patton & McMahon, 2006). A theory is unique, conservative, consistent (Wacker, 2004) and consists of interrelated principles that intend to explain several related occurrences (Shunk, 2014; Watson & Stead, 2006). Career construction is a theory,

developed and authored by Savickas, that updates and lifts the “developmental perspective on vocational choice and adjustment” as proposed by Super in his life-span, life-space theory of 1957 and 1990 (Hartung, 2007, p. 103; Maree, 2013).

The career construction theory suggests that people give meaning to their lives and careers by identifying behaviours that relate to work, in addition to their work-related experiences (Maree, 2013). Therefore, counselling under a constructionist perspective encourages clients to reflect on their earlier life experiences and future aspirations, and to give these experiences and aspirations meaning and context (Maree, 2013). Career construction achieved its purpose of integrating life-span, life-space theory segments (Hartung, 2007) or blending theoretical traditions (Maree, 2013), which form the core of career construction theory. The segments include life structure, career adaptability, thematic life stories and personality style (Hartung, 2007), which I shall discuss briefly.

Life structure, which is made up of a collection of both work and other life roles, makes up one’s life. Hartung (2007) points out that there are several factors, according to the career construction theory, that influence what the individual seeking career counselling considers to be valuable and important. According to Hartung (2007), the position one holds in society, family and either societal or family expectations as a result of one’s gender is among these factors. It follows from this argument that counselling for career construction considers an individual’s life portrait⁴ where aspects of an individual are put together as micro stories to show one’s life experiences in one big story (Maree, 2013).

Career adaptability comprises how individuals cope with developmental tasks and roles, as well as changes in their environments and throughout their life (Hartung, 2007, 2010b). Furthermore, Hartung (2007) contends that success in the completion of developmental tasks is a step towards success in adapting later on in one’s life. Other than success in the different life stages and tasks, career adaptability includes “attitudes, beliefs and competencies”, otherwise referred to as the ABCs of career construction (Hartung, 2010b, p. 110). Career adaptability is enhanced by concern over and control of one’s work role and own career, while curiosity about and confidence in available alternatives and making appropriate choices would be enhanced through career counselling (Maree, 2013; Savickas & Porfeli, 2012). It is implied that an individual is likely to succeed in his or her career life if he or she is confident and has control over what he or she does. In addition, further clarification of ideas and alternatives can be heightened when an individual goes through counselling.

⁴ “Macro narrative that organises a client’s chief preoccupations, self-conceptualisations, preferred settings, dominant script and advice to self into a portrayal of the occupational plot, career theme, and character arc” (Savickas, 2011a. p. 152).

Thematic life stories entail how an individual is motivated, driven and perseveres, as shaped by his or her life (Hartung, 2007). Savickas (2012) contends that how a person changes over time is a “character arc”, related to where this individual started his or her career and where he or she is, as well as where he or she wishes to be. In addition, the author posits that what drives an individual is usually a need he or she wishes to fulfil. Maree (2013) maintains that there are timelines associated with themes resulting from one’s life stories. The implication is that there could be several stories an individual can narrate with regard to his or her career because it is usually not a single long story. However, career counselling for construction requires a client to make life recollections in which he or she should also identify the themes that are not time bound and are causing pain (Maree, 2013). Personality style includes traits that characterise a person’s self-concept, among which are abilities, needs, values and interests.

These four segments are translated by the career construction theory into practice through a narrative paradigm. A narrative look into the retired educators’ career paths could potentially give rise to knowledge and skills that learners at school or upcoming professionals may use. According to Savickas (2012), this new narrative model for understanding vocational behaviour that focuses on assisting clients in career counselling for the 21st century is known as life design. Life design is based on the fact that the psychology of career construction is based on the epistemology of life designing (Savickas, 2012). I discuss the life design approach in the next section.

2.3.2.1 Life design paradigm

The life design paradigm is a career counselling design in the 21st century where counsellors require new ways of helping clients write their career stories in ways that benefit them. The need for a new paradigm was needed to complement existing ones (Savickas, 2012) as it was not enough that the 21st century career interventions were vocational guidance and career education. Savickas (2012, p. 13) contends that the two seem inadequate since vocational guidance is based on “fixed traits and types that can be objectified with tests and then matched to stable occupations that provide long tenure”, while “career education rests on a predictable trajectory of developmental tasks that can be eased by teaching individuals mature attitudes and competencies that prepare them to unfold careers within hierarchical organisations”.

Furthermore, Hartung (2010b, p. 114) argues that life designing aims to enrich the individual differences, developmental and social learning traditions with a focus on using work to construct and design a meaningful life. It seeks to do so by offering counsellors and researchers a contextualised model and lifelong, holistic, contextual and preventive counselling intervention framework to increase life-career adaptability, narratability “the ability to tell a story that portrays one’s life and career with coherence and continuity and intentionality” (Savickas & Hartung, 2012, p. 245).

The therapeutic approaches to counselling include post-modern approaches, such as brief therapy, narrative therapy, feminist therapy and multicultural approaches, among others (Corey & Bludworth, 2013), given that the skills needed to provide effective career assistance include and go beyond those required in general counselling (Savickas, 2013). Although career counselling is often used interchangeably with career guidance and career education (Watson & Nqweni, 2006), it should be noted that all three terms are strategies falling under career development. Career counselling involves therapy that relates to the world of work. Central to post-modern therapeutic approaches is empowering clients, with the client being the expert of the change needed (Corey & Bludworth, 2013). Empowered clients would be self-aware and conscious of the change needed in their strengths and limitations in different areas, which may be referred to as their self-concepts.

Schreuder and Coetzee (2011) contend that developing and using self-concepts in job-related contexts form part of career development. The self-concepts⁵ developed and put to use in work situations are indicative of the interaction between the objective and subjective reality within the individual's social, economic and other presenting environmental factors throughout his or her life (Schreuder & Coetzee, 2011). The interaction with one's environment involves synthesis, referred to as a learning process, which contains role-playing. Role-playing means that a learner at school or a worker at his or her station can imagine his or her role in society or position in the workplace, play it, dream about it and/or put down goals towards it and eventually develop career awareness on it (Schreuder & Coetzee, 2011). The basis of career development is to help individuals develop awareness or "career consciousness" (Gysbers et al., 2009). Career consciousness is likely to elicit dreams of what roles, settings and events individuals would like to see themselves in in the future as they interact with their education, values and other backgrounds in relation to their position in society. Moxley (2002) suggests that there are several environmental forces that influence the change needed for career development, which should be examined and which may be overlooked by career development theories.

Gysbers et al. (2009) emphasise the importance of how, what and why an individual's life-career development is based on the challenges faced within and about his or her career, as well as his or her overall career goals. It may follow from this argument that determining learners' career goals at school can help craft career programmes that are likely to address their needs. In this case, career goals refer to learners' present and future aspirations, given that all life aspects have a bearing on their career development, as seen by Gysbers et al. (2009).

⁵ Self-concepts are individuals' views of their own personal characteristics (Schreuder and Coetzee, 2011) or what the person thinks he or she is. It can also be referred to as understanding oneself, or an individual's self-awareness in relation to the world in which he or she lives.

The new paradigm of life design is complementary to other career designs. It is centred on experiential knowledge and structures for clients' construction of their careers by telling their stories, deconstruction of these stories to find embedded meaning for the client, reconstruction of the many stories to identify "important incidents, recurrent episodes, significant figures, self-defining moments and life changing experiences", and co-construction of the narrative presented to them in order to take action, which is based on clarified priorities for appropriate change (Savickas, 2012, p. 14).

Therefore, it is not surprising that career counsellors have found new constructs of identity, adaptability, intentionality and narratability to better assist clients as they form the foundation for career construction (Savickas, 2011a; Savickas, 2012; Savickas & Hartung, 2012). The inference from this contention is that in career development, first of all, individuals need to have self-awareness and understanding of their abilities, interests and areas of development, including their position in society. Secondly, individuals need to identify the goals they intend to achieve. Finally, they need to seek expert help in making informed choices to achieve these goals. These goals are implied and can be enhanced through counselling (Maree, 2013).

2.3.3 A synthesis of career development from different eras

The pre-modernism era had a strong positivist approach to career development as it seemed to believe in single realities. An individual was either suited for a job or not, based on his or her performance on a test, hence the emphasis on matching an individual to an environment, by the use of a psychological test (Niles & Harris-Bowlsbey, 2002). Developmental theories in modernism evolved to try to address the developmental process and the decision-making that came with the different stages with regard to careers. Finally, although Super's theory brought in subjectivity in looking at decision-making (Savickas, 1997; Super, 1980), post-modern approaches brought in strongly the constructivist aspect of humans and how they make meaning (Savickas, 2012). Table 2.3 describes career development in the different eras.

Table 2.3: The history of career development (Adapted from Hartung, 2007)

Era (watershed)	Approach	Psychology	Career focus/concerns	Emphasis
The early 20th century – early 1900s (Parsons)	Vocational guidance	Differential or person-environment fit	<ul style="list-style-type: none"> • Matching people to occupations corresponding to personality style – individual differences • Cultural context 	<ul style="list-style-type: none"> • Objectivity – use of standardised tests or scores • Career choice content
The mid-20th century (Super)	Career development	Developmental	<ul style="list-style-type: none"> • Worker as a role among other life roles • Meaning-making attached to work throughout life • Life stages and social roles • Process of learning and cognition • Process of decision-making attitudes, competencies and barriers 	<ul style="list-style-type: none"> • Subjectivity • Process of adaptation and adjustment through the life-span
The contemporary advancement, 21st century (Savickas)	Narrative approaches to career	Constructivist and psychodynamic	<ul style="list-style-type: none"> • How “patterns and themes articulate and shape the purpose and meaning individuals” (Hartung, 2007, p. 105) attach to their life stories • Life themes and career as a story • Awareness and understanding personality patterns, motives, drives 	<ul style="list-style-type: none"> • Subjective • Conceptualise career choice and development as function of relationships had and childhood memories • Personal meaning of work and career

Working with retired educators automatically makes one consider Super’s life-span, life-space theory. The age of retirement for the participants and what they do during and post retirement land itself into their current life-space. Career development in schools (basic education) which is the emphasis of this study is a different stage in Super’s developmental theory, where Super emphasised career maturity. The retired educators were likely to tell me what they trained as at pre-professional, and how they succeeded during their active career lives, which would be other life-spaces. In other words, developmental tasks were important to understand and appreciate the skills acquisition of the retired educators over the years.

Further to the above argument, what makes Savickas’ Life design significant for this current study is the improvement on Super’s theory. Instead of career maturity Savickas chose career adaptability. Career adaptability goes beyond the adolescent stage, and life-designing enhances career adaptability by considering career concerns, control, curiosity, confidence and commitment (Bimrose, 2010). Additionally, the concept of context and how individuals make meaning from their career experiences resonated well with this study. Understanding the relationship between experiences and one’s context helped me to appreciate what led to the skills acquisition of the retired educators and how these could be harnessed.

Lastly, although Super's life-span, life-space and Savickas' career construction theories may have influenced this study, I find career development theories lacking in addressing needs of communities (Watson & Stead, 2006). Both Super's developmental and Savickas' theories make emphasis to adolescents or people engaged in conventional forms of careers. Additionally, retired educators' career development is not really highlighted in both career construction and life-span, life-space theories. The assumption is that retired educators are at the decline and may not be productive (Udjo, 2011). However, I found the strength of the post-modern narrative and career construction theories sensitive to how Botswana seem to form and transfer knowledge. Botswana are story tellers and recite poems that communicate their understanding of reality (Mmila, 2013; Mompoti and Prinsen, 2010). The research on how knowledge and skills can be harnessed from the retired educators will potentially challenge theory to consider career growth beyond 'formal' retirement. In the next section, I provide an overview of career development in Botswana. A brief description of career development in other countries introduces the next section.

2.4 A VIEW OF CAREER DEVELOPMENT IN BOTSWANA

Reference to the growth of career development in the USA in the 1900s and the international community in the 1960s can possibly give an idea of the countries' positions with regard to career development. Career development in the USA (and other countries) have had a psychological prominence. The role of intra-individual variables, such as motivation, locus of control and ability, played a central role in an individual's career life (Niles & Harris-Bowlsbey, 2002). The suggestion is that the individual plays a bigger role in determining his or her wellbeing when it comes to his or her career success. Although the central premise might have remained psychological, there have been changes and processes in the professionalisation of the discipline in over a decade (Savickas, 2011b; Savickas, 2012). Schools in the USA use varied models of career development. In the 1900s, when the discipline started, volunteer vocational education teachers offered varied vocations to young men (Zytowski, 2001). The model has since changed over the years to varying models, from specialisation to comprehensive models that offer guidance in the curriculum and counselling as a service for learners (Gysbers & Henderson, 2012; Gysbers et al., 2009; Schmidt, 2008).

European countries are not only trying to meet the needs of young people, but of people across the human divide. Different career guidance models, from the use of the curriculum at lower secondary school level, talks by experts in their fields or work shadows, to individual interviews and information given at adult level are seen in different countries in Europe (Sultana, 2003). According to Sultana (2003), most European countries attempt to address most objectives of public policy through their guidance and counselling programmes; however, the different pasts and philosophies of these countries impact on their educational systems. For instance, the author gives an example whereby

some countries have big economies or where there are strong variations in the state and non-state school sectors. Furthermore, career development is seen as a strategy of lifelong learning, hence the Organisation for Economic Cooperation and Development (OECD) countries have been implementing both policies and strategies that ultimately support learning (Organisation for Economic Cooperation and Development, 2004).

Considered a better developed country in the southern African region, acknowledging that Botswana and South Africa were both British colonies, and having bilateral relations and cooperative agreements with Botswana (McDonald & Walmsley, 2003), I found it necessary to consider career development in South Africa. Career development in South Africa is heavily influenced by international theories of career psychology (Nicholas et al., 2006) and therefore, the relevance of international career theories is sought for the South African context (Watson & Stead, 2006). South Africa shares a similar history to that of Europe and America in that the following had an early influence on its career psychology: the Industrial Revolution and resulting changes in technology, the colonisation of the country by the British, the mining of precious minerals like diamonds with the use of highly developed machines, wars and urbanisation, as well as racism (Nicholas et al., 2006). The authors point out that education was used as a social control tool, and non-governmental organisations and the legislature were all early shapers of career psychology in South Africa.

Further to the above discussion, the South African context of knowledge post-apartheid required a psychological change. Although career development had always existed in the curriculum in different forms (Nel, 2014), attention was needed on the power dynamics between the knowledge systems created throughout South African history (Kiguwa, 2004). Even though career development had existed before, it seems to be more focused now as “Life Orientation” and Nel (2014) suggests that central to Life Orientation pedagogy should be knowledge from the social constructivist theory. The author elaborates that the use of a social constructivist theory would enhance dynamism and pragmatism. Career development in South Africa purports to empower learners holistically to maximise their talents to achieve their full potential (Nel, 2014).

In the previous paragraphs, I discussed briefly the history of the world of work internationally and regionally, specifically in South Africa. The brief review may indicate the influence that other country’s career development programmes might have had on the Botswana’s career programmes. In this section, the focus of my discussion is on the career development programme in Botswana, commonly referred to as the guidance and counselling programme. The study took place in Gaborone, Botswana. Therefore, in this discussion, “career development programme” will interchangeably be referred to as “guidance and counselling programme”. Before I discuss the country’s basic education system, in which I position the guidance and counselling programme within the education system, I

converse on the Revised National Policy on Education (RNPE) (Ministry of Education, 1994) and Botswana's Vision 2016 of 1997, which guide the implementation of education in the country.

The RNPE (Ministry of Education, 1994) developed as a result of a commission that reflected on the status of the education processes and procedures in 1992. Several recommendations were made on what should be improved. The provision of relevant and up-to-date career information was one of the major recommendations. Guidance and counselling provision was elevated as a result of the revision of the national education policy. The Policy Guidelines on the Implementation of Guidance and Counselling in Botswana's Education System policy document, which guides the implementation of career guidance and counselling in Botswana schools, was developed (Ministry of Education, 1996).

The guidance and counselling policy guidelines took into account major recommendations from studies conducted prior to the restructuring of the education system following the RNPE (Ministry of Education, 1994) recommendation. Although, each school had career and counselling or guidance and counselling coordinators to implement the recommendations according to the guidelines, there were challenges, which persisted due to a lack of professional career counsellors (Shumba et al., 2011). Vision 2016 was crafted later to support the value for an education system that will produce a globally competitive individual.

Vision 2016 is a national policy that outlines the aspirations of the country by 2016. Vision 2016's goals are focused on positive human behaviour changes with emphasis on values, attitudes and improved knowledge and skills within an individual and as a nation (Montsi et al., 2000). These key aspects have implications for career counselling and lifelong learning in empowering people with entrepreneurial skills, self-awareness and work ethics for poverty reduction, personal and environmental preservation, social connectedness and sustainable careers (Montsi et al., 2000; Wannan & McCarthy, 2005). National development plans and other policy interventions draw from the Vision 2016 aspirations in order to drive towards their attainment. According to Montsi et al. (2000, p. 163), the aspirations of Vision 2016 cannot be achieved "through legislation, but through deliberate and systematised educational interventions that begin well ahead of the target date".

Following the RNPE recommendations (Ministry of Education, 1994) and Vision 2016's aspirations, although Botswana's career guidance dates back as far as 1963 (Shumba et al., 2011), it was structured much later in order to address the breakdown in the extended family system, as well as the country's human resource challenges (Ministry of Education, 1994; Ministry of Education, 1996). In the traditional setting of African culture, uncles and aunts provided guidance and counselling. This disappeared when parents started migrating to the cities and with the advent of the core family system (Byerlee, 1974). Migration to the cities or urban areas was due to better economic and education access compared to rural areas (Byerlee, 1974; Zytowski, 2001). The policy guidelines on the

implementation of guidance and counselling in Botswana's education system gives the processes that took place from 1963 to date (Ministry of Education, 1996). Selected teachers functioned as career teachers providing students with occupational information only (Montsi et al., 2000; Shumba et al., 2011).

Further to the above discussion, Botswana was among the poorest countries and career choice was limited to nursing, teaching and agriculture, according to Tlou and Campbell (1997). Anecdotal evidence points out that towards the end of the learners' completion year at secondary schools, they would be gathered in a hall and addressed by career teachers, nurses and police officers on the latter two careers. The approach by career teachers was limited as it is likely not to have had the intended impact, and career exposure to the learners would be inadequate. The study by Montsi et al. (2000) on Botswana's career guidance programme and the recommendation endorsed by the RNPE of 1994 argued the need to have a fully functioning career guidance and counselling programme, that is developmental and preventative in nature throughout the learners' formal education. In order to understand the place of career guidance and counselling in the school, I look at the basic education curriculum in Botswana.

2.4.1 Basic education in Botswana

Botswana has a 12-year basic education curriculum; seven years of which are spent at primary school, three at junior secondary school level and two at senior secondary school level. Although Botswana acknowledges that quality basic education is a fundamental human right (Curriculum Development and Evaluation, 2002b), it is not compulsory. However, until the late 2000s, basic education in Botswana was free. Though not compulsory, cost-sharing between parents and the government has been introduced. The government encourages all learners to access the national curriculum.

A national curriculum is used at basic education level. It is hoped that by the end of the 12 years spent at school, a well-adjusted citizen will emerge (Ministry of Education, 1994; Ministry of Education, 1996). In addition to the many aims of basic education, it is hoped learners will have "developed pre-vocational knowledge and manipulative skills that will enable them to apply content learnt, and attitudes and values developed to practical life situations in the world of work" (Curriculum Development and Evaluation, 2002a). Within the different subjects offered at this level, as observed from the latter quotation, is entrepreneurial skills. Career guidance relating to each subject forms part of the subject's blueprint. At the centre of this curriculum, however, is the guidance and counselling programme that exists to specifically provide preventative, remedial and developmental career guidance. Finally, sporting activities, such as ball games, athletics and subject-specific activities, together with other clubs, form the co-curricular activities.

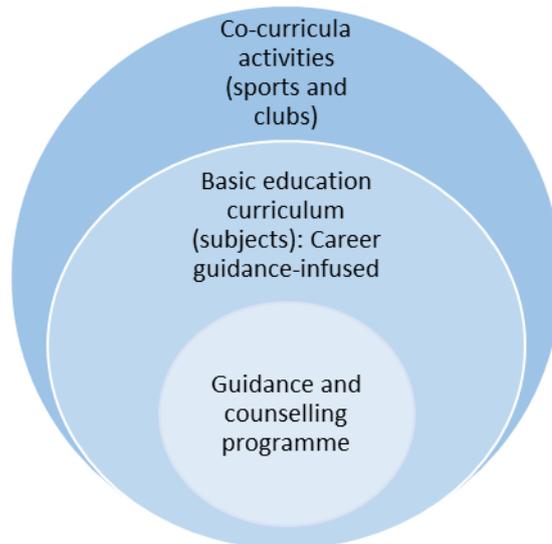


Figure 2.3: Basic education curriculum in Botswana

Figure 2.3 is a diagrammatic representation of the basic education curriculum of Botswana. While basic education might not be compulsory for all children, they are expected to have access to it, in and outside the classroom (Ministry of Education, 1994). It is also an expectation of the curriculum that each teacher has career guidance infused into his or her subject (Ministry of Education, 1994; Ministry of Education, 1996). The implication is that teachers should advocate for their subjects and outline why it is important for learners to do that subject, and what opportunities exist for doing the subject.

Other than keeping the status quo on basic education, the Ministry of Education (Botswana) resolved in 2012, to emphasise and improve parental involvement in their children’s learning. The reason behind this resolution was to address the academic wellbeing of learners. According to the Parents Teachers Association (PTA) and Mentors Training Manual (Ministry of Education, 2012, p. 4)

“Parental involvement in their children’s education can go a long way in improving the children’s academic performance and behaviour at school. Academically, parents would be able to monitor their children’s learning, ensure they do homework and assignments. Parents and stakeholders would also assist schools deal with some problems currently on the increase in schools such as: truancy, teenage pregnancy, bullying, drug and substance abuse, and/or peddling. The importance of parental involvement in education and as per/as reflected in recommendation 118 (a) of the Report of the National Commission on Education of 1993 “the Government should intensify the efforts to encourage the establishment of PTAs”, the Ministry of Education and Skills Development found it fit to resuscitate PTAs in schools and even have structures at regional and National level. These will then help to mobilize parents at village level to partake in their children’s education”.

Based on the quotation above, the MoESD seems to be aware of the need to address both academic and behaviour of the learners through a deliberate effort of engaging parents. I saw this as the need to address the career development of learners. A training manual was developed in an attempt to address how parents and other stakeholders could be involved in the education of learners. Of interest to this study is the aspect of the mentoring programme that resulted from a consultative forum on schools performance results, referred to as “Maduo Pitso” (Ministry of Education, 2012). The Botswana’s Ministry of Education outlined who the mentor is and what will be expected out of the mentors. The Ministry of Education (2012), explains mentors as former professionals and community leaders. The duties of the mentor include: being motivators for learners in schools; providing tutorials for learners to assist them academically; supporting teaching (e.g. teacher aides, relief teachers, advice on pedagogy); advising and support school management; assisting with in-service training; providing motivational talks; providing feedback on the delivery of education; and mentoring learners.

The Ministry of Education can therefore be commended on the effort to include former professionals and community leaders in its education system to support career growth of learners. However, what was not clear is if all former professionals and community leaders were deemed fit to offer mentoring. In addition, although some duties may be defined, the roles, expectations and outcomes of all those involved (teachers, mentors, learners) were not quite clear. Anecdotal evidence points out that, education mentors would be any retired teacher and volunteers regardless of their track record as professionals. Therefore, the initiative by the Ministry of Education is likely to benefit from the current study. The study will propose a framework for engaging former professionals (in this case retired educators) for career development. In the next section I take a closer look at Botswana’s guidance and counselling programme.

2.4.2 Botswana’s guidance and counselling (career development) programme

Botswana career development programme is commonly referred to as guidance and counselling. However, in this study, I will refer to it as career development. There are three critical reasons for the introduction of career development programmes in Botswana: globalisation, social challenges and a lack of support structures for young people. Globalisation meant that the young people of Botswana must be in a position to compete for higher learning, as well as further training and work opportunities internationally. The world of work is now more visible and challenging to young people (Akhurst & Mkhize, 2006). The OECD (2004) points out that there is not a single country that can afford to provide work or adequate training opportunities for all its citizens. Secondly, globalisation brings with it social challenges that the youth find themselves having to deal with. For instance, young people today have to deal with technological changes (Savickas, 2011a), diseases and enhancement substances. Thirdly, the disintegration of the extended family structure and the emergence of sole nuclear families means that many young people face dwindling pools of role

models who could give appropriate guidance (Montsi et al., 2000). The lack of extended support and the absence of family support require schools to be equipped with skilled personnel in the area of career guidance and development (Ministry of Education, 1996; Shumba et al., 2011) to bridge this gap (Organisation for Economic Cooperation and Development, 2004).

Vocational guidance, career education and counselling, commonly referred to as guidance and counselling (G&C) in Botswana, are offered to support the national curriculum from primary to senior secondary level (Curriculum Development and Evaluation, 2002a; Curriculum Development and Evaluation, 2002b).

2.4.3 Implementation of career development programmes in Botswana

The Guidance and Counselling Division (G&CD), as an aspect of the MoESD, determines interventions to address challenges mentioned in Subsection 2.4.1.2 to ensure a learner who can adjust to varied environmental challenges (Ministry of Education, 1996). As mentioned in Section 2.4.1, the intervention strategies are guided by the guidance and counselling policy guidelines of 1996. The policy guidelines outline the principles of guidance in Botswana. They also give direction on starting a guidance and counselling programme in a school, what the teacher should do with regard to monitoring and referrals, and how to keep records, to mention but a few things. It further helps the teacher coordinating the programme to understand the roles of the different stakeholders.

Furthermore, guidance in the classroom is guided by the guidance and counselling curriculum guideline for the appropriate level (primary, junior or senior school levels) (Ministry of Education, 1992; Ministry of Education 2002; Ministry of Education, 2008). The guidance and counselling curriculum guideline is synonymous with a subject syllabus. However, the reason it is a guideline is that it gives an outline of expected outcomes without a rigid schedule to follow as long as school issues are addressed in the process. The guidance and counselling policy guidelines of 1996 and curriculum guidelines give direction on methods of delivery and assessment. A 30-minute and a 60-minute guidance lesson are given once a week for primary and secondary schools respectively (Curriculum Development and Evaluation, 2002a; Curriculum Development and Evaluation, 2002b). Teachers could be referred to as senior teacher: guidance and counselling, or guidance and counselling coordinator, depending on their level of operation and training (Schmidt, 2008). These practitioners can be fully or partially trained in career guidance or related fields, or have no training at all (Shumba et al., 2011). Based on the expectations of the senior teacher for guidance and counselling in Botswana (Ministry of Education, 1996), a comparison can be made to a school guidance counsellor and counselling coordinator (Schmidt, 2008) in the West.

The Botswana G&C programme is a comprehensive, multifaceted approach (Gysbers & Henderson, 2012) that focuses on four areas of guidance. It follows that “multiple layers of context shape the development of students’ career interests, as well as their decision-making with respect to educational and career choices” (Rowan-Kenyon, Perna & Swan, 2011, p. 330). These areas of context include personal, social, educational and vocational guidance:

Personal guidance ensures the self-awareness of the learner. This area highlights to the learner his or her areas of strength and development. Self-mastery should happen here. This relates to the trait and factor theory of career counselling where, in addition to the above, one has an understanding of learners’ aptitudes and interests, the resources available to them and other qualities (Nicholas et al. 2006)

Social guidance intends to help learners understand themselves in relation to other people. It is hoped that a learner who is aware of his or her emotional behavior can manage interpersonal relationships better and adjust socially.

Educational guidance is that aspect of guidance where the learner is really engaged with his or her reasons for coming to school. Therefore, there is need to relate learners’ subjects and other experiences in school to the world of work.

Vocational guidance ensures that learners are exposed to the world of work. Subjects related to entrepreneurship, career fairs, career counselling and other career-related programmes, such as Take a Child to Work and job shadowing are expected to address this area (Ministry of Education, 1996; Ministry of Education, 2010).

These four areas are addressed in relation to each other to address issues outlining Botswana’s concerns with regard to behaviour modification and the career needs of students. Figure 2.4 demonstrates this relationship.

Guidance and counselling

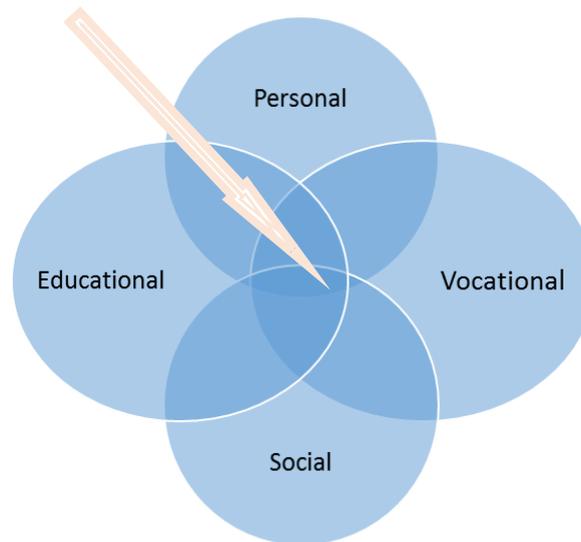


Figure 2.4: The four areas of guidance and counselling in Botswana

The four areas are implemented in varied ways that are preventive and developmental in their approaches to career development (Ministry of Education, 1996). Key competencies related to various developmental tasks and roles are expected at different ages of development, as discussed earlier (Hartung, 2007). Career preparation is a major developmental task for adolescents as it leads to improved personal development, requiring social adjustments and not just one's general wellbeing (Koivisto, Vinokur & Vuori, 2011).

Therefore, the quality of exposure for career development is important for the developing learners to explore and begin to make meaning of their experiences in relation to the world of work (Hartung et al., 2008). The inference from this statement is that if career development programmes are ineffectively implemented in the formative years (not giving children exposure to exploration and to interpreting and giving meaning to their experiences), it would undoubtedly lead to learners who have not developed their adaptability skills.

Since guidance and counselling are not examination subjects (Curriculum Development and Evaluation, 2002a; Curriculum Development and Evaluation, 2002b), professionally trained personnel are not allocated to this subject for its full and effective implementation in schools (Gysbers & Henderson, 2012; Shumba et al., 2011). A systematic training plan for career guidance and counselling teachers has not been in place in the MoESD (Ministry of Education, 1996), and this frustrated the many efforts put in place for its implementation (Ministry of Education and Skills Development, 2012; Shumba et al., 2011). The insufficient or inappropriately trained career guidance

practitioners in schools (Organisation for Economic Cooperation and Development, 2004) result in an ineffective career guidance offering.

In a personal communication, a senior MoESD skills development official (Senior MoESD official, 2011) highlighted the fact that no matter how important an intervention is, it is dependent on how those in a position of power see it. The statement resonated with the need to develop not only the personnel and finances, but also the political resources for full implementation, as argued by Gysbers and Henderson (2012).

The time given for teaching at both primary and secondary school level is very limited (United Nations Children's Fund, 2005) for those educators or teachers who are appropriately trained to offer guidance, but it is problematic for those not prepared to do so. Those who are limited to offer guidance, but find themselves cornered into teaching it, use the guidance time for continuing with nationally examined subjects, or use the guidance lesson as a free period (Ministry of Education, 2012).

Career guidance in Botswana is offered in the classroom and other supportive programmes outside the classroom (Ministry of Education, 1996). Ministry of Education (1996) underscores the need for supportive programmes beyond counselling and guidance in the classroom. Gysbers and Henderson (2012) posit that implementing a comprehensive guidance and counselling programme requires supportive activities. Take a Child to Work and job shadowing programmes are non-formal career development activities or programmes for primary and secondary school learners respectively. They entail a tripartite relationship between the learner, the parent and the world of work (the employer). These activities are meant to help learners develop an awareness of the world of work. Each of the three stakeholders have a role to play to make the programme a success (Ministry of Education, 2010b). The Youth Forum is another supportive programme that gives young people a platform to share their concerns and acquire life skills (Maroba, Mabote & Sento-Pelaelo, 2005). The youth forum entails gathering a certain number of 10-18 year old learners from across the country or at a particular region to a week-long camp. The learners are selected based on a criteria grounded on a theme for the year and these learners are usually from standard 5⁶ to form 5⁷. Stakeholders from across disciplines form part of the facilitation group. The emphasis of the youth forum facilitation is on edutainment⁸ rather than commonly used PowerPoint presentations.

⁶ The fifth year of primary schooling

⁷ The last year of senior high school or secondary school

⁸ Education provided through entertainment

- **Further challenges to career development in Botswana**

In the last section, training, political will and time were mentioned as some of the challenges facing guidance and counselling in Botswana. There are, however, more challenges still, which are also international. Career guidance is “weakly professionalised” in many countries (Organisation for Economic Cooperation and Development, 2004, p. 13) and in Botswana. Although there are usually disparities between policies and practices of career development and guidance programmes (Goodman & Hansen, 2005), it is the responsibility of governments to ensure developed human resources as its main resource for the country’s development (Republic of Botswana, 2004). According to Republic of Botswana (2004), Botswana’s education system intends to produce highly competent workers who can adapt to global challenges. Therefore, according to Ministry of Education (1996), guidance and counselling is a governmental concern that should contribute to national human resources development.

There are implications that come with a weakly professionalised programme, such as the programme not being taken seriously (Organisation for Economic Cooperation and Development, 2004). The few teachers who may have training look for alternative directions for development and growth, further deepening the need for trained guidance and counselling teachers (Organisation for Economic Cooperation and Development, 2004; Ministry of Education and Skills Development, 2012). In Botswana, according to the Schools Reports of the MoESD, teachers tend to seek higher positions as heads of house, deputy school heads or school heads for further development. Gysbers and Henderson (2012) blame a lack of clear building-level changes for the lack of guidance and counselling programme staff leaders. Furthermore, these administrative positions impede the effective implementation of career guidance and counselling, although it comes in handy for some administrators (Ministry of Education and Skills Development, 2012).

The weak professionalisation of career guidance and counselling impacts on professional expectations such as consultation (Schmidt, 2008), which is acquired during professional training. Career guidance, in which the approach is seen as a personal service where the sole provider is the school, can be quite costly and divorced from the world of work, as it is likely to be short term in focus (Organisation for Economic Cooperation and Development, 2004, p. 8). In Finland, for instance, staff in employment and economic development offices, which are similar to staff in Botswana’s Ministry of Finance and Development Planning, are trained at master’s degree level, just like the guidance practitioners (Anon, 2009). The inference from this statement is that the educators and career developers have professional training that has equipped them with the skills to enable them to effectively perform their professional duties.

Basic education in Botswana is seen as the period where a consciousness of lifelong career development starts. Career guidance and counselling seems to be a strategy for lifelong learning that should involve both the school and the community. It follows that it should be well thought out and well supported as it feeds into other structures with a short-term outlook on career choice. A summary of the guidance and counselling delivery structure in Botswana schools is shown in Table 2.4.

Table 2.4: Guidance and counselling delivery in Botswana schools

Policy	Staffing	Training	Method of delivery	
			Classroom	Other
CURRICULUM (Subject syllabuses)	As per the need	Diploma in a subject and beyond	As per the need or weighting of the subject	Clubs/subject fairs
Guidance and Counselling Policy Guideline	Informs implementation			
Guidance and Counselling Curriculum Guideline	One or two senior teachers – G&C based on the size of the school or a G&C coordinator Interested or teachers requested based on the number of lessons they have of their other subject	No training to training at master’s level in G&C, Psychology or Counselling Psychology Relevant professional development (workshops, short courses)	Thirty-minute lesson once a week at primary schools One-hour lesson once a week at secondary schools	Career counselling (individual, group, telephone) Referrals Take a Child to Work at primary school level Career fairs, job shadowing and Girls in Science at secondary school level Youth forums – expos Infusion into other subjects (why learners need to study a subject) Non-governmental organisations (NGOs)/ stakeholders

2.4.4 Other structures offering career guidance and counselling

Career guidance and counselling, as lifelong processes, mean it will be offered in different spheres of government and non-government structures. A synopsis of these other structures is discussed. The University of Botswana has a Careers and Counselling Centre, which assists university learners to make informed career choices as they select their courses and career paths. Furthermore, the Careers and Counselling Centre “offers a wide range of services to students and staff in the acquisition and development of attitudes, skills, insights and understanding about themselves and their environment, which are necessary for optimal growth and development” (Careers and Counselling Centre, 2014). Educational Foundations of the University of Botswana has both undergraduate and postgraduate academic programmes that prepare teacher trainees and in-service or mature-age entry teachers on

G&C. Educational Foundations offers a bachelor's degree in Guidance and Counselling, a master's degree in Counselling and Human Services and PhD programmes (University of Botswana, 2012).

The Botswana College of Open and Distance Learning (BOCODOL) also tries to close the career gap of learners staying in places where there are fewer career opportunities by providing long-distance training in areas deemed necessary in the job market (Tau, 2005). According to Tau (2005), the learners are offered psycho-social support before and during their training, given that most learners are used to the conventional way of learning and not the distance mode of learning.

The Ministry of Finance and Development Planning sees to the human resource development of the country (Maroba et al., 2006). However, the lack of a coordinated workforce development system, in which career development and government work are connected (Bergin et al., 2006), is a major challenge. The country's economic status should drive what careers should be followed as seen in other countries such as Finland (Anon, 2009). However, there seems to be no clear coordination of career development by service providers in the Ministry of Education and Skills Development, across other ministries and in the private sector in Botswana, as seen in the Finnish system.

Finally, there are NGOs that purport to offer life skills, mainly to curb the HIV and AIDS scourge. The influx of NGOs flooding the school environment lead to some schools no longer following the G&C policy and curriculum guidelines, and instead having NGOs run their curricula during guidance lessons (Ministry of Education, 2010a; Ministry of Education and Skills Development, 2012). The NLSF was developed by the G&CD in conjunction with its development partners and critical stakeholders to guide interventions by organisations claiming to offer life skills or guidance and counselling-based interventions (Ministry of Education, 2010a). According to Ministry of Education (2010a), the NGOs are required to identify gaps within the G&C programme at particular schools, and show how they intend to fill the gap without duplicating efforts of other providers.

The Botswana G&C Model is comprehensive. It is curriculum based, as it integrates with the curriculum, other activities and counselling approaches. The key is prevention rather than remediation (Schmidt, 2008). The Botswana career development model is compulsory for all learners. Therefore, it is inclusive. Where G&C is effectively implemented, there are reports of reduced cases of a lack of discipline and improved academic performance (Ministry of Education, 2012).

Botswana's G&C Model can be compared to other programmes, such as the Finnish programme (Anon, 2009) and that of the USA (Gysbers & Henderson, 2012), on paper. However, it seems that Botswana's programme implementation does not command an effective transition to a comprehensive guidance and counselling programme based on challenges faced by schools (Ministry of Education,

2012). In addition, what adds to the poor implementation is the inadequate professional training for teachers to offer guidance or counsel learners (Shumba et al., 2011).

According to Gysbers and Henderson (2012), in implementing a comprehensive G&C programme, personnel, finances and political resources need to be developed. As new developments come about in the world of work and a need arises for relevant theories (McMahon et al., 2012; Patton & McMahon, 2006), there should be a focus on special projects that are facilitated through clear public advocacy strategies (Gysbers et al., 2009). The current study attempted to address the call of Gysbers et al. (2009).

As a result of Botswana not having a clear career development framework, the following challenges are experienced, as in other countries:

- The dual roles of teachers as guidance teachers and counsellors. No learner would like to visit a teacher who interrogates them about an assignment not done one minute, and the next would like to listen to them about a problem they have.
- Teacher/learner ratios that are not working. One teacher offering G&C in a school is not enough to give close attention to all learners.
- Weak professionalisation of career guidance. The time given should be indicative of a core and compulsory subject. Teachers must be trained specifically for the discipline.
- Uncoordinated career development programmes. All career development service providers should learn from or add to one another in a linear or cyclical manner (Gysbers & Henderson, 2012; Mokgolodi, 2011; Shumba et al., 2011).

An aspect that is clear from the Botswana Model is that it is not guided by any theory. However, the emphasis on career development follows Holland's theory of matching careers with personalities (Ohler & Levinson, 2012). Following a preventative model, Botswana seems to offer career education and very little career counselling. There is a need for varied and comprehensive career intervention programmes at primary school level (or in the formative years), which are informal, but structured (Ministry of Education, 2010a). Equal standing of career guidance and counselling to other subjects and advocacy for political voices and political will emerge as strategies to aid implementation. Finally, support for career development practitioners in schools, who are G&C teachers, cannot be over-emphasised. Career guidance services can advance key policy and lifelong learning goals, as well as labour market policy implementation (Organisation for Economic Cooperation and Development, 2004).

Four main strategies suggested by Montsi et al. (2000, p. 25) sum up Botswana's strategy for career guidance and counselling. These are used to ensure "cost-effectiveness, quality assurance and

accessibility of programme services to all learners”. The first strategy teaches guidance in the classroom according to a time table stipulated by the Department of Curriculum Development and Evaluation for all classes. Personal, social, educational and vocational aspects are the focus in classroom teaching (Ministry of Education, 1996). In this regard, teachers would have had G&C exposure at tertiary level. The exposure may have been in the form of a short course or area of specialisation, either as a minor or a major subject, to teach after tertiary training (Shumba et al., 2011). The second strategy emphasises the career aspects of each subject taught, while the third strategy focuses on out-of-class activities, excursions, job shadowing and various career talks. Central to the last strategy of career counselling in Botswana is career counselling by professionals, which is done the least (Montsi et al., 2000).

Botswana, like other African states, uses westernised career development theories for its career guidance and counselling programmes and training, as most practitioners were trained in the West (Nel, 2014). Although the Botswana Model seems to be comprehensive, and follows recommendations by Gysbers and Henderson (2012) and Schmidt (2008), my contention is that it should take into account the context of application. Career development programmes can take advantage of certain traditions, such as consultation or participatory development, with which the Batswana identify (Mompoti & Prinsen, 2010). Story telling is synonymous with most traditions in Africa (Mmila, 2013), and narrative theories can effectively address career counselling issues in Botswana. Therefore, different narratives can be used as lenses to help individuals make meaning of their decisions and action (Chase, 2005). Watson and Stead (2006) see career development theories of western influence limited as they are not inclusive of all cultural, marginalised and socio-economic groups. The lack of a guiding theoretical framework of how to include the marginalised people in career development, emphasises the need for this study, which was guided by the career construction theory in order to exploit the skills and knowledge of retired educators (Chen, 2007).

In the context of this study, it was assumed that retired educators have accumulated a wealth of knowledge and skills, which needs to be shared with young people in schools. Bearing in mind that one’s career development is rooted in one’s environment (Zytowski, 2001), it follows that the reigning culture will influence the career-related knowledge, skills and attitudes (Arulmani, 2010), unless it is changed. In the next section I discuss knowledge and competencies that are constructed as a result of career progress or experiences and how they can possibly benefit career programmes.

2.5 KNOWLEDGE MANAGEMENT FOR CAREER PROGRAMMES

Knowledge management involves both knowledge elicitation and recovery from experts for reuse (Hoffman et al., 2007). Knowledge can be recovered from different places, such as human experts or documents, and in different ways, such as through the use of knowledge models to make it easily

accessible. This study intended to solicit those learned skills of retired educators for the career development of younger generations. In the next section, I discuss expected competencies and knowledge from career development programmes, as well as how they can be captured and made available for future use.

2.5.1 Knowledge and skills as assets in career development

Different skills are expected as a result of career development programmes. These include skills such as self-awareness, interpersonal relationships, decision-making, stress tolerance, and leadership and emotional intelligence skills.

2.5.1.1 Self-awareness

Self-awareness includes self-perception and self-expression. Self-perception is an individual's awareness of his or her emotions, self-image, and self-regard or belief about who he or she is and his or her ability to self-actualise, pursue and achieve his or her goals (Stein & Book, 2011). Self-expression relates to how one expresses one's emotion, and asserts one's position without being destructive in any way, and the ability to be independent as an individual (Stein & Book, 2011). The reader should note that self-expression denotes an individual's communication and listening styles with regard to his or her emotions. A self-aware individual knows how he or she feels and how he or she is likely to behave as a result of that feeling (Egan, 2007). Self-awareness can be enhanced through counselling to highlight "awareness of the alternatives, motivations, factors influencing the person, and personal goals" (Corey, 2009, p. 140). An individual who is aware, is open to messages relevant for growth, contend Robbins, Chatterjee and Canda (2006). Therefore, a learner with enhanced self-awareness is likely to be more aware of messages that encourage career growth.

If one is constructing careers (Savickas, 2011c) for career growth, one would realise that each individual notices and is aware of being an actor, agent and author at one point or another in his or her life. According to Savickas, an actor would be aware of one's role as a child, a worker, being a woman or one's birth order. Secondly, as an agent, an individual's awareness is enhanced by both his or her short- or long-term goals and how he or she ensures that these are achieved. From the agent perspective, counsellors are encouraged to pay particular attention to concern about the transition being encountered and awareness of what must be done, a sense of control over conscientiousness regarding the tasks to be performed, curiosity about possibilities and initiatives in job search activities, and confidence and self-esteem in coping with the transition process (Savickas, 2011a, p. 180). Finally, the author's perspective is about the client being helped to be conscious and aware of how he or she constructs and lives his or her life, through experiences that bring changes in his or her

life. The career development emphasis is on career awareness for lifelong learning. Therefore, it makes sense to associate self-awareness with social-emotional intelligence⁹.

2.5.1.2 Interpersonal relationships

Being able to recognise and understand the feelings or emotions of others forms the basis of good interpersonal relationships (Goleman, 1995). Goleman (2006, p. 83) posits that “you can’t separate the cause of an emotion from the world of relationships – our social interactions are what drive our emotions”. Patton (2007) argues how emotions are key in career counselling conversations, as well as in meaning-making. Good interpersonal relationships result from the ability to develop and maintain meaningful relationships with others (Goleman, 1995; Stein & Book, 2011).

In order to develop deeper interpersonal relationships, an individual is likely to work at being empathic and concerned about community development or social responsibility (Stein & Book, 2011). Being empathic means an individual is aware of others’ feelings and understands those from the point of view of others (Egan, 2007). Communicating these feelings further enhances the relationships one has with them. A study (Lopes, Salovey & Straus, 2003) on emotional intelligence, personality and the perceived quality of social relationships, although not conclusive, points out that the quality of interpersonal skills has a correlation with emotional intelligence.

2.5.1.3 Decision-making

Emotions and thoughts are harmonised in decision-making (Goleman, 1995). Goleman (1995) explains how emotion is pertinent for good decision-making and thinking clearly. On the other hand, Stein and Book (2011, p. 166) purport that decision-making composes one’s ability to be objective about the way one sees things (reality testing), one’s ability for “being conscientious, disciplined, methodical and systematic in persevering and approaching problems” (problem-solving) and an individual’s ability to be calm and not act impulsively on things (impulse control). These abilities (Stein & Book, 2011) indicate that an individual has to make an open choice that befits the situation even when there is any form of impending emotional situation, such as anger, excitement, grief or sadness. Finally, I agree that decisions related to careers are based on the meaning people give to themselves, which means that, in order to make them adaptable to life changes, learning has to be ongoing (Maree, 2013).

⁹ The processes involved in the recognition, use, understanding and management of one’s own and others’ emotional states to solve emotion-laden problems and to regulate behaviour (Egan, 2007, p. 10).

2.5.1.4 Stress tolerance

Stress tolerance is defined (Stein & Book, 2011) as one's ability to cope and to make choices in difficult and stressful situations without developing physical or emotional symptoms, and having a positive outlook on life. Although Stein and Book (2011) regard stress tolerance as an emotional intelligence ability, from the literature, I would like to consider stress to be embedded in decision-making abilities, interpersonal relations and understanding oneself. Borrowing from Corey (2009), the contention is made that as a result of counselling, learners at school can live fuller lives when they are aware of their interpersonal relationships, their self-concept or self-confidence, decision-making skills, learning from the past, but not being stuck in the past, delimiting factors to their own growth and their limitations. The question for the study was how retired educators were assisted to develop these soft skills – if they had them at all – and what advice they would give to develop these skills in learners at school or in upcoming professionals.

2.5.1.5 Leadership skills

It is argued that leadership affects motivation, one's interpersonal relationships, as well as communication (Mullins, 1999). Strange and Mumford (2002) advance that an inspirational leader is likely to motivate his or her followers and enhance communication and good relationships as the leader models certain behaviour. Furthermore, according to Stein and Book (2011), leadership exists when a leader creates a vision that inspires others to act on it. Chopra and Kanji (2010) and Stein and Book (2011) quote studies that show a strong relationship between leadership and emotional intelligence. The authors point out that the leaders in these studies, some of which were school heads, showed much resilience and good interpersonal skills, as well as better understanding of the self. Other than the skills of communication, interpersonal abilities and motivation, Chopra and Kanji (2010) mention team-building and bringing everyone to the same level of understanding as responsibilities of inspirational leaders. For the purposes of this study, I highlight the leader as an exemplar or one who models behaviour to be followed where they serve “as a focus for the positive emotional feelings of individual members and the object for identification and transference” (Mullins, 1999, p. 263).

The highlighted responsibilities indicate the mentoring aspect that comes with leadership, whether a leader is ready for it or not. There is a high possibility that retired educators would have been led or would have led others during their careers as educators. Therefore, the study was likely to establish whether the retired educators acquired leadership skills or used these skills for knowledge management in mentoring¹⁰ and coaching¹¹ others (Mullins, 1999).

¹⁰ A relationship with an experienced organisation member who can share, guide and provide feedback to the mentee (Mullin, 1999, p. 367).

2.5.1.6 Emotional intelligence skills

Emotional intelligence is relevant to career development as it predicts significant life outcomes (Bastian, Burns & Nettelbeck, 2005), and a successful career fits the description of a significant life outcome. Mayer, Caruso and Salovey (1999, p. 267) define emotional intelligence as “an ability to recognise the meanings of emotions and their relationships, and to reason and problem-solve on the basis of them”. This ability to understand and interpret emotions is an emotional skill that can be developed through learning and experience (Lopes et al., 2003).

In summary, these skills or assets, which include individuals’ “personal signature strengths” (Ebersöhn, 2006), are enhanced or developed through interaction with one’s career goals or aspirations, position in life, interaction with the community or society and other environmental events as seen in career development. In the next section, I discuss the context in which people acquire experiences or learn with regard to their career development.

2.5.2 Capturing expert experiential knowledge and skills

It is a silent reality that retiring experts go away with years of knowledge acquired in different ways. Although I discuss different ways in which this acquired knowledge and skills can be captured and managed, mentoring seems to be a major way in which people acquire not only technical, but tacit knowledge and skills. Before I discuss mentoring within knowledge management, I start by discussing what knowledge management is by deliberating on risks associated with knowledge loss, capturing knowledge and related studies.

2.5.2.1 Potentialities associated with knowledge management strategies

(a) Risks associated with loss of knowledge

There appears to be some environmental dynamism of change and challenge associated with career development, within which successful enterprises operate. This includes career progression, promotion, recruitment, resignation or retirement. It is important, however, that within this change and challenge, the vital knowledge base of a company or organisation is protected so that it can be passed on to personnel as it continues to change (McQuade et al., 2007). The authors state that, as much as this is true of a single firm, it is also true in a wider context, where the success of a competitive knowledge-based economy rests on having human capital with world-class knowledge and expertise. Thilmany (2008) further argues that one should not let a lot of information “walk out”,

¹¹ Bringing the best out of an individual and improving his or her skills.

although, for a healthy employee life cycle and for an organisation to continually renew itself, people have to come and go.

According to Maroba et al. (2006), the Annual Economic Report of 2000 reported that the government of Botswana realised, through the experiences of Asian countries, that the human resources of a nation can be its sole economic resource. In addition, the Republic of Botswana (2004) posits that countries need to ensure a well-developed human resource as it is its major resource. I posit that the government may have overlooked this aspect when dealing with its retiring skilled workforce.

Hoffman and Hanes (2003) discuss an outstanding problem in knowledge management. They believe that knowledge and skills are now widely acknowledged as important assets. According to the Oxford Advanced Learner's Dictionary of Current English, an asset is a thing that is valuable or useful. Ebersöhn (2006) regards an asset as synonymous with a resource, which can be human, social or monetary, from which one can draw for success. However, an asset is described (Ebersöhn, 2006, p. 53) as "an assessable trait in a group of individuals or their situation that predicts a positive outcome in the future on a specific outcome or criterion". The argument is that knowledge and skills are important in workplaces, both in industry and government, for effective performance.

There are adverse consequences associated with losing expertise from retiring personnel (Hoffman & Hanes, 2003). There are potential risks and costs associated with people retiring in large numbers with a wealth of knowledge, the consequences of which Moon et al. (2009) reiterate further. Four consequences are stated as a reduction in the capacity to innovate, reduced ability to pursue growth strategies, more errors and reduced efficiency (Moon et al., 2009). However, even though the cost of loss of knowledge is widely known, the loss of expert knowledge is usually discovered too late.

Another dimension to the loss of knowledge and skills is given by Savickas (2007). Risks in the post-modern global economy are associated with replacement of jobs with assignments while organisations are replaced by networks (Savickas, 2007). As a result of the significant changes in jobs to assignments, and organisations to networks, people find themselves having to change jobs or assignments several times before retirement (Savickas, 2007). The implication is that the rapid changes in work assignments result in knowledge and skills being passed around with consequences to the organisation from which skilled human resources are leaving. It appears to me that for these individuals to survive the different assignments, they must have certain knowledge and skills that are taken aboard with each transition, which enables them to work in different environments. Savickas (2007) alluded to individuals having to rely on themselves to write their career blueprints, to enable them to remain true to themselves even during the loss or change of a job. This implies that the individual acquires certain skills and knowledge that allow him or her to operate in varied realities.

Furthermore, there is a need for post-modern career development professions to develop models that enable individuals to “hold the self” (Savickas, 2007, p. 2), given the many changes in assignments and networks one has to endure.

Organisations may have the ability to tap into and transfer knowledge through training, procedures and apprenticeship, and mentoring. However, in trying to capture this knowledge and these skills when it is too late, exit interviews are conducted. This results in another employee going through the same process of learning the job again (Hoffman & Hanes, 2003). From a study (McQuade et al., 2007) on the potential loss of company knowledge and expertise as employees retire, the following were listed from the interviews of retired or retiring experts as potential risks to a company:

- First, an expert who retires takes away not only professional knowledge, but soft skills, such as conflict management, leadership and interpersonal expertise. In addition to this, there is a loss of stability and maturity as mentors and coaches would have left a gap.
- Secondly, in the same study, trusted relationships that were formed with customers are likely to be affected negatively.
- Thirdly, informal processes are developed over time, such as informal networks and who to contact for specifics, which will be lost with new employees. Additional processes, such as how communication works best in the company, the appropriate or relevant language used in the company, and the meaning of what should happen, will be lost.

In summary, the interviewees pointed to a loss of job experience. The loss of experienced workers results in an initial lack of job confidence by both newly appointed employees and their co-workers (McQuade et al., 2007, p. 764). The implication is that effective job performance is likely to take longer, while workers build their confidence.

(b) Capturing expert knowledge and skills, and related studies

The results of a study entitled “The cost of knowledge recovery: A challenge for the application of concept mapping” (Hoffman et al., 2007) indicated that knowledge recovery can be costly, depending on when it is being conducted. Unstructured interviews and protocol analysis were found to be least effective in knowledge recovery, while concept mapping was found to be more time consuming than other methods. Some methods of knowledge recovery include other kinds of interviews, critical decision-making, knowledge audit, card sorting and rating tasks (Hoffman et al., 2007). The study concluded that knowledge recovery is time consuming and inefficient compared to other ways of eliciting knowledge. The study, therefore, called for organisations to engage in early knowledge recovery from experts on an ongoing basis and not to wait for these experts to retire or for knowledge to be wasted when achieved in forms that become obsolete.

The following are suggested as ways in which mature-aged knowledge and skills may be retained. The study of McQuade et al. (2007) highlighted mentoring and succession planning as ways that can be utilised for knowledge transfer. In addition, the study suggested carefully selected retirees coming back as consultants or mentors of an organisation. Maroba et al. (2006) support this method and emphasised that selected mentors should be suited to the task and should be good communicators. Furthermore, McQuade et al. (2007) study posits that, regardless of the fact that graduates have more professional knowledge, nothing can replace on-the-job learning. Lastly, as much as retirees can mentor and coach, this appears to be short lived. The conclusion from the study was that retirees can be a valuable resource in establishing or designing in-house development programmes (Dorfman, 1981). The study of Dorfman (1981) supports the idea that the need for designing, developing and delivering learning material related to professional transferable skills (such as interpersonal, communication, decision-making and conflict management skills) could form part of curriculums and talent management programmes to develop skills before and after gaining experience.

McQuade et al. (2007), in agreement with other studies and literature (Bishop, 1999; Maroba et al., 2006; Palmer & Darwin, 2009; World Bank, 2008; World Health Organization, 2002), suggested the following:

- Governments should have legislation and policies on older workers and retirees to support active aging.
- Education and psychological support on lifelong career development should be provided to both the young and the old.
- Mentoring programmes should be developed for the young and those still in pre-service.
- Career services should be provided throughout the country and should also target older workers.

Furthermore, according to literature, research can guide labour market trends. Research can also guide students in higher education and training, and facilitate career access through the development of software on relevant career programmes. In conducting research, forums have been established for continuous consultation with stakeholders on various concerns. Consultations are critical for shared responsibility in decision-making by stakeholders (Cook-Sather & College, 2009), and forums can serve as monitoring bodies for the effective implementation of workforce development programmes (Mompoti & Prinsen, 2010; Penny & Coe, 2004).

Thilmany (2008), consistent with other studies, contends that the transfer of soft skills that are unlikely to be found in a written manual is vital to any programme preventing employee knowledge loss. The aspect of documentation, mentoring, structured exit interviews with departing retirees, videotaping some information to give visual aid, and web-based systems accessible to companies

through the internet as ways of collecting and retaining knowledge and skills were further reiterated (Thilmany, 2008). Furthermore, story-telling was emphasised by Thilmany (2008) as working best to get to deep tacit knowledge. Story-telling is consistent with constructivism as it allows for reflection on one's career life for meaning-making (Chope & Consoli, 2007). Group experts were another method used to collect and transmit valuable knowledge in Thilmany's study. The statement seems to suggest that retired educators who were leaders could form a mentoring group for young leaders. Finally, a combination of mentoring and apprentice training with a searchable database filled with best practices and useful information was a strategy for knowledge and skills transfer (Thilmany, 2008).

Another study on intergenerational education transmission (Patacchini & Zenou, 2004) concluded that parents are important in determining their children's schooling achievement. The education level of the parent had a correlation to the child's level of achievement. The implication is that parenting is important for knowledge acquisition and, therefore, the career adaptability of the child. Parents are likely to play a mentoring role, therefore, they should be knowledgeable enough to guide and support, as suggested by both McQuade et al. (2007) and Thilmany (2008).

The World Bank Report No. 43, "Addressing the needs of an aging population" (World Bank, 2008), discusses ways that can counter the effects of an aging population as having policies that aim to increase participation rates, particularly of women, as well as older workers. According to the report, simulations showed that an increase by 20% in women's participation could delay the reduction of the workforce by 15 years. Maroba et al. (2006) wrote that people mostly retire when forced to do so, and the World Bank (2008) argues that inflexible retirement ages force healthy older workers out of formal employment before they would otherwise choose to do so. Therefore, an increase in the participation of older workers is likely to reduce labour market rigidities and loss of skills and knowledge. The study suggested that introducing family-friendly policies, such as part-time working opportunities, would reduce the burden on women as caregivers to older people if their participation in the labour market is increased.

A study (Ben-Peretz, 2002) using retired teachers' critical experiences during their teaching attempted to clarify the role memory plays in the way learning from memory takes place. The focus here was how they viewed their experience with reference to how that transformed into their professional knowledge. In this study, 43 teachers were asked of their recollections of their experiences during their practice. The recall and sharing of their experiences made tacit knowledge explicit (Ben-Peretz, 2002). The stimulus question was: "What can you tell me about recollected events of your teaching practice?" (Ben-Peretz, 2002, p. 314). However, no additional questions were asked to reduce interrupting the flow of their stories and influencing what the teachers said. Further data was collected on 15 teachers through lengthy and repeated interviews and all the words were recorded verbatim.

Individual and small group interviews were done. The researchers confirmed the ecological validity of the stories from records and historical events. Narratives, emotions resulting from experiential learning, challenges and successes, and reframing were identified as important characteristics of the process of learning. In addition, these insights shared by the retired teachers of their experiences could be analysed and discussed in career development programmes at pre-service or in-service levels (Ben-Peretz, 2002).

Summing up this section, knowledge recovery appears to be time consuming when it is conducted too late. Therefore, early recovery of knowledge and skills is vital. The studies indicated that there is a need for legislature that supports both active aging and the educational psychological support for lifelong career development. Succession strategies, mentoring and apprentice training were also seen as ways in which knowledge could be recovered and passed on. In addition, a searchable database for expert knowledge and skills was mentioned. It should be noted that mentoring is identified as a common concept in all the studies. Finally, an increase of older people in their own expert environment and sharing narratives of experiences was indicated as a way to capture knowledge for future use. In the next section, I discuss mentoring as a strategy for knowledge recovery and career development.

(c) Mentoring as a strategy for career development

Older studies (Anderson & Shannon, 1988; Chao, Walz & Gardner, 1992) indicate that mentoring is an intentional, nurturing, insightful, supportive and protective process grounded in the Greek mythology or history, on which a mentee is guided to his or her full potential by his or her informed and incisive mentor. Based on this concept, one is inclined to conclude that a mentoring relationship should have a framework in which mentoring is intentional, the mentor is informed, has insight, or is deliberate in supporting and guiding the mentee. Anderson and Shannon (1988) relate mentoring to role modelling and, by default, it can be related to leadership and succession planning.

Mentoring, as described above, gives the role the mentor plays, the kind of relationship and the results expected from the mentoring relationship. According to Chao et al. (1992), what determines the type of mentoring is the type of relationship, whether it is structured or formal. An informal or unstructured relationship may not be known to the organisation, while in a formal relationship, there is a framework where both the mentor and the mentee are selected. Furthermore, a non-structured mentorship relationship can be the result of a connection between two people where the mentee is willing to be guided by a specific person who is also willing to support and guide the mentee (Chao et al., 1992).

For career development, it does not really matter whether someone receives formal or informal mentoring. In comparison to non-mentored individuals, mentored individuals are likely to have high levels of career development and psycho-social development (Chao et al., 1992). Kram and Isabella (1985) and Chao et al. (1992) argue that activities such as providing “sponsorship, exposure, visibility, coaching, protection and challenging assignments” are functions that relate directly to an individual’s career development, while activities such as providing “role modelling, acceptance, confirmation, counselling and friendship” promote a mentee’s self-image or identity and competence.

As seen from career development literature (Savickas, 2007; Savickas, 2011c; Super, 1980), it is clear that career development begins at a very early age. Although the study of Kram and Isabella (1985) was on how peer mentoring can enhance both professional and personal growth in adults, one is inclined to believe that peer mentoring can be encouraged at all levels of career development. Therefore, the growth stage of development can be included, following on the argument by adult developmental and career theorists that mentoring has the potential to enhance both personal and career growth at early and mid-career stages, as pointed out by Kram and Isabella (1985).

2.6 RETIRED EDUCATORS ISSUES FOR RETIREMENT

When a worker grows older, retirement is inevitable. Schreuder and Coetzee (2011) associate late adulthood with retirement. Sargent et al. (2011, p. 315) found from retirees that retirement is seen as “exploring new horizons, searching for meaning, contributing on your own terms and putting your feet up”. Rather than looking at retirement as a decline and disengagement (Hartung, 2007; Stead & Watson, 2006), Sargent et al. (2011) and Udjo (2011) contend that the focus should rather be on learning from the experiences of the retired individual what new meaning and new understanding there is. The reason for this contention is that while a retired educator in the 1970s had an average work experience of 39.9 years before retiring and a mean age of 70.9 (Steer, 1973), other than a growing wave of employees on the verge of retirement because of early retirement pressures (Udjo, 2011), there is a challenge with the aging population in most developed countries (World Bank, 2008).

2.6.1 Reasons for retirement

There are different reasons why educators retire from their professional work. Educators can retire based on compulsory requirements relating to their age (Diko & Letseka, 2009) or when they want to explore other possibilities, such as attending to family needs (Opare & Addison, nd).

2.6.1.1 Early and mandatory retirement age

An individual can terminate his or her services by resigning, coming to the end of his or her contract or through the cessation of his or her services by the individual’s office, dismissal, retirement or death

(Botswana Government, 2008). According to the Botswana Public Service Act, it is compulsory for an individual to retire on attaining 60 years of age, but he or she may stay longer at the discretion of the Permanent Secretary. However, an employee in the public service can voluntarily choose to retire at the age of 45. Again, whether he or she is allowed to leave or not according to this Act will depend on the discretion of the Permanent Secretary or the appointing authority. Udjo (2011), however, highlights the differences between mandatory retirement policies across the world, with normal retirement age ranging between 55 and 67 years. Finally, other than age, an individual may opt to retire on medical grounds (Botswana Government, 2008).

2.6.2 Challenges related to retirement

Retirement ages vary in all countries. Retirement starts from 45 years in Botswana (Botswana Government, 2008) and Australia (Brooke, Centre for Work and Ageing & Swinburne University, 2003), and reaches 67 years in other countries (Udjo, 2011). Having said that, I would like to remind the reader of the developmental stages, tasks and related career dimensions of the age groups participating in this study in Table 2.5. These developmental tasks are also career-related challenges faced by retirees in the late life career stage (Schreuder & Coetzee, 2011).

Table 2.5: Summary of career developmental tasks/key life tasks/challenges for participants in the study

Stage	Career developmental task/key life tasks/challenges
Maintenance (45–65 years)	<ul style="list-style-type: none"> • Holding on • Keeping up • Innovating • Answering the question: “Should I stay in my current position or re-establish myself in a new one?”
Disengagement/decline (65 years on beyond)	<ul style="list-style-type: none"> • Decelerating work activities • Planning for retirement living • Answering the question: “What will retirement mean for me?” and “How will I adjust?” • Shifting energies to home and family or other life domains • Pursuing more meaningful leisure activities
Late life career stage	<ul style="list-style-type: none"> • Dealing with emotional losses • Establishing satisfactory physical living arrangements • Adjusting to changes concerning one’s spouse • Maintaining health and emotional wellbeing • Preparing for retirement • Sustaining ego integrity • Remaining a productive citizen

Research has shown that there is an increase in the number of older workers who are healthier and better educated (Clayton, Fisher, Hughes & Cambera Institute of Technology, 2005; Udjo, 2011).

This means finding ways in which their accumulated wealth of knowledge and expertise can be used effectively (Sargent et al., 2011). Recent studies that relate to retirement focus on the impact of mandatory retirements on the workforce (Udjo, 2011), what retirement means or post-retirement satisfaction or adjustment (Opare & Addison, nd; Price, 2003; Sargent et al., 2011), and teacher retention and attrition (Diko & Letseka, 2009). Central to earlier studies that relate to retired educators is the professional activity of retired educators (Dorfman, 1981; Dorfman, 1985), and occupational self-concept after retirement (Steer, 1973). Studies on how the knowledge and skills of retired educators can be used to influence career programmes were limited.

Feelings associated with retirement are varied. Retirement can be positive or negative (Opare & Addison, nd) depending on the individual's preparedness for and outlook on retirement, or the meaning one gives to the concept of retirement (Sargent et al., 2011). For instance, Sargent et al. (2011) contend that a retiree who associates retirement with exploring new horizons is likely to be progressive, while one whose outlook on retirement is one of searching for meaning is likely to be close-minded and stagnant. Several factors, such as wealth, health, age, gender, education level and income, were found to be among the leading factors contributing to a positive outlook on retirement (Kim, Kwon & Anderson, 2005). Even though wealth and health are critical factors for determining satisfaction after retirement, age, gender, education level and the individual's personality influence his or her preparedness to sustain positive retirement according to Kim et al. (2005). Furthermore, older adults, just like everybody else, would like to matter to the society in which they live (Dixon, 2007). The implication of the statement is that, whether the retirement is mandatory or premature, or whether they are prepared or not, retired people would still want to be appreciated in society.

Studies (Kim et al., 2005; Price, 2003) indicate that many retirees may not be adequately resourced to maintain their retirement, hence they may need to find alternative sources of income as they get older. The research of Kim et al. (2005) proposes an understanding between retirement planning or preparation and individual confidence in retirement. I agree with Kim et al. (2005) that identifying factors that foster positive attitudes towards retirement ensure better preparation for life after work. Retired workers, as mentioned above, may want to continue to work to sustain themselves.

Work is a complex and psychological aspect in an individual's life. A decline in the personal lifestyle and coping skills is likely to present a need for counselling services for an older person. It has also been found that, added to the challenges faced by all other job seekers, older workers face discriminatory practices, stereotypical attitudes, changes in their abilities and a negative self-image, which can negate their will to assist in skills transmission (Brooke et al., 2003). If an older person or a person assumed to have a disability is placed for employment, these self-defeating attitudes and behaviours need to be addressed first (Mpofu et al., 2010). Pre-retirement counselling appears to be

vital, given the fact that retirement is a big event in anybody's life. Hence it can be very traumatic if the individual was not sufficiently prepared for it.

Based on the literature I reviewed, it is clear that career development at each life stage or career stage has different challenges. However, as Schreuder and Coetzee (2011, p. 185) contest, life stages and career stages have an inherent relationship. Therefore, early influences in one's life have implications for one's work life. Critical in relation to early influences, there are some studies (Dorfman, 1981; Price, 2003; Schreuder & Coetzee, 2011) that indicate that the retirees who were the happiest were those who had specialised in some transferable skills, generated an income for their organisations or themselves (i.e. had greater control over their income generation). In addition, happiness was experienced by those who leveraged their time to their advantage (leaving some room for interests outside their work and careers), enjoyed the line of work in which they had forged a career for themselves (Dorfman, 1981; Price, 2003). Lastly, the authors posit that retired retirees who were happy aimed to achieve broader objectives or goals (i.e. their sole focus was not on pure money-making, but making a bigger contribution to society) and persevered in their careers in good times and in bad.

2.6.3 Professional work after retirement

There are obvious demographic changes across the globe due to low fertility rates, hence an ageing population (Udjo, 2011; Yang & Meiyuan, 2010). The impending reality is that skilled labour is likely to come from retired professionals. Therefore, why not find effective ways of benefitting from older workers and retired workers using the Australian example (Bergin et al., 2006)? According to Bergin et al. (2006), there are frameworks that provide guidance on the employability of older workers and individuals. Employers and the government have a role to play in rendering career development services and workforce development.

I would, however, like to use this research to counter-argue the theory of the disengagement and decline of retired educators. I agree with Schreuder and Coetzee (2011) and Super (1980) to some degree on the decline in late adulthood based on the biology of the aging body. I believe cognitive decline is not inevitable (Schreuder & Coetzee, 2011). It can therefore be curbed for longer and longevity increased through the appropriate use of transferrable skills acquired over the years by the retired educator. Individuals in their late life stages and career stages should not be labelled as unproductive, unmotivated or not having the ability to adapt to change intellectually (Schreuder & Coetzee, 2011), but should be provided with conducive environments that support their cognitive functioning.

Retired adults who are mostly ageing would like to continue to matter to their significant others, their organisations and their country, just as much as they mattered while they were still working (Dixon, 2007). Citing James (1890) and Eliot (1948), Dixon (2007) points out how unjust it would be for an individual to go through life unnoticed, as one of the greatest purposes in life is to make a difference in other people's lives. Reviews by Dixon (2007) indicate how older adults who have a greater purpose in life experience less emotional and psychological trauma. Having a greater purpose in life also improves their self-esteem and wellbeing in general.

The question for this study was how adaptable the retirees were in terms of the transferable skills they may have acquired that can inform career programmes for both learners and upcoming professionals. Retired and older professionals have a wealth of life experience. They are usually not in charge of dependent children, although it may be different for most African countries due to the HIV and AIDS pandemic, and they have spent a lifetime developing their own values and priorities (Loughran, 2014; Sargent et al., 2011). Although they frequently have chronic illnesses and have a short future (Fitting, 1986), these skills can be passed on to younger generations. In the next section, I discuss a conceptual model that attempts to demonstrate how this transfer of knowledge and competencies can be conducted.

2.7 THE TRI-KCC CONCEPTUAL MODEL OF CAREER DEVELOPMENT

In this section, I demonstrate the links that were conceptualised between the different sections of the literature. The study intends to seek ways in which the experiential knowledge and skills of retired educators can be incorporated into career development programmes.

2.7.1 Context of experience and skills learning

The discussion thus far was on the developmental stages and tasks experienced by learners in the growth stage and retired educators in the maintenance stage. I also discussed career adaptability, which is central to both Super's career development theory and Savickas's career construction theory. Adaptability is associated with an individual's career success (Hartung, 2010b).

The key area highlighted from the literature was the context of learning. The context of learning includes the theory of learning in career development, and knowledge and soft skills developed, captured and managed through career programmes. The theory that I found relevant to career development and capturing, reconstructing and managing the knowledge and skills of retired educators is that of career construction-life design. The reason is that the methods that can be used to harness expert knowledge seem to be consistent with life designing, where both subjective and narrative discourses (McMahon, 2006; McMahon, 2007) can be utilised with retired educator experts.

Constructivism highlights the presence of both cognitive and social influences (Shunk, 2014; Young & Collin, 2004). Therefore, career programmes, such as the Botswana Model of guidance and counselling, can benefit from social influence by adding to the context of learning how to harness competencies. The context of learning looked at how environmental issues influence experiential learning. The context includes expert knowledge and skills, highlighted under retired educators' knowledge capture and management.

There are policies and practices in the job market that can help build a knowledge culture, as seen from the study done on sustaining the skills base (Clayton et al., 2005). Although Goodman and Hansen (2005) argue that there is usually a gap between policy and reality, policies exist to guide implementation. Experiences of older workers can be harnessed and taken to greater heights by using younger generations (Schreuder & Coetzee, 2011). Literature (Maroba, et al., 2006; World Bank, 2008) advocates for legislature that addresses how the expert knowledge and skills of older individuals can be used. As organisations change, so do career programmes, seen by organisations' need for specialists, breaking boundaries and being more knowledge-based (Schreuder & Coetzee, 2011). Retired individuals would have become more refined in their knowledge and skills, and can therefore influence policy and practice in any organisation.

Competencies and behaviours learnt from any form of training and their application to a work environment are known as transfer of training or learning (Kiley & Coetzee, 2007). This is an aspect of knowledge management. The demographic changes around the world indicate that there are more people of a mature age than younger people, hence organisations face the prospect of losing their experienced workforces (Clayton et al., 2005). It follows from this argument that the knowledge of individuals of a mature age must be captured, transferred and managed for the efficient running of job markets.

From the literature, developmental tasks for careers start in childhood and must be enhanced through training, experiential learning, role modelling, mentorship and career narratives in order for individuals to be well adjusted in their careers. The context of learning for the acquisition of career adaptability, self-awareness and identity, and career consciousness skills is critical to consider in school-going learners. Gysbers and Henderson (2012) emphasised skilled personnel, political will and financial resources over and above strategies for offering career guidance and counselling programmes. It follows that the interplay between knowledge management, the context of learning and comprehensive career programmes, which include career counselling throughout the life-span, can result in adaptable learners and lifelong learning. Everyone needs to be adaptable, whatever one's age and whatever one's environment in relation to one's reference group.

Career construction theory demonstrated through life-design how people make meaningful conclusions in their career lives. The construction, deconstruction, reconstruction and co-construction processes of knowledge through reflections on individuals' experiences of their careers is consistent with the African tradition of collective decision-making (Mompoti & Prinsen, 2010). As much as career decisions can be made individually, adaptation to careers pushes people to relate these to their social environment (Savickas, 2012). In addition, career development in any country or organisation can greatly influence the process of learning (Goodman & Hansen, 2005). The reason behind this statement is that a country's policies drive the implementation of its programmes. From the literature reviewed, the Africanisation of psychological theories and practices (Kiguwa, 2004) was emphasised. Therefore, narratives, storytelling and experiential learning from different studies and literature seemed an appropriate techniques for career development in Botswana and other African states. In addition, career construction seemed an appropriate theory to support the traditional ways of knowledge transfer through stories (Mmila, 2013).

Consistent with the above discussion, the studies reviewed suggested narratives (direct, documented or audio-recorded), mind mapping of exit interviews, mentoring, expert groups and succession planning as methods to employ in knowledge capture and management (Hoffman et al., 2007; McQuade et al., 2007; Thilmany, 2008). These studies emphasised early knowledge capture as it would be costly to recover the knowledge later. Central to the methods suggested above are narratives of the experiences of the retirees. Therefore, to enhance career development programmes, narratives of the retired educators' career experiences can be a possibility to consider in developing such techniques.

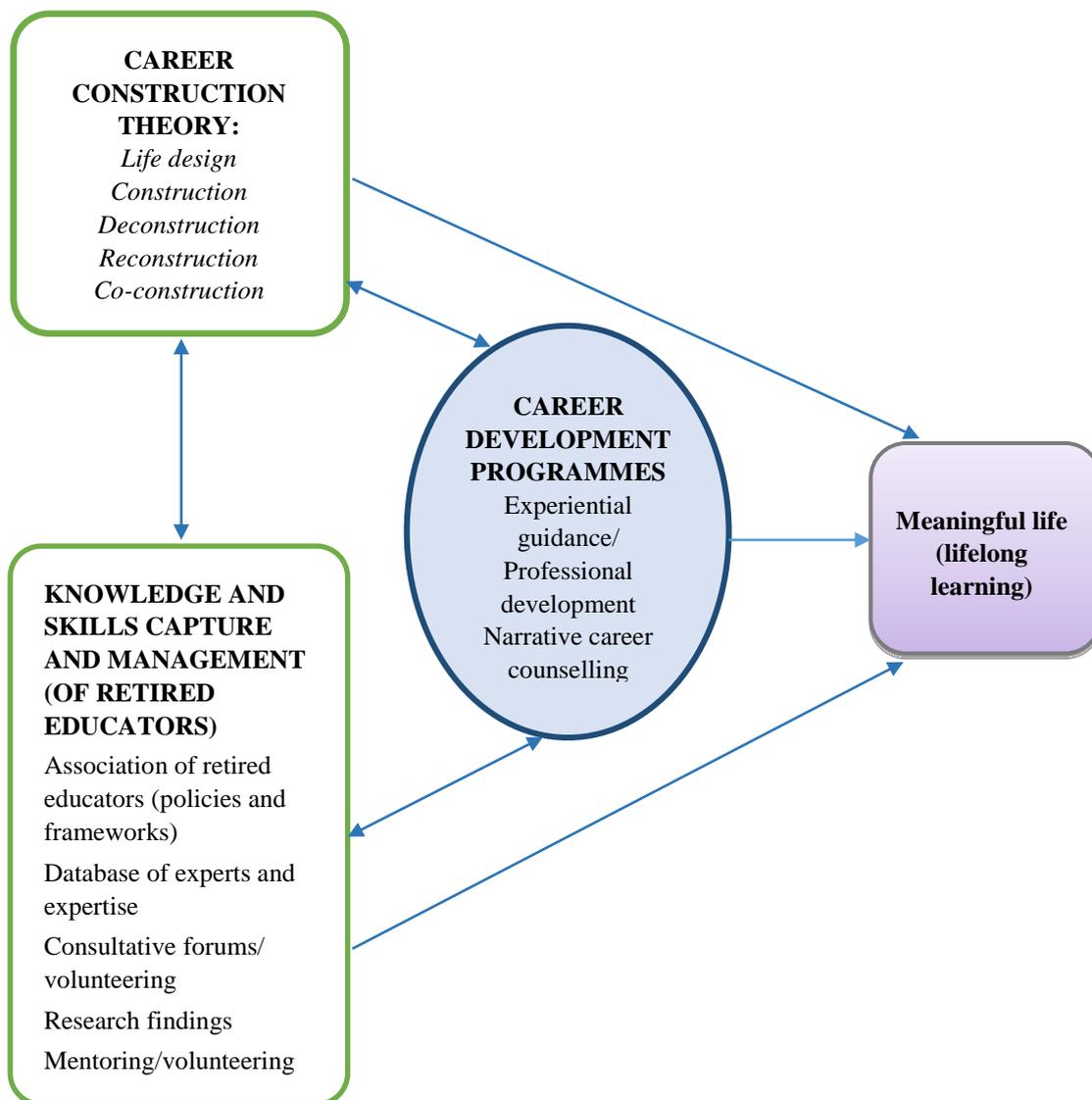


Figure 2.5: The Tri-KCC conceptual model of career development

Concluding the conceptual framework, career construction seems to influence career development programme direction, which in turn can also be influenced by career development programmes. Career development programmes also emerge from the study as potential influencers of how the acquisition of knowledge and skills can take place based on the methods used. Therefore, the techniques suggested to harness retired educator competencies seem likely to influence and be influenced by both the theory of career construction and career development programmes. Although the three techniques – knowledge capture and management (K), career construction theory (C) and career development programmes (C) – can influence one another, they emerged as likely to lead to lifelong learning individually. The main links discussed here are made evident in Figure 2.5.

2.8 SUMMARY AND CONCLUSION OF CHAPTER

Individuals go through several processes and stages, as well as changes and challenges in their career development. However, there comes a time when they leave a particular career due to retirement. This results in a brain drain as the retiree leaves the system with a wealth of knowledge and skills that could be captured for later use or not captured at all. It is clear that large numbers of people retire with a wealth of knowledge and skills accumulated throughout their years of experience. Although some organisations try to capture some of these skills before their employees retire or at the time of retirement through different strategies, it is clear to me that many organisations still allow their retirees to leave with their skills. Soft skills, in particular, remain a challenge to capture. Studies show that there are ways to capture career development skills in order to leave them behind for younger generations. Many different strategies, such as interviews and storytelling, can elicit a lot of knowledge, including tacit knowledge. This knowledge and these skills can then be used to inform career programmes.

In this chapter, I attempted to bring out the experience with regard to the literature that informed, guided and contradicted this study. In Chapter 3, I delineate the methodology I utilised in this study.

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CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

In this chapter, I discuss the research design, with its paradigmatic assumptions and the methodology that I employed to answer the primary research question: “How can the experiential knowledge and skills of retired educators be used to inform career development programmes?” In order to address this question, I asked the following secondary research questions:

- What experiential knowledge and skills are important for career development?
- What experiential knowledge and skills acquired through workplace learning would the retired educators want to see developed in young people?
- How can the acquired experiential knowledge and skills of retired educators specify career development aspects?

I used different methods at different stages of the study to address these secondary research questions. I explored these secondary questions, first, through a literature review, and then quantitatively through a survey study. Based on the findings of the literature review and quantitative exploration, I further investigated these questions qualitatively. Descriptive statistics and statistical tests were used for the initial exploration and identification of constructs. Focus group discussions and individual interviews were used during further investigation of the constructs. Figure 3.1 is a representation of the structure of this chapter on the research design and methodology.

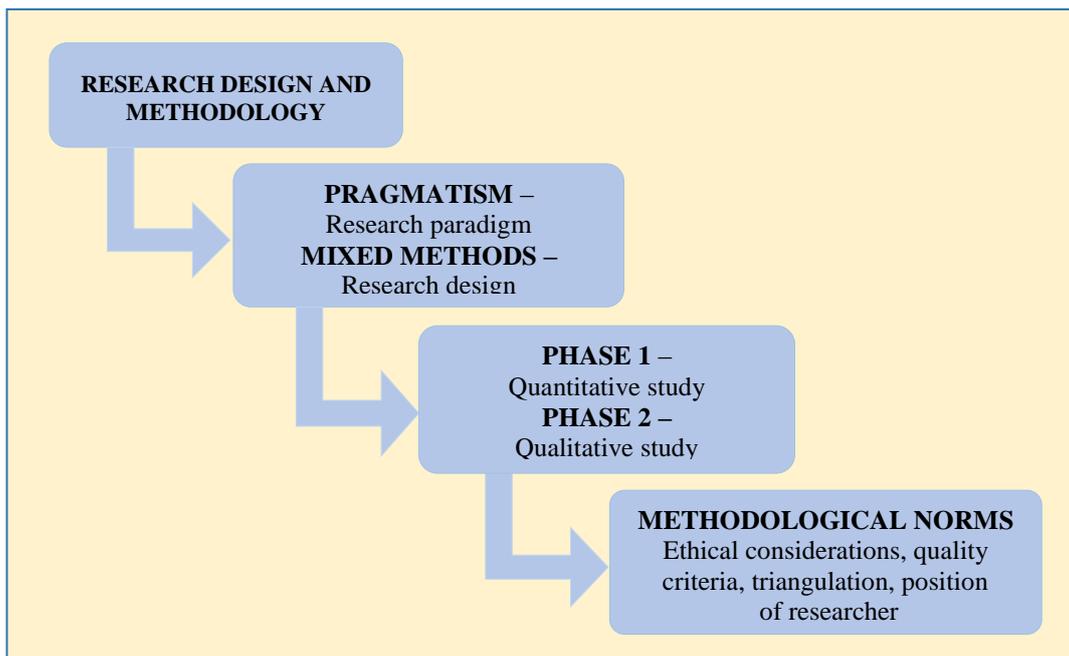


Figure 3.1: Structure of Chapter 3

3.2 RESEARCH PARADIGM – PRAGMATISM

A paradigm is a ‘conceptual stance’ (Teddlie & Tashakkori, 2010, p. 15) that gives direction to research. I used pragmatism as my research paradigm and the mixed-methods approach as my methodological paradigm. Pragmatism provides a theoretical framework for mixed methods (Biesta, 2010), and provides varied viewpoints of how knowledge is generated. A wide scope and depth of knowledge is generated because the pragmatic stance allows for flexibility in techniques used for investigation (Onwuegbuzie & Leech, 2007). There are arguments (Bacon, 2012; Biesta, 2010; Malachowski, 2004) about pragmatism being a flawed paradigm, based on the idea of its practical intentions. This is based on the historical issues relating to pragmatism. Historically, pragmatism lacked clarity in rigour, hence it could not be considered a serious paradigm (Bernstein, 2010).

The counterargument is that pragmatism logically addresses how knowledge can come into being and the truth about all that is happening around us (Bacon, 2012). Furthermore, Biesta (2010), citing Dewey’s view of pragmatism, is of the opinion that it helps us to see knowledge as a result of assumptions we make from relationships of causes and effects rather than from absolute truths. Borrowing from Kolenda (1999, p. 251), if people can live jointly next to each other in peace, it follows that the “co-existence of alternative beliefs or schemes of thought is not a drawback, but an advantage”. Furthermore, Onwuegbuzie and Leech (2007) highlight the pragmatic stance that research methodologies purport to help researchers make sense of the world. If it is used as a paradigm, pragmatism avoids debates relating to what is truth and what is reality, as well as what is objective (Feilzer, 2010).

The importance of pragmatism, therefore, is that there are no restrictions on methods of enquiry, hence people are free to use whatever resources are at their disposal to make sense of the social and political world around them (Bacon, 2012; Creswell, 2014). Pragmatism is advantageous in the sense that it promotes alliances between researchers from different philosophical backgrounds; it promotes a holistic view of research, where two world views can be merged into one; and it encourages the use of different techniques from different paradigmatic stances to address different levels of a research question (Onwuegbuzie & Leech, 2007). Finally, the pragmatic strategy favours a multidimensional approach that takes into consideration the relaxed attitude of using the different approaches (Margolis, 2009). The relaxed attitude make reference to the researcher not being limited to either quantitative or qualitative approaches. This argument supports the use of multiple and mixed-methods approaches. Therefore, based on the different discourses advanced, pragmatism affords a philosophical framework for mixed methods (Creswell, 2014).

3.3 MIXED METHODS

Johnson et al. (2007) give a definition of mixed-methods research consolidated from different scholars' definitions. From all the scholars studied, mixed-methods research entails mixing the quantitative and the qualitative, with the questions of the how, when and what of these two approaches. One variation included when the mixing should happen, and whether it should be sequential, simultaneous or parallel; another variation in the definitions included what is being mixed: is it the data, the analysis, the world views, or "language or discourse", and why is the mixing being done: is it for depth or scope, validation or better understanding; and finally, what drives the mixing: is it the research question or the needs of the researcher (Johnson et al., 2007). Mixed-methods research is distinguished as a third major research paradigm, and from these varied aspects, it is defined as follows:

"The type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration" (Johnson et al., 2007, p. 123).

I concur with the pragmatic view the authors make that there is no single demarcation, but broader perspective and inclusivity of mixed methods as an approach. "Today, the primary philosophy of mixed research is pragmatism" reiterate Johnson et al. (2007, p. 113), and therefore distinguish it as a method that seeks to incorporate multiple viewpoints and standpoints.

Mixed-methods research, which utilises a combination of both qualitative and quantitative approaches, is established as a research methodology (Teddle & Tashakkori, 2010; Creswell, 2009; Creswell, 2010; Maree, 2009; Johnson & Onwuegbuzie, 2004). The reason behind its popularity is that it uses the strengths of both worlds to address the complex challenges posed by the social world of research, as well as to gain insight that a mono methodology study cannot, Creswell (2009) points out. I used the mixed-methods approach as my methodological paradigm, as the knowledge and skills of retired educators could be objective or subjective. The survey questionnaire used in the quantitative phase of the study was used to elicit information that was regarded by the researcher as common to all the participants. Information gathered from focus groups and interviews during the qualitative phase highlighted the unique experiences of the participants. Schutz et al. (2004, p. 274) argue that, if research is conceptualised as a problem-solving act, it follows that any method that has rigour can be used. The pragmatic argument is that whether to use both qualitative or quantitative methods becomes secondary as a question to how both methods can be used to benefit or challenge inquiry.

The major debates (Creswell, 2010; Creswell et al., 2007; Feilzer, 2010; Maxwell & Mittapalli, 2010) on the mixed-methods approach are centered around mixed-methods assumptions, the use of mixed methods as a response to discussions on quantitative and qualitative approaches, and their benefits and shortcomings. According to literature (Creswell et al., 2007; Onwuegbuzie & Leech, 2007), the two world views, positivism/post-positivism (quantitative) and constructivism/interpretivism (qualitative) are basically presented as opposites. This assumption reinforces the fact that their ontologies, epistemologies and values are likely to remain different and separate as paradigms (Maxwell & Mittapalli, 2010).

The ontological assumption in the positivist approach poses that there is a single reality that can be discovered only by “objective and value-free inquiry” (Feilzer, 2010, p. 6), which implies that an objective reality and knowledge exist independently of the individuals in different forms (Nieuwenhuis, 2010a): a stance that is opposed by constructivists who believe in multiple realities and that reality is created by individuals (Creswell et al., 2007; Nieuwenhuis, 2010a). According to Nieuwenhuis (2010a), epistemology refers to how reality is known. In the positivist stance, knowledge can be discovered through determined measurement. The constructivist stance posits that reality is created by individuals. Reality is assumed to be socially constructed in the constructivist stance. However, this does not excuse the constructivists/interpretivists from criticism (Onwuegbuzie & Leech, 2007), since it can be misleading to researchers to assume that because there are multiple realities, there would be no standards in interpretation of data.

There are still major concerns with regard to the use of mixed methods as an approach. One major concern with mixed methods is the philosophical disagreements on the nature of objects of research and our knowledge of these (Johnson et al., 2007). The reasons behind the disagreements are based on the fact that two different paradigms with different and very specific values and epistemic principles are put together. These disagreements bring Johnson et al. (2007, p. 125) to ask the question: “Does mixed methods need a particular, detailed set of philosophical and methodological positions?” The authors responded to this question by stating that it is acceptable to have variations of “philosophical commitments” in studies that utilise a mixed-methods approach. Although the mixed-methods approach has lately been established as a research method (Creswell, 2014), quality assurance or validity is a major challenge in mixed-methods research (Ivankova, 2014). In addition, there are no practical examples of how to implement quality criteria in conducting sequential mixed-methods studies to ensure a systematic and rigorous process (Ivankova, 2014).

I used a mixed-methods approach to help me answer my research questions rather than concentrate on their differences. Onwuegbuzie and Leech (2007) highlight the fact that there is a degree of subjectivity and objectivity in quantitative and qualitative paradigms respectively, which is disregarded by both positivists and constructivists. For example, in this study, experience was

measured in years by retired educators. The meaning of experience as a construct varied among retired educators, although they agreed on the fact that it was obtained in a certain period of time, which can be measured. Further to the above example, there are social phenomena that exist objectively and such phenomena as universal laws can exist independently of our knowledge and human activity (Bhaskar, 2009).

Therefore, given that I used both qualitative and quantitative approaches in this study, it follows that the assumptions and perspectives from both approaches informed this study. Although I ensured that the quantitative approach took a positivist stance, while the qualitative approach took a constructivist stance, pragmatism as a paradigm helped to bring the two stances together in this study. Further to the above discussion on the definition of mixed methods, the ontology and epistemology of the different stances, and how mixed methods make pragmatic sense, I further discuss the advantages of mixed methods as a research methodology.

The reasons why I determined mixed-methods research to be advantageous is based on the seven levels in the discussion of mixed-methods research outlined by Biesta (2010). Table 3.1 shows the levels on which the discussions centre on, the questions usually asked and the responses to them.

Table 3.1: Seven levels on mixed-methods research (Adapted from Biesta, 2010)

Level number	Level name	Question	Answer
1.	Data	Is it possible to have numbers and text within the same research?	There are no particular challenges, whether philosophical or practical, that can be raised by combining numbers and texts.
2.	Methods	Is it possible to have data collection and analysis methods that generate and analyse numbers and text in the same research?	Questionnaires can be used to collect data and can be analysed statistically, while interviews can also be used as a data-collection tool and data analysed in a method that is data-adequate. Biesta (2010) insists that a combination of measurement and interpretation on its own does not pose any philosophical or practical challenges.
3.	Design	Is it possible to have interventionalist and non-interventionalist designs in the same research?	There is no problem combining, for instance, an experimental design (interventionalist) and a naturalist design (non-interventionalist) in the same study. However, Biesta (2010) points out that the difference comes from feeding a single knowledge claim. Interventionalist knowledge is about relationships between interventions and the effects of the interventions, while non-interventionalist knowledge is about a phenomenon.
4.	Epistemology	Which epistemological set of ideas is most appropriate to account for knowledge	This level looks at what can be known and what it means to know something. According to Biesta (2010), the critical question is not the

Level number	Level name	Question	Answer
		generated through a mixed-methods approach?	combination of the different epistemological assumptions that is obviously impossible, but the epistemology that one wishes to endorse for the design and to use this to justify the study.
5.	Ontology	Is it possible to combine different assumptions about reality in the same research?	Ontology refers to assumptions and beliefs we hold about reality (Biesta, 2010), and therefore, in mixed-methods research, there is likely to be a mechanistic ontology, where the world is approached in deterministic terms of causes and effects, and a social ontology, where the world is seen as a world of meaning and interpretation, points out Biesta (2010).
6.	Purpose of research	Is it possible to combine the intention to explain with the intention to understand?	Research intended for explanation can be complemented with research intended for understanding.
7.	Practical roles of research	Can research be oriented towards both a technical and a cultural role?	Research intends to have practical significance for human action by providing mean, techniques and technologies to achieve ends. This may ultimately provide understanding of a situation where outcomes are being utilised.

Diversity is emphasised in mixed-methods research for a myriad of questions that seek to explore or confirm that particular variables can be addressed (Teddlie & Tashakkori, 2010). A study that uses a single approach will address one aspect. However, Johnson and Onwuegbuzie (2004) advocate for research method and concept selection based on the need. The multi-method approach allows for the scope of the phenomenon under enquiry to be looked at deeply and widely in different perspectives (triangulation), which also validates constructively where evidence converges and diverges (Schutz et al., 2004). Retired educators had worked for at least 30 years before they retired, which means they had acquired certain knowledge and skills. Employing the concepts of both qualitative and quantitative approaches as the methodological paradigm assisted me to explore, identify and describe how the experiential knowledge and skills of retired educators can be used to influence career development programmes. Furthermore, the practicality of using statistics and numbers to confirm concepts and the use of words to explain the numbers made a mixed-methods design appropriate in this study (Creswell, 2009). In addition, given that meaning is not the result of a method, but the interpretation of data (Onwuegbuzie et al., 2007), there is more reason to follow methodological pluralism in order to minimise paradigmatic differences. Moreover, narratives can be used to inform numeric data or mixed methods can complement each other because of the flexibility in techniques used in investigation to answer research questions (Onwuegbuzie et al., 2007).

3.3.1 Types of mixed-methods designs

There are two main types of mixed-methods designs, which are concurrent and sequential with variations (Creswell, 2009; Johnson & Onwuegbuzie, 2004; Johnson et al., 2007; Muskat et al., 2012). Table 3.2 shows a mixed-methods design matrix, indicating time order decisions and paradigm emphasis decisions for both concurrent and sequential designs.

Table 3.2: Mixed-methods design matrix (Johnson & Onwuegbuzie, 2004; Muskat et al., 2012)

Paradigm emphasis status	Time order decisions	
	Concurrent	Sequential
Equal status	QUAL + QUAN	QUAL → QUAN QUAN → QUAL
Dominant status	QUAL + quan QUAN + qual	QUAL → quan qual → QUAN QUAN → qual quan → QUAL

The qual or QUAL represents qualitative and quan or QUAN represents quantitative. The small letters stand for minor or lower priority, while the capitalised acronym stands for a dominant or high-priority aspect. In addition, the plus (+) and the arrow signs stand for concurrent and sequential respectively (Johnson & Onwuegbuzie, 2004; Muskat et al., 2012). A concurrent mixed-methods design means that both quantitative and qualitative data collection happened simultaneously, while in a sequential mixed-methods design, either the quantitative design follows the qualitative design or vice versa. A sequential design can further be divided into explanatory and exploratory designs. An explanatory design implies that the quantitative aspect of the sequence was conducted first, while an exploratory design implies that the qualitative aspect of the sequence was conducted first (Creswell, 2009; Creswell, 2014).

3.3.1.1 Sequential explanatory design

I utilised a mixed-methods approach known as sequential explanatory design. Based on the requirement of the study, I followed the sequential design found as the last sequence of quan QUAL in the bottom right quadrant (Table 3.2). The sequential explanatory design was composed of the survey and the qualitative designs. The study proceeded in two phases. I conducted a survey in Phase 1, while I conducted the study qualitatively for Phase 2. I used the questionnaire survey in Phase 1 to sample participants who were likely to provide rich data for the study. The aim of using positivist/post-positivist inquiry is to check prediction and explanations with regard to a phenomenon (Schwandt, 1994). The questionnaire survey provided a description of opinions of the retired educators in numeric form, and helped to explain relationships between variables, through studying a

sample of the retired educator population (Creswell, 2009). Therefore, the questionnaire allowed for limited exploration of the research question, given that although there were open-ended questions, most questions were close ended. I identified constructs on experiential knowledge, skills and career development with reference to the retired educators quantitatively during Phase 1.

I used the results of the analysis of the survey as a baseline to identify participants and constructs to explore further or not for Phase 2 of the study, being the qualitative phase. When using the qualitative approach, participants are likely to give the researcher narrative constructions of what they originally experienced (Charmaz, 2010) and not their original experiences (Elliott, 2005). The nature of the study was that educators who are of a mature age and are retired tell their stories. These stories were used to discover the bodies of knowledge these retirees had, have acquired or do not have. Furthermore, I considered the implication and contribution the retired educators' knowledge and skills might have for career programmes. I allowed the data to develop the theory, which makes it an inductive approach, hence moving from the specific to the general (Fossey, Harvey, McDermott & Davidson, 2002).

The reality of the retired educators was therefore illuminated through their descriptions of their experiences (Doyle, Brady & Byrne, 2009) and their objective realities obtained through a questionnaire. The mixing of the quantitative and qualitative approaches in this study was between the data analysis of the first phase and the data collection of the second phase (Creswell, 2009; Johnson & Onwuegbuzie, 2004). It should be noted, however, that the weighting is given to the qualitative aspect of the study. The QUAL is indicative of the qualitative component, being the core component, while the quan is a minor component, even though the QUAL is dependent on the results of the quan. The arrows show that it is a sequential design. Figure 3.2 represents a sequential mixed method.

In a sequential design (Collins, 2010), the implementation of quantitative is followed by that of the qualitative, or the other way around, with a dependency of the latter component on the other. The quantitative component of the study was used as a preliminary exploration of any objective realities I may not be aware of as a researcher. I conducted in-depth exploration using collected and analysed qualitative data (Creswell, 2009), the reason being that the theoretical drive for this study was qualitative. Therefore, the research question is likely to be inductive, descriptive and interpretive (Morse, 2010).

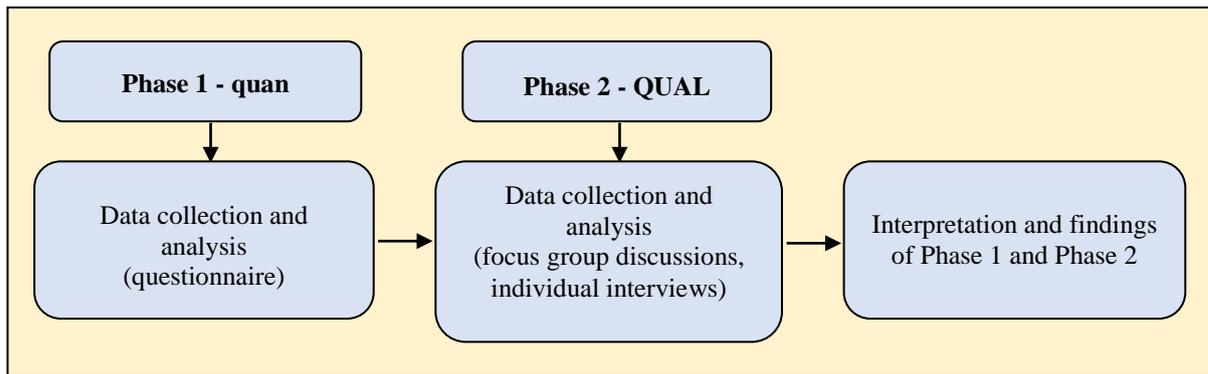


Figure 3.2: Sequential Explanatory Design Model (Adapted from Creswell, 2009)

The questionnaire design was guided by the literature I reviewed before collecting the data. The intention was to get retired educators from varied sectors as participants for the QUAL aspect of the study. I hoped for participation from all educators regardless of their context of educating. I discovered the characteristics that described the retired educators with regard to acquired knowledge and skills through the questionnaire (Hutchinson & Johnston, 2004). Descriptions and themes emerging from the use of the instrument were used to find in-depth knowledge qualitatively (Creswell, 2009). The results of the questionnaire informed me of variables that were related and which participants I could consider for Phase 2 of the study. For example, results from the Phase 1 (quan) analysis indicated that mentoring should be explored further. About 60% of the participants in the survey had left the section or part of the section uncompleted. The participants were required to either complete or not complete the sections, based on whether they had been mentored or had provided mentoring.

I used the qualitative method to seek in-depth information in this study. Cochran (2007) argues that although career difficulties can be managed by providing occupational information, as well as interpretations of career test results, there is a lack of depth in terms of meaning. I used the personal experiences of retired educators in the study to elicit more meaning about the retired educators' careers and what could be learnt from those experiences. To achieve this, I utilised a combination of focus group discussions and in-depth interviews to identify and understand the skills and knowledge acquired by the retired educators over their many years of working.

Furthermore, I found the strength of mixed methods in my ability to use words and narratives to add meaning to numbers or add precision to words, pictures and narratives (Johnson & Onwuegbuzie, 2004, p. 21) when I made interpretations and discussed the findings. The other strengths, as stated by Johnson and Onwuegbuzie (2004), were that, in this study, there were convergence and corroboration of results for the robust substantiation needed to make conclusions in addition to adding insights and understanding that might otherwise be missed when using a mono method. For instance, I would not

have explored mentoring further if I had used only quantitative study approach. Although the advantages were overwhelming and appropriate for my study, I found mixed methods to be a disadvantage in that it was an expensive, time-consuming approach, and also demanding for an individual researcher (Johnson & Onwuegbuzie, 2004). Another disadvantage of conducting a mixed-methods study that I experienced was that a thorough knowledge of both quantitative and qualitative research methodologies was necessary, regardless of the weighting of each methodology in this particular study, and this was time consuming.

3.4 PHASE 1 – QUANTITATIVE STUDY

In this Phase, I discuss both the pilot of the questionnaire and the full-scale survey I conducted. I conducted the study in Gaborone, Botswana. The Republic of Botswana is a country in southern Africa with an area of approximately 5 800 km². Botswana’s population was estimated at 2 045 752 in the 2011 population census, and an adjusted population projection estimated it at 2 101 715 in 2013 (Ministry of Health, 2013). The city of Gaborone has a population estimated at 600 000. According to the National AIDS Coordinating Agency (NACA) and the Ministry of Health (2013), the population census identified that the population of Botswana is made up of 48.8% males and 51.2% females. The country is divided into 10 regions and the position of Gaborone, where the study took place, is shown in the map in Figure 3.3.



Figure 3.3: Map of Botswana

3.4.1 The pilot

Prior to administering the survey questionnaire, I tested it on a sample of 30 retired educators in Gaborone, Botswana. However, 28 questionnaires were returned for analysis. The villages within a radius of 50 km of Gaborone were considered to be part of Gaborone. Gay, Mills, and Airasian (2008) liken a pilot study to a dress rehearsal, where a small-scale study is done before a full-scale study is embarked on. The participants consisted of 71% females 29% males and the age ranged from 46-73 years. There was an age of 41 in the data. The number was considered an outlier and removed from analysis because early retirement should be 45 years in Botswana. Therefore, the age ranged from 46-73. I pre-tested the questionnaire to improve its reliability, validity and practicability (Cohen, Manion & Morrison, 2007). The pilot testing ensured better understanding of instructions, layout of items, and the complexity and the sensitivity of items. It also gave an indication of the appropriate time needed and preparation for data analysis (Cohen et al., 2007). Song, Sandelowski, and Happ (2010) argue further that pilot testing can help measure the cultural appropriateness of the items.

According to Van-Teijlingen and Hundley (cited in Teddlie & Tashakkori, 2009), some of the reasons for a pilot test include:

“developing and testing the adequacy of the instruments, assessing the feasibility of a survey or full-scale study, designing a research protocol and assessing if it is realistic, establishing if the sampling frame and technique are effective, identifying logistical problems that might occur using proposed methods, estimating variability in outcomes to help determine sample size, collecting preliminary data and determining resources needed for the full study (Teddlie & Tashakkori, 2009, p. 203).

I experienced concerns from the pilot exercise. I met my participants in Gaborone, which was the location of the study. However, most of them had retired to different parts of the country. The retired educators had businesses or children staying in Gaborone. Therefore, the fact that these retired educators commuted between Gaborone, where I conducted the study, and other places, had implications for the study. This meant that the retired educators who stayed outside Gaborone kept the questionnaires for longer, as they took the questionnaires away with them. On two occasions, I had to follow completed questionnaires 185 km from Gaborone. The exercise was very costly in terms of both funds and time.

3.4.1.1 Sampling procedure

The target population for the pilot was educators who had retired between 2000 and 2012. Sampling can be defined as a process in which a sample unit is obtained from a population of interest to address a certain phenomenon (Tashakkori & Teddlie, 2003). According to Babbie (2005), sampling refers to

the logical selection of participants for observation. The importance of sampling is that statistical inferences can be made, which “remains a key decision-making tool in quantitative research” (Punch, 2009, p. 251), whereas Vanderstoep and Johnston (2009) report that claims can be made on the “generalisability” of results. Furthermore, Babbie (2005) reports two types of sampling as probability and non-probability. Sampling techniques from the two types of sampling can be used to select participants (Maree & Pietersen, 2010). I briefly discuss the sampling techniques in Table 3.3, highlighting the main reason one would choose a particular technique.

Whereas probability sampling can be used in large-scale surveys, where a list of the participants is known, non-probability sampling is appropriate for small scale-surveys and where the list of participants is not known or cannot be determined (Babbie, 2005). In addition, probability sampling ensures that the probability of including every member of a population can be determined (Teddlie & Tashakkori, 2009). Non-probability sampling is often used where the entire population is not known, meaning that it is not easy to compile a list of who is in the population. Lastly, the advantage of probability samples is that one can generalise sample characteristics to the entire population. This cannot be done in non-probability samples (Hayes, 2000).

Table 3.3: Sampling techniques (Welman, Kruger & Mitchell, 2005)

SAMPLING			
Probability		Non-probability	
Technique	Reason	Technique	Reason
Simple random	Any member of the population has an equal chance of being selected.	Accidental or incidental	Collecting members of a population who are easily accessible for the study.
Stratified random	Subpopulations with different but specific variables are put into strata. The homogeneity of the members of each stratum is expected.	Quota	Members of a population with the same variable are selected in equal proportion.
Systematic	Selection is conducted systematically. For instance, choosing every fifth person on a list of 100 people.	Purposive	The expert use of the researcher’s knowledge to select a representative sample of the population of study.
Cluster	Selection of groups in a population.	Snowball	A few individuals are purposively or randomly selected from the relevant population and requested to identify others for inclusion in the sample.
		Self-selection	When a member of a population declares an interest in participating in a study.

SAMPLING

Probability		Non-probability	
Technique	Reason	Technique	Reason
		Convenience	Similar to the accidental or incidental technique, however, here choice of members is haphazard.

I used non-probability sampling to sample the retired educators for the pre-test as I could not determine who all the retired educators from the different sectors in Botswana were (Welman et al., 2005). However, from the education mentors'¹² list available from the MoESD, I employed incidental sampling as a technique. The advantage of this technique is that it is simple to select anyone who volunteers to participate in the study. However, its disadvantage is that the results cannot be generalised to the population from which the sample was drawn, since the population cannot be described (Gay et al., 2011). I had determined that I should conduct a survey of 200 retired educators based on the number of items in the questionnaire. With the expert advice of the statisticians at the University of Pretoria, I multiplied 22 items in the questionnaire by 10 to give me an approximate number of participants who could give the reasonable feedback that I needed to provide enough data for the statistical measures needed for the full-scale survey.

To conduct the pilot, I needed at least 10% of the full-scale survey sample. From the incidental list of education mentors, 30 retired educators were systematically selected from 1-30. The educators had retired between 2000 and 2012 and lived in Gaborone. I called the participants on the mobile contacts provided on the education mentors' list to make an initial request for their participation in the study. The initial telephone call acted as an initial contact and an opportunity to set up an appointment to explain the purpose of the study, request a signed consent and administer the questionnaire. I called the education mentors starting with the first one on the list until I had reached the 30th person on the list. If the education mentor on the list said that he or she was not interested in participating in the study, I called the next person until I reached the 30th person on the list. After reaching the 30th person on the list, I followed up the participants as per the initial agreement. Of the 30 questionnaires that were distributed, 28 were returned and completed.

3.4.1.2 Instruments for data collection

I developed the retired educators' questionnaire that explored the constructs I had identified from the literature. I identified constructs such as knowledge management, career guidance and counselling,

¹² Education mentors are retired educators who have volunteered to provide support and mentorship to schools in Botswana's education system. These retired educators had previously worked mainly in the public sector; however, a few are from the University of Botswana.

and the context of experience and skills during career development (Andrews & Higson, 2008; Cortés, Arraiz, Sabirón, Bueno & Berbegal, 2009; Crawford, Lang, Fink, Dalton & Fielitz, 2011; Farah & Al-Yahya, 2009; Ramanan, Taylor, Davis & Phillips, 2006; Savickas, 2011a; Savickas, 2011c). I further divided these into several constructs, which included knowledge management, career growth and adaptability, career interventions, self-awareness, mentoring and soft skills as constructs to measure. I then defined these constructs to give a clearer understanding of them before the relevant items could be developed. See Table 3.4 for the explanations.

Table 3.4: Definitions of career constructs

Construct	Definition
Career interventions	Systematic actions in place to address issues of career needs.
Career guidance and counselling	An intervention that gives insight into the world of work, proactively, developmentally and/or therapeutically.
Self-awareness	Being conscious of one's abilities and areas of growth, one's relationship with self and others.
Knowledge management	<ul style="list-style-type: none"> ▪ Involves both knowledge elicitation and recovery from experts for reuse. ▪ The transfer of learning or training or the ability for competencies and behaviours learnt from any form of training to a work environment.
Mentoring	Professional guidance of one or others in a field, or position or role played in life.
Career growth/adaptability	The ability to adjust and be flexible to the demands of work assignments. In addition, to be able to apply these skills in everyday demands.
Soft skills	Characteristics that enable one to perform certain functions, but not tied or limited to a specific or technical job/work and therefore transferrable to different situations.

The retired educators' questionnaire consisted of 22 questions for the pilot, which however increased to 23 for the main survey (Appendix F). The first nine questions were biographic question items, while the rest of the questions (questions 10-21) explored the constructs career interventions, career guidance and counselling, career growth or adaptability, soft skills, knowledge management, mentoring and self-awareness. Most questions were asked on a 4-point Likert scale with the value 4 for strongly agree and the value 1 for strongly disagree. Two questions were asked on a 5-point Likert scale with the value of 5 representing very important and the value 1 representing not important. Finally, questions 15-17 of the questionnaire were open ended.

3.4.1.3 Process of data collection

I needed 15 days for the pilot study, which was a quarter of the time I required for Phase 1 of the main study (which was 60 days). This was a worthwhile exercise if reliable results were to be expected from the main study (Gay et al., 2008). I sought the retired educators from the population of people who were retired. For lack of resources (Teddlie & Tashakkori, 2009), the pilot was conducted mainly in and around Gaborone, where I was based as a researcher. Table 3.5 shows the schedule of the pilot.

Table 3.5: Schedule for the pilot study

Data collection procedure for the retired educators	Date	Time	Deviations
Questionnaire (30 educators)	10 June 2013 – 25 June 2013	Varied	The questionnaire was given out to the retired educators and collected from them after 24 hours, but within 48 hours. I was not able to call the participants to a meeting to complete the questionnaire or get them to complete the questionnaire while I waited for it.

3.4.1.4 Data analysis

The analysis was completed with the help of the Statistical Analysis Software (SAS) computer software and expert statisticians from the University of Pretoria. I conducted a descriptive analysis of the pilot and the results are shown in Chapter 4. From the pilot, I was able to update the questionnaire so that it was aligned with both positivism and constructivism as my theoretical perspective on the methodology. Furthermore, based on the results of the pilot, the questionnaire was modified as required. For instance, more qualitative items were included as participants declared that they had missed that aspect in the questionnaire. The pilot gave me an idea of the likely results to expect from the main survey.

3.4.1.5 Summary of the pilot

The pilot indicated the logistical challenge of issuing and collecting the questionnaire from the beginning. I realised from the pilot study that asking participants to a meeting to complete a questionnaire would not give results. I had to follow participants to their homes or their offices for them to complete or return my questionnaire. I realised I was going to need more time than anticipated for the main study (Teddlie & Tashakkori, 2009). I knew that many retired educators still had places of residence or businesses in Gaborone. However, they commuted between the city and their retirement homes outside Gaborone. Therefore, I allowed flexibility in getting back the questionnaires from one to two days to one to two weeks for the full-scale survey. I followed the

questionnaires to where the retired educator was at the end of the two weeks. Other than the administrative change, I changed sampling for the main study from probabilistic sampling to non-probabilistic sampling. Furthermore, I included more qualitative items in the questionnaire as requested by the participants and on advice from career experts.

3.4.2 The full-scale survey

I used the quantitative aspect of the study to sample the appropriate participants for the study (participants who could supply rich data for Phase 2 of the study). I explored career development constructs and answered the secondary research question: “What experiential knowledge and skills are important for career development?” Creswell (2009, p. 145) contends that “a survey design provides a quantitative or numeric description of trends, attitudes or opinions of a population by studying a sample of that population”. Therefore, I used the data I collected from the results of the survey to understand the reality of the retired individuals in their career development so that I could possibly make inferences to other retirees. I investigated the research question by exploring constructs identified during the literature review on career development. Furthermore, I identified themes and subthemes for further exploration during the qualitative phase (Creswell, 2009). The constructs and themes mentioned above included mentoring, career growth, career interventions, career guidance and counselling, knowledge management, self-awareness and soft skills.

I chose to conduct the survey for part of the study as it allowed me to reach out to a large number of retired educators within a short space of time (Neuman, 1997). With the survey, I was simultaneously presented with an opportunity to get a varied representation of the sample population (Maree & Pietersen, 2010; Creswell, 2009) of retired educators from public, private, government and non-governmental sectors. An additional advantage of using a survey is that, as a quantitative tool, the data collected from the sample can be generalised to the larger population. The intention of my investigation was not to generalise the results. With the survey I utilised in Phase 1, I intended to answer the following subquestion of the study:

- *What experiential knowledge and skills are important for career development?*

The questionnaire allowed me to explore career development concepts, and to find out what experiences and skills participants had on career development.

3.4.2.1 Sampling procedure

As mentioned in the pilot stage, the target population comprised retired educators in Gaborone, who had retired between 2000 and 2012. Botswana has an estimated population of two million and, while Gaborone is the largest city, with an estimated population of 600 000, the retired educators were from across the country. Similar to my pilot experience, my meetings with the retired educators to

administer and collect the questionnaires were held in Gaborone. These participants started their careers post-independence. Botswana obtained its independence in 1966 and the retirees had started work in the 1970s, and had worked for at least 30 years, some of which were in Gaborone. The participants' ages ranged from 54 to 65, and they had not been in active employment for at least one year. Their participation was based on the assumption that they were “octogenarians who have successfully negotiated personal and social crises and have witnessed and mastered paradigmatic changes to their own work that may bring a sense of wisdom to the workplace” (Moxley, 2002, p. 7) and may no longer experience major knowledge and skills acquisition.

The retired educators had worked in vocational and pre-vocational institutions, in universities, as community educators, in both government and non-governmental organisations. They were perceived by cohorts to have excelled in their professional careers. Individual retirees were formally educated and trained, meaning that they could read and write well in both English and Setswana. See Table 3.6 for a description of the participants in the survey.

Table 3.6: Description of participants in the survey

Number of participants	Average age in years	Average work experience in years	Pensioners	Main activities	Language spoken
108	60	29	> 26 (the majority) were under 65 years of age	> 68 were self-employed	108 spoke both Setswana and English

Given that I could not determine a sample frame of retired educators from different contexts for this study, I used non-probability sampling procedures (Welman et al., 2005). Although it was possible to determine how many people had retired in the MoESD, which is a public entity, I could not do the same for retired educators from NGOs and the private sector between 2000 and 2012. Therefore, my sampling frame was not definitive. This is not expected to have any quality disadvantages on the study as my intention was not to generalise the findings from the survey.

I used a combination of sampling techniques, which can be referred to as “dimensions of purposive sampling”. I used respondent-driven sampling (RDS) and snowball sampling techniques to contact participants for the main survey. According to Lu, Malmors, Liljeros and Britton (2011), RDS is commonly used instead of random sampling when studying hard-to-reach populations. The authors purport that RDS and snowball sampling are similar, however, RDS is likely to generate an unbiased population. I used snowball and RDS sampling techniques as they allowed me to select participants that suited my requirements, pending the sample size I needed (Gay et al., 2011). These techniques allowed me to reach the retired educators, who were difficult to reach (Gay et al., 2011). It was observed that once people retired in Botswana, they moved to the villages, where access to phones,

the internet and radio could be limited. Although purposive samples are based on the knowledge and experience of the researcher, Gay et al. (2008) point out the limitation of generalising results as a disadvantage brought on by the criteria of selection.

My sample consisted of 200 retired educators for the survey questionnaire. However, 120 completed questionnaires were returned and 108 were used in the analysis since 12 of the completed questionnaires were lost after collection. I did not collect any questionnaires that took more than two weeks to be completed. Participation in the study was based on the first 200 retired educators to whom I could give questionnaires to complete.

3.4.2.2 Instruments for data collection

I developed the retired educators' questionnaire to explore constructs identified from the literature on retired educators as described in Subsection 3.5.1.2. Based on the pilot exercise, the questionnaire was refined further. The final questionnaire highlighted the qualitative aspect, which was minimal in the pilot questionnaire. The retired educators' questionnaire consisted of 23 questions. The first nine questions were biographic question items, while the rest of the questions (questions 10-22) explored the constructs career interventions, career guidance and counselling, career growth or adaptability, soft skills, knowledge management, mentoring and self-awareness. Questions 10-18 measured the level of agreement of statements on a 4-point Likert-type scale with strongly agree being 4, agree being 3, disagree being 2 and strongly disagree bearing a value of 1. However, questions 13 and 18 looked at how the participant rated the importance of a skill on a Likert-type scale, commonly referred to as a semantic differential scale (Maree & Pietersen, 2010) of 1-2-3-4-5, with 1 being not important and 5 being very important. The Likert scale provided "an ordinal measure on the respondent's attitude" (Maree & Pietersen, 2010, p. 167) on the above constructs. Question 19 of the question items measured the importance of the relationship of the participant with other people. Questions 20 to 22 were qualitative questions seeking to understand the perspectives of retired educators on mentoring, life-changing experiences and the relevance of their knowledge and skills to education now. Question 23 was critical as it sought to find out if the participant would be willing to take part in the second phase of the study.

I increased the reliability and validity of the questionnaire by checking the internal consistency of items, as well as soliciting expert advice (Gay et al., 2011). I discuss these in detail in sections 3.5.2.4.3 under *Internal consistency or reliability analysis*, and in Section 3.9.1 under *Validity and reliability*.

3.4.2.3 Process of data collection

In this section, I discuss how the data was collected. I share the response and response bias, and where permission was sought.

(a) Response and response bias

I mentioned in Section 3.4, that the study was conducted in Gaborone, Botswana. I chose Gaborone based on the fact that Gaborone has a large population and is a city. Therefore, I expected to have access to a large number of retired educators. Two hundred retired educators were sampled. However, 120 retired educators completed the survey and 108 were available for analysis. I did not collect questionnaires that I could not collect within the two weeks. It took me three months to conduct the exercise and I noticed that the questionnaires I had collected at the end of the response time seemed rushed and incomplete. Creswell (2014) refers to changes in response to the survey as a response bias and the participants who respond late as likely non-respondents. According to Creswell (2014), non-respondents' responses can drastically change the findings of a survey.

(b) Data collection

I sought permission from the Office of the President of Botswana to gather data from retired educators. I was given permission to conduct the study from the MoESD in Botswana.

I employed a similar procedure to the one I used in the pilot. However, this time I called potential respondents from a list I had generated from the retirees who had participated in the pilot. The participants in the pilot who had consented to participating in the study became the first line of respondents (Lu et al., 2011). I requested the first line of respondents to identify and suggest three contacts of retired educators they thought would be willing to participate in the study and who would be rich in data. I was aware of the confidentiality issue, as I had called and therefore had to explain to the participants how I had got their contact details, and to explain the purpose of both my call and the study. I conducted both the respondent-directed search and the snowball technique to obtain participants for the main study to whom to administer the questionnaire. The disadvantage of this procedure was that not all retired educators had access to other retired educators from the pilot or the second line of respondents, nor the third (Fowler, 2009). Based on the argument of Fowler (2009), the retired educators' preference of getting information may be different from the ones I chose as the researcher.

Similar to the pilot, some of the retired educators I called were not willing to participate in the study. I made it known to them that they had a choice whether to participate or not, and the fact that they were not willing to participate this time around did not mean that I would hold it against them (Rosenthal &

Rosnow, 2008). However, most were willing participants. The retired educators I called from the list I had been provided by the pilot group became the second line of respondents, and I requested them to each identify one willing retired educator to complete a questionnaire.

Collecting questionnaires from retired educators took me a day to two weeks, after which I would give up getting it back. The main reason for the delay in completing the questionnaire was reported by the retired educators as being fully engaged in other activities and having little time to complete the questionnaire. I printed 200 copies at once. However, I took enough with me for my meetings with retired educators. The questionnaires were completed in my absence since most of the participants were elderly, employed somewhere or kept busy with some community activity and did not have 35 minutes to sit with me to complete the questionnaire. Two retired educators in their early 50s completed the questionnaire in my presence. It proved very difficult during the pilot study to call the retired educators to a meeting to complete the questionnaire or to ask them to complete it on the same day they got it or to post it back to me. The same challenge was experienced during the administration of the main survey. The majority of the participants said that, based on their age, I should collect the questionnaires from them. Less than 25% of the participants said the questionnaire was too long for inactive minds.

Those participants who had completed the questionnaire, but were not willing to move to the next stage, were requested to suggest someone they thought could participate in the study. Fowler (2009) points out that willing participants increase the response rate. The main aim of using the questionnaire was to select willing retired educators who met the selection criteria for participation in the study. It is assumed (Hutchinson & Johnston, 2004) that the reality of respondents may be reflected through their responses in a survey, as items are supposed to give the same meaning to each respondent. The purpose of a survey is to use data collected from a sample to generalise it to a larger population where inferences can be made about the population (Beebe, 2001). A cross-sectional survey was carried out as the data was collected at one point in time only. I collected 120 questionnaires in 12 weeks, which enabled me to analyse the data and select participants for the next phase.

The criteria for participation into the study included fluency in both Setswana and English languages. The retired educators were likely to be all fluent in the English language which is the language of instruction in Botswana schools. Therefore, the questionnaire was designed in English and no translation was necessary.

3.4.2.4 Data analysis

I discuss the data analysis for the full-scale survey. As in Section 3.4.1.4, I utilised expert statisticians from the University of Pretoria. In-depth analysis was conducted for the full-scale survey, hence, I discuss the correlations and tests used over and above frequencies and measures of central tendencies.

(a) Descriptive statistics

Transferring characteristics of a sample through the use of numbers or graphs is referred to as descriptive statistics (Wilson & MacLean, 2011). Furthermore, descriptive statistics, such as means, medians and standard deviations or measures of central tendencies can be used to summarise the data (Gay et al., 2011). For nominal data, such as gender, I summarised the data in frequency tables, whereas numerical data, such as age and work experience, was summarised using measures of central tendencies. Tables, charts and other graphs were used to present the data.

(b) Internal consistency reliability analysis

Internal consistency reliability assesses the dependability of responses, which are supposed to measure the same variable at one time (Wilson & MacLean, 2011). I corroborated the internal consistency of the scales and the instrument through the use of the Cronbach alpha coefficients. The Cronbach alpha coefficient is used to measure the internal reliability of an instrument (Maree & Pietersen, 2010), as well as the inter-item correlations as pointed out by Maree and Pietersen (2010). Furthermore, Welman et al. (2005) contend that a high value for internal consistency denotes that the items in the instrument are highly generalisable. Cohen et al. (2011) add that coefficients below 0.60 are unacceptable and have low reliability, while coefficients between 0.60 and 0.69 are marginally reliable and those above 0.70, 0.80 and 0.90 are reliable, highly reliable and very highly reliable respectively. I used the alpha coefficient of 0.70 as a minimum criteria for reliable career constructs.

The Cronbach alpha coefficient was calculated for each construct, given that “it may not make sense to report alpha for the test as a whole as the larger number of questions will inevitably inflate the value of alpha” (Tavakol & Dennick, 2011, p. 53). Furthermore, constructs with alpha coefficients below 0.25, as well as items that lowered the reliability of the construct, were deleted (Wilson & MacLean, 2011). Therefore, the composite scores were based on the remaining constructs. I could not run a Cronbach alpha analysis for constructs that had too many inconsistencies or had not been completed. The reliability test helped me decide which constructs to use and explore further. Testing for reliability was also a precursor to ensuring the validity of my instrument.

(c) Combined scale score frequencies

I used the mean scores for each scale in order to compare the scores for scales with different numbers of items. The combined mean scores for the different constructs were calculated based on the mean of less than 2.5 representing disagree (D) on a 4-point Likert scale, with 1 being strongly disagree and 4 being strongly agree, or representing not important on a scale of 1-5, with 1 being not important and 5 being very important. Furthermore, a mean score of more than 2.5 represents an agreement or important with a construct on a 4- and 5-point Likert scale respectively. I could also relate these scores to the original scores of the 1-4 and the 1-5 Likert scales. The mean of 2.5 was used for both the 4-point and 5-point Likert scales as the mean was the midpoint for the 5-point Likert scale and slightly higher than the middle of the 4-point Likert scale.

(d) Correlations

Correlations are used as descriptions of relationships between variables. The description is based on the extent to which a change in one variable relates to a change in the other variable (Welman et al., 2005). Pearson correlation coefficient is a statistic used to describe a linear relationship between two intervals or ratios of variables (Wilson & MacLean, 2011). Pearson correlation coefficient is a statistical test I used to measure the degree of association between the different variables and constructs discussed in Section 3.4.2.2. Pearson correlation coefficient is useful for equal-interval or ratio data so that means and standard deviations can be used to make comparisons (Hayes, 2000). According to Welman et al. (2005), a coefficient r of -1.00 characterises a perfect reverse relationship, while an r of +1.00 signifies a perfect and direct relationship, and also points out that an r close to zero implies no relationship. My first null hypothesis was that there is no relationship between age and experience, while my alternative hypothesis was that there is a strong relationship between age and experience. My second null hypothesis was that there is no relationship between soft skills and other constructs, and the alternative hypothesis was that there is a strong relationship between soft skills and other constructs. Given that a correlation coefficient is a number between -1 and +1, and that these values stand for the extreme ends of the scale, as my criteria for the interpretation of results, stronger correlation coefficients are values closer to -1 and +1, while values closer to zero or the middle of the scale have weaker correlations (Hayes, 2000).

I selected this test based on the following criteria: to check the relationship between variables; age and work experience were the only independent variables, while each of the other variables could be used as dependent variables; there were no control variables; the type of scores between the independent and dependent variables were continuous; and the scores were of a normal distribution (Creswell, 2014).

(e) T-tests

T-tests are used to determine if the mean scores of variables are the same or different, and if the difference in the means of two groups is large enough to conclude that it was caused by some variable or if it happened by chance (Welman et al., 2005). I used t-tests to compare the soft skills and career adaptability scores for males and females. A p-value > 0.05 indicated that there is no statistically significant difference between males and females with regard to the career adaptability or soft skills scores.

The criteria I employed to use the t-test as a statistical test are as follows: I wanted to compare how males and females differ or are the same with regard to adaptability and soft skills; gender was the independent variable, while adaptability and soft skills were dependent variables and there were no control variables; the scores for gender are categorical while those of adaptability and soft skills are continuous, in addition to the fact that the scores indicated a normal distribution (Creswell, 2014).

(f) Summary of the full-scale survey

General tendencies and inferences were drawn about the retired educators' population in Botswana (Ivankova et al., 2010) from the analysis of the questionnaire. I checked the behaviour of the data relating to retired educators and the relationship between the variables through data analysis conducted descriptively using measures of central tendencies, and another statistical analysis package. I understood the variables and the relationship between these, which I determined using SAS computer software, which is similar in operation to the Statistical Package for Social Sciences (SPSS) computer software. From the combined scores, I could determine if the retired educators have adaptability skills or understand mentoring, for instance. The in-depth presentation, description and interpretation of data are presented in Chapter 4.

3.5 PHASE 2: QUALITATIVE STUDY

This phase follows the ontological and epistemological assumptions of the qualitative paradigm and constructivist perspective. My ontological perspective is that individuals construct multiple, mental realities that are socially and experientially influenced (Lincoln et al., 2011). These realities are true to the individuals, even though they can be altered. There are multiple realities and different interpretations that may result from any research undertaking (Doyle et al., 2009). Epistemologically, constructivism assumes that the investigator and the participants involved in the study were interlinked (Lincoln et al., 2011). This interaction implies that the findings were created during the process of the study, as the investigator and the participants influenced each other. As the investigator, my values are likely to have influenced the study. However, values that I thought would influence the study, such as myself being an employee of the MoESD at the time, were made explicit.

Rossman and Rallis (2003, p. 93) argue that reflexivity is central to qualitative inquiry. This “demands that we examine the complex interplay of our own personal biography, power and status, interactions with participants and the written word”. In order to guard against bringing biases to the study, I continuously reflected on the process of the study, paying particular attention to my role, background and experiences that could shape how I interpret the findings (Creswell, 2014). I continuously consulted with my supervisors throughout the study.

I employed concepts from the grounded theory because the nature of the study was that retired educators tell their stories. Specific experiences of the retired educators were used to bring about general conclusions. These experiences were used to explore the bodies of knowledge they had acquired or do not have, as well as looking at the implications of such knowledge and what it can contribute. In Phase 2, explanations were developed from the data, which makes it an inductive approach, hence moving from the specific to the general (Fossey et al., 2002). The reality of the retired educators was illuminated through their descriptions of their experiences (Doyle et al., 2009). Furthermore, the pragmatic approach allowed me to utilise a variety of techniques to interpret the varying constructions. These techniques include, among others, methods such as interviews, observations and document reviews (Mertens, 1998). For this study I used focus group interviews, individual interviews and observations made and documented in my research journal as reflective field notes.

I therefore used a constructivist approach to explore the three secondary research questions in-depth:

- What experiential knowledge and skills are important for career development?
- What experiential knowledge and skills acquired through workplace learning would the retired want to see developed in young people?
- How can the acquired experiential knowledge and skills of retired educators specify career development aspects?

I mentioned earlier that I mixed the quantitative and the qualitative in the data analysis part of the quantitative phase and in the beginning of the qualitative phase. The quantitative phase was completed and analysed before the qualitative phase could be started. The results of the analysis of the questionnaires, both the pilot and the main questionnaire, informed the study regarding who could participate in this phase. In addition, some constructs such as mentoring and soft skills from the results of the quantitative phase analysis were further explored in the qualitative phase.

3.5.1 Sampling procedure

The sample for this phase of the study was obtained from the sample in Phase 1 (quantitative) of the study. According to Collins (2010), a nested sample implies that the sample is a subset of a sample that participated in another phase. The QUALITATIVE sample was therefore nested in the quantitative sample. The qualitative sample was conducted on a small group of retired educators I had selected from a larger survey sample of retired educators (Yin, 2006). Figure 3.4 is a diagrammatic representation of QUALITATIVE sample, being nested in the quantitative sample. The survey depicts a large sample of 200 retired educators obtained from an unknown number of retired educators, while the 30 retired educators for the focus group interviews and the 16 retired educators for the individual interviews are small samples obtained from the survey of retired educators. In summary, the focus group and individual interview samples were obtained from a survey from which the number of retired educators was not known, as shown in Figure 3.4.

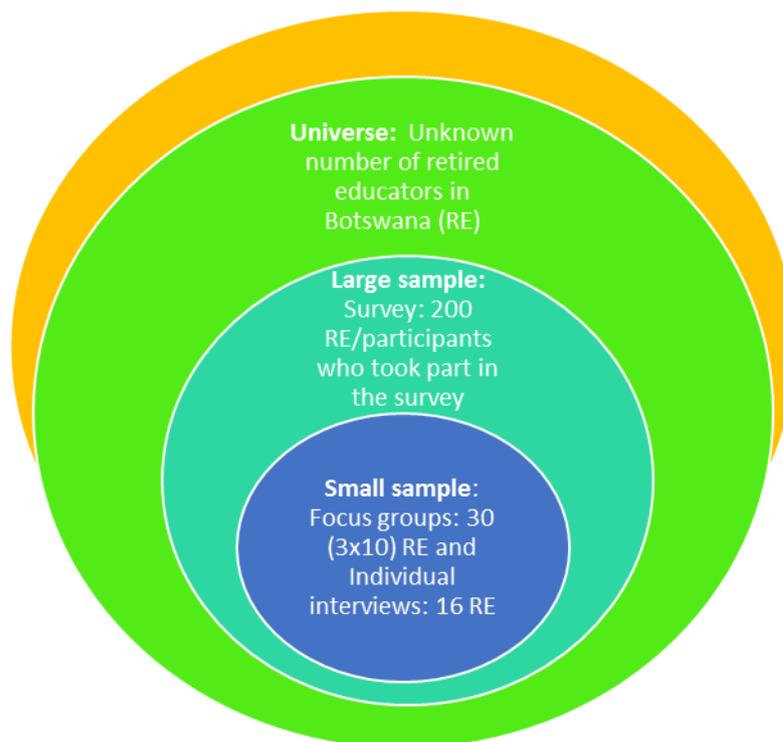


Figure 3.4: Nested samples (Adapted from Collins, 2010)

I compiled questionnaires in which the participants indicated their willingness to participate in Phase 2 of the study, being a focus group discussion or an individual interview. Furthermore, I selected only completed questionnaires. In addition to the completed questionnaires, I looked at the depth in which the participant had responded to the qualitative aspect of the questionnaire. In this exercise, I included the 28 questionnaires from the pilot survey and the 108 questionnaires from the Phase 1 survey.

Thirty participants out of the 80 who fulfilled the criteria specified above were randomly selected to participate in three focus group discussions. Probability sampling, especially random sampling, means that each member of the population has an equal chance of being selected. Simple random sampling gave all the retired educators from the above selection criteria an equal and independent chance of being selected for further exploration of the constructs. The reader is reminded that data collected from a probability sampling method can be generalised to the sample population (Maree & Pietersen, 2010; Morse, 2010). However, participants were randomly sampled to make the results confirmable and believable by selecting participants who were likely to be rich in data. Furthermore, MacNaghten and Myers (2004) argue that sampling in focus groups generates a discussion that will explore information in-depth and expand on how an issue is perceived. Therefore, a group that was likely to be capable of doing so was defined through this selection criterion. Ivankova (2014) points out that selecting participants for a follow-up qualitative phase can be validated by ensuring that participants participate in both phases, as selecting new participants may result in inconsistencies

From the 30 participants sampled for the focus groups, I divided the groups into three focus groups according to those who had retired between 2000 and 2004, 2005 and 2008, and 2009 and 2012. However, 16 of the 30 participants who were invited for the focus group discussion actually participated. Therefore, I conducted focus group discussions comprising of 5, 5 and 6 participants each. Stratification allowed for homogeneity of the groups in terms of age and experience (Nieuwenhuis, 2010b). The decision to stratify the participants was made in order to make general conclusions about specific subgroups within the population (Flyvbjerg, 2011) of retired educators. Furthermore, this decision was guided by the survey data findings. The participants were already homogeneous with regard to gender, qualification and years of experience, therefore I stratified them according to years of retirement. Of the 30 participants, 17 were female while 13 were male. Secondly, 27 participants had at least a diploma-level training, inclusive of bachelor's-degree and master's-degree levels. Three participants had less than 20 years' experience as educators. However, a description of the 16 who actually participated is shown in Table 3.7.

For the individual interviews, I purposively selected one individual from those who had completed the survey who was not part of the focus group discussion sample to participate in an individual interview. Then I used a respondent-directed search for finding other individuals for the interview. After the interview, I asked the participant who else he or she thought could provide rich data. I did not restrict him or her on the number of participants he or she recommended. However, each person I asked after the interview suggested or recommended 1 or 3 contacts. All the participants who were recommended through the snowball technique for the individual interview had previously completed the questionnaire, either for the pilot or for the full-scale survey. Only one participant who had also participated in the focus group discussion was recommended for the individual interview. All the participants who were recommended to participate had indicated that they were willing to take part in

Phase 2 of the study. While the general observation was that individual participants were recommended once, there were five participants who were recommended more than twice. These five participants were interviewed.

I would like to emphasise that participants for both the focus group discussions and individual interviews participated in the survey. However, the individual interview sample was not restricted to having participated in the focus group discussion. Therefore, both focus group and individual interview samples came from the participants who took part in the survey, as shown in Figure 3.4.

Through the respondent-directed search, only one participant who had also participated in the focus group discussion was selected as mentioned above.

3.5.2 Instruments for data collection

I designed an interview protocol with guiding questions for the focus group discussions to guide and focus the interviews. These questions were developed from the qualitative questions asked in the survey questionnaire. The interview protocol (Appendix G) had 9 items, which included questions such as the following:

- As a retired educator, you would have gone through many experiences that may have changed your life in one way or the other. Let us talk about those experiences you remember vividly. (What happened? How did it happen? How did you feel?)
- What skills did you learn from the experience? What meaning did the experience hold for you?
- How relevant or irrelevant is your experience for the future of education in Botswana?

The last two questions addressed whether we had missed something from the interview and about the experience of the participants. The first guiding question became a guiding question for the individual interviews.

3.5.3 Process of data collection

During the qualitative research process, data was gathered by means of three focus group discussions formed from 16 participants. Furthermore, 16 individual interviews were conducted. In addition, I took field and reflective notes from observations when interacting with the participants. I also conducted audio recordings of sessions I had facilitated. Focus group discussions were conducted before individual interviews and I will discuss these next.

3.5.3.1 Focus group discussions

A focus group consists of a facilitator and about five to twelve participants, directed with the intention of eliciting in-depth qualitative data on the group's understanding of their world, based on the topic of discussion (Kamberelis & Dimitriadis, 2008; Nieuwenhuis, 2010b). Two of my focus groups had 5 participants each, while the third group had 6 participants. Although focus groups can be used in a variety of ways, such as to help advance concerns and causes as in the case of feminist scholar activists, I used them as instruments of qualitative research (Kamberelis & Dimitriadis, 2008) to acquire the distinctive insights into retired educators' experiences. Furthermore, in-depth data can be collected on perceptions, attitudes and experiences on the topic (Nieuwenhuis, 2010b), and hidden thoughts and meanings can be unearthed (Kleiber, 2004). Participants are encouraged to dialogue in groups of this size; hence, more exploration is possible as the environment becomes less threatening. Difficult and important points can be brought about by group interaction (Beebe, 2001). Relevant categories, links and perspectives can be ascertained (MacNaghten & Myers, 2004). Participants are empowered to become aware of their own thoughts and perceptions, as seen through the retired educators' awareness that they were subjects of their "own lives and narratives, not objects in the stories of others" (Kamberelis & Dimitriadis, 2008, p. 378) as they collectively changed reality.

The use of a focus group discussion outstandingly exposed that, indeed, "focus groups are unique and important formations of collective inquiry, where theory, research, pedagogy and politics converge" (Kamberelis & Dimitriadis, 2008, p. 376). The limitation of a focus group set-up is that confidentiality may be compromised and other participants may be influenced to say certain things. For instance, a participant in Focus Group 2 said he did not retire because of age, but because of other issues he could not disclose in the group. These limitations were discussed before the commencement of a discussion for all three groups.

A private conference facility in Gaborone was identified for such an activity, and I provided tea and snacks as an incentive. I audio-recorded the focus group discussions and took pictures with the consent of the participants. To ensure consistency in addressing the research questions through the three focus group discussions, I used an interview guide to focus the interview. However, intersubjective consensus was conducted in the second and third groups by asking questions based on ideas raised in the previous groups, especially with regard to mentoring. Intersubjective consensus allowed for individuals to be subjective and collective at the same time (Wan, Torelli & Chiu, 2010) on specific knowledge and skills for career development.

Focus group discussions were used to answer the following research questions:

- What experiential knowledge and skills are important for career development?

- What experiential knowledge and skills, acquired through workplace learning, would the retired educator want to see developed in young people?
- How can the acquired experiential knowledge and skills of retired educators specify career development aspects.

Prior to starting the focus groups discussions with the participants, I had requested them to consent to participation by signing a consent form (Appendix E). For the second time, I requested their permission to record the discussions. I explained the purpose, benefits and risks of participating in a focus group discussion. There was one focus group discussion of six members and two focus group discussions of five members each. I requested participants to introduce themselves briefly so that each participant knew the others in the group. We also set ground rules for our discussion for all the groups. The issue of confidentiality in a group was discussed to allow participants to make informed decision to participate in the study and appreciate how much they could share in the group. I reminded the participants of their freedom to choose to participate or not. Being able to express their feelings and understanding was critical (Creswell et al., 2007). The setting of ground rules was not audio-recorded.

Table 3.7 describes the focus groups that were used to collect data in terms of the year of retirement, the age range, the number in terms of gender, the minimum years' experience and the positions held at the time of retirement, as well as fluency in Setswana and English.

Table 3.7: Description of participants of the focus group discussions

Group according to years of retirement and schedule	Number of participants		Age range	Positions held at time of retirement	Minimum years' experience before retirement	Language spoken
	Male	Female				
1. 2000–2004 Schedule: 6 August 2013 17:00 – 18:00	2	4	65–72	Head of primary, secondary schools and other educational institutions, such as examinations research and testing, colleges of education.	30 years	All were fluent in both English and Setswana. One participant was not so fluent in Setswana, but had stayed in Botswana for more than 40 years.
2. 2009–2012 Schedule: 7 August 2013 17:00 –	1	4	55–62 (one aged 45)	All were primary school principals, except the youngest (the female participant) who was a Head of Department at a secondary school.	30 years (the youngest had 22 years' experience)	All were fluent in both Setswana and English.

Group according to years of retirement and schedule	Number of participants		Age range	Positions held at time of retirement	Minimum years' experience before retirement	Language spoken
	Male	Female				
18:00						
3. 20 05–2008 Schedule 9 August 2013 15:30 – 17:00	1	4	56 (one aged 68)	All were primary school educators. One was a school principal (male), three were deputy school principals, one was a senior teacher (oldest participant) and one was a teacher.	30 years	All were fluent in both Setswana and English.

3.5.3.2 Exploratory and in-depth individual interviews

The theory behind the interviews is that a two-way conversation takes place in which the participant is asked questions with the aim of understanding the world from the point of view of the participant (Nieuwenhuis, 2010b). I used interviews to obtain rich descriptive data, which is a source of information for understanding how retired educators constructed their knowledge and realities based on their experiences and views (Hammersley, 2013). The strengths of interviews include generating more in-depth information about lived experiences and their meanings; more self-revelation can be expected; and opportunity for building trust by reminding participants of their right not to participate if they do not wish to do so (Rosenthal & Rosnow, 2008). The limitations of interviews, among others, are that they can be costly and time consuming. Detailed back-up notes are needed if audio-recorders are used. It is critical for participants to be fluent in a language to avoid barriers to effectively expressing their feelings or understanding (Creswell et al., 2007). A total of 16 participants were interviewed.

In order to acquire rich data from participants, I was required to locate the participants, gain their trust, establish rapport and collect empirical material (Fontana & Frey, 2008). I used the respondent-directed search to determine who should participate in the individual face-to-face in-depth interviews. The participants should have participated in the survey. Only one participant had also participated in a focus group discussion. Understanding the cultural background and language of my participants (Fontana & Frey, 2008) enabled me to easily create a rapport with them before the interview. Presenting myself as a learner allowed me to conduct an in-depth exploration of the lived experiences of the retired educators, as the participants were willing to assist me.

According to Fontana and Frey (2008), the researcher's presentation can impact on the success or failure of the study. The interviews took place where it was safe and comfortable for the participants and myself (Hammersley, 2013), such as in the participants' homes, their offices or my office. The interviews took one hour on average. I recorded the interviews and transcribed them within seven days of the interview.

I interviewed 7 males and 9 female participants. All the participants had retired at least five years prior to this interview, except for two participants who had retired two years prior to this interview. Participants who had their interviews either at their houses or at my office were not actively engaged in formal work, while those participants I followed to their offices had retired from formal employment and worked on contract on different assignments. Table 3.8 shows a schedule and further description of the participants. The description of the participants had implications for analysis and hence answering the research question.

Table 3.8: Schedule for interviews and participants' details

IND No/date (August 2014)	Time of interview	Venue for the interview	Gender/age	Position held at time of retirement	The highest level of qualification
1: 9 August	08:45– 10:00	Participant's home	M/62	College of Education Principal	Master's degree (Maths and Science)
2: 9 August	15:30– 16:30	Participant's office	M/53	Senior Education Officer	PhD (Counselling)
3: 11 August	15:30– 16:30	Participant's home	M/65	University Senior Lecturer	PhD
4: 12 August	08:00– 09:00	Participant's home	F/50	Senior Examinations Officer	Master's degree (Counselling)
5: 12 August	17:00– 18:00	Participant's home	M/53	Principal Education Officer	Bachelor's degree (Humanities)
6: 13 August	10:30– 11:10	Participant's office	F/53	College of Education Lecturer	Master's degree (Counselling Psychology)
7: 13 August	15:00– 15:45	Participant's office	F/54	Head of Division (at Ministry level)	Master's degree (Counselling)
8: 13 August	16:30– 17:45	Participant's home	M/55	Deputy Permanent Secretary	Master's degree (Education Management)
9: 17 August	09:30– 10:10	Participant's home/office	F/53	Senior Education Officer	Master's degree (Family and Relationship Therapy)
10: 17 August	15:00– 16:00	Participant's home	F/60	Principal Education Officer	Master's degree (Social Work)
11: 18 August	14:00– 15:00	Researcher's office	F/61	Principal Education Officer	Bachelor's degree (Primary Education)
12:	17:00–	Participant's	F/55	Head of Division	Master's degree (Industrial and

IND No/date (August 2014)	Time of interview	Venue for the interview	Gender/ age	Position held at time of retirement	The highest level of qualification
19 August	18:00	home			Leadership Psychology)
13: 20 August	14:00– 15:30	Researcher’s office	F/58	Assistant Director	Master’s degree (Early Childhood Education)
14: 23 August	15:30– 16:30	Participant’s office	M/60	School Principal	Bachelor’s degree (Humanities)
15. 26 August	15.30– 16:30	Researcher’s office	F/58	Education Officer	Bachelor’s degree (Special Vocational Education)
16: 28 August	15.00– 16:00	Researcher’s office	M/63	Permanent Secretary	Master’s degree (Curriculum-related)

The life stories on career experiences of the retired educators from both focus group discussions and individual interviews were used to answer the research question: “How can the experiential knowledge and skills of the retired educators inform career development programmes?” The data generated from all the interviews was analysed and interpreted descriptively and thematically (Hutchinson & Johnston, 2004) from the start of the study to the end of the study, as discussed in Section 3.5.4.

3.5.3.3 Reflective journal

As a researcher, I kept a study journal to note my experiences of the study. Observations and reflections on meanings and my thoughts are valuable data for the research process, as they prevent falsifying issues, but help to clarify issues (Clandinin & Connelly, 2000). It was, however, difficult to be consistent at journaling my reflections (Creswell et al., 2007). Reflections on observations and self-reflexivity, as I interacted with the participants and my supervisors, formed an important part of the process of data collection and data analysis. My supervisors and other scholars I interacted with throughout the study influenced my approach to the current study (see Appendix M and Appendix N). In addition, the reflective notes enabled me to triangulate the findings.

3.5.4 Data analysis

I started qualitative data analysis when I began data collection. This was to focus further data collection (Charmaz, 2005) and to check unanticipated results with regard to my research question (Wiersma & Jurs, 2009). I employed thematic analysis for the qualitative data. The analysis I conducted involved making sense of textual data (Creswell, 2009) and observations I made from my interaction with the participants from the beginning of data collection. According to Creswell (2009), preparing data for analysis involves using different analyses, conducting a deeper understanding of data, making representations of data, as well as making interpretations of the larger meaning the data

presents. I used a reiterative process, where I made reflections on the data, asked myself questions and made comments on the data as can be seen in the table of themes and reflections on field notes in the appendices section.

I followed a systematic process of data collection and interpretation (Ivankova, 2014; Miles, Huberman & Saldaña, 2014), which ensured rigour. Using the different methods of data collection, such as focus group discussions, individual interviews and the survey, assisted me to be honest and objective about the enquiry at hand (Miles et al, 2014). Before the data could be fully analysed, I transcribed recordings of raw data into written notes that could be analysed. Then I followed the idea of Miles et al. (2014) that data analysis includes data condensation, data display and drawing conclusions.

In the data condensation stage, I was involved in a process where I selected data, focused and simplified, abstracted and transformed data from interview transcripts and field notes throughout the study. This process involved coding data into categories and themes. Codes were sometimes changed, or combined to form new codes. According to Miles et al. (2014), codes can be applied to data, and then changed again to form different codes. To identify the codes, categories and themes, I observed words and meanings that were related, repetitive or contrasting across transcripts (Welman et al., 2005). In the transcriptions, most codes were *in vivo* codes, which means I used the exact words of my participants (Creswell, 2013). *In vivo* coding helped me to stay close to the data as much as possible, since I had a lot of data to deal with (Creswell, 2013). I used colour-coding to separate themes from transcripts, then put those that were similar together under a table of themes (see Appendix L). The data display was in the table of themes. Putting together the coloured themes made it easier to reduce the data further into a manageable size and made it much clearer and easier to manipulate it accordingly (Miles et al., 2014). There were instances where there were overlaps of categories and themes, which resulted in recoding to a more suitable category or theme. Finally, varying levels of conclusions could be drawn from the condensed and displayed data and verified. The reiterative process and triangulating of the data further ensured that I collected in-depth and rich data (Cohen et al., 2007).

3.6 TRIANGULATION OF DATA SOURCES

Methodological triangulation, according to Schutz et al. (2004), involves the use of different methods in a study to acquire information about a phenomenon. Mentoring, as a construct, was explored in the survey and qualitatively. The results I obtained were agreeable to each other. Construct validity can be achieved through multi-methods studies. In addition, triangulation allows for in-depth exploration, completeness and elaboration of a phenomenon (Schutz et al., 2004). The questionnaire in the study addressed the question of role-model through both closed and open ended questions. The surprising

analysis on mentoring that was quantitative resulted in further exploration in the qualitative phase. Variations and confirmations could be observed as a result of triangulation across methods rather than within a method. Triangulation for this investigation was achieved by employing focus group discussions, individual interviews, the questionnaire survey, and reflective journal and reflective notes.

3.7 ETHICAL CONSIDERATIONS

According to Gay et al. (2008), the end does not justify the means in research. I ascertained that my need to carry out the investigation was not put above my responsibility to maintain the wellbeing of the participants in the study by adhering to the principles of informed consent, privacy and confidentiality, justice and protecting the participants from harm (Miles et al., 2014).

3.7.1 Informed consent

Participants participated in the research of their own free will after explaining to them the nature of the study, its objectives, how the data will be used, and the potential risks and benefits (Creswell, 2009). In addition, it was made known to the participants that they were at liberty to withdraw from the study and would not be prejudiced against for withdrawing from the study (Rossman & Rallis, 2003). Consent to carry out this study was sought on different levels. It was first sought from the Office of the President of Botswana to conduct a study on its people, the Ethics Committee of the University of Pretoria, and the participants themselves. Asking the retired educators to sign the consent form was one way of ensuring that the research participants were not forced to participate in the study.

3.7.2 Privacy and confidentiality

Informed consent contributes to privacy and confidentiality according to Rossman and Rallis (2003) by protecting the research participants' identities. Privacy refers to not making known the identity of the research participants outside the research team (Lewis & Ritchie, 2003). I used pseudonyms for the participants to protect their identities. Confidentiality, on the other hand (Miles et al., 2014), refers to not attributing research reports and/or comments to specific participants' identities. The research participants were, however, informed that I may need to use direct quotes at some point in my writings, even though I had promised not to share what they had shared with me (Rossman & Rallis, 2003) with third parties. In instances where the use of a direct quote pointed out characteristics of the research participant, I sought their consent on its inclusion (Lewis & Ritchie, 2003).

3.7.3 Protection from harm

I attempted to protect participants from harm by ensuring privacy and confidentiality on different levels. Although this study did not appear to be a sensitive study, I anticipated uncovering painful experiences, which would lead to participants disclosing information about their career development that they may never have shared before (Lewis & Ritchie, 2003). My professional position as a counsellor could assist in identifying when the research participants were uncomfortable sharing certain information. When it happened, I first checked the willingness of the participant to continue or suggested stopping the discussion until they felt better to resume, as Lewis and Ritchie (2003) suggest. To address issues of anxiety with regard to confidentiality, I stayed after an interview was over to allow the research participants to address earlier issues that were discussed or to discuss issues outside the subject of the study.

Rapport was developed between myself and the participants through self-introductions and sharing current affairs before the start of an interview, and I enquired from them if they had any questions to ask before we started. This possibly built trust between me and the participants. I was concerned with my integrity as a researcher and the participants' dignity (Gay et al., 2008), as well as having an obligation to respect their rights, needs, values and desires as people who were custodians of the information I sought. Protecting research participants from harm does not mean that my position as a researcher was confused with that of being a counsellor or career advisor. Where research participants needed further attention with regard to their emotional status, I made referrals to career advisors at the University of Botswana's Careers and Counselling Department, for which prior arrangement was made.

3.7.4 Justice

Although I attempted to protect the research participants from harm, I further ensured justice by providing an enabling environment for participants to potentially benefit from the research study in non-exploitative ways and through the administration of scientific procedures (Mertens, 1998). The main benefit of the participants engaging in the research was giving them a voice (Rossman & Rallis, 2003) to reflect on how they could possibly contribute to the economic development of their country through career development programmes. Although reflecting on the research experience may not have been regarded as a benefit to participating in the study, research participants had the opportunity to reflect on their lives and receive therapy by sharing their life histories (Chen, 2007). According to Maree (2013, p. 12), individuals' narration of their career stories is likely to encourage them to reflect and find out the difficulties "in their story lines and to elicit the skills they need to write successive chapters of their life stories".

In addition, to work towards a successful study where participants' rights and dignity were upheld, I was able to simultaneously gain in-depth knowledge on the participants' experiential knowledge and skills acquired over the years, I adhered to the codes of ethical conduct as stipulated by the University of Pretoria's Ethics Committee.

3.8 ENSURING THE QUALITY OF THE STUDY

In this study, I ensured quality by following systematic procedures that ensured its validity, trustworthiness and rigour. A study without rigour is worthless. It is like fiction and lacks utility (Morse et al. & 2002), a point with which I agree. Rolfe (2006, p. 304) further argues that:

“We need either to acknowledge that the commonly perceived quantitative-qualitative dichotomy is in fact a continuum which requires a continuum of quality criteria, or to recognise that each study is individual and unique, and that the task of producing frameworks and predetermined criteria for assessing the quality of research studies is futile”.

Morse et al. (2002) reason that reliability and validity remain appropriate concepts in attaining rigour. Legitimation or validity makes a study effective and it is important in both qualitative and quantitative studies (Cohen et al., 2007). Morse (2010), on the other hand, emphasises maintaining control, rigour and complexity in mixed-methods designs. I kept the principles of each of the aspects of the mixed-methods design true to the method (Morse, 2010) for the reason highlighted by Ivankova (2014), that it can be challenging to ensure quality in mixed methods because of the intention to generate conclusions from inferences resulting from the integration of the two aspects.

Further to keeping the qualitative aspect qualitative, while the quantitative aspect remained quantitative, I ensured quality and validity by following a sequential procedure in which I integrated the two methods at the analysis of the first strand of the sequence (the quantitative aspect) and the beginning of the next strand of the sequence (the qualitative aspect) (Ivankova, 2014). To ensure a sound and credible research study, I debate on the validity and reliability of the quantitative phase, incorporating content and construct validity. I then deliberate on qualitative validity and qualitative reliability, incorporating discussions on trustworthiness, credibility, transferability, dependability, confirmability and authenticity (Creswell, 2014; Trochim, 2006).

3.8.1 Validity and reliability

Validity is asking if my instrument measured what it purported to measure, while reliability is making inferences and determining whether the results are credible (Welman et al., 2005). I discuss validity

first. With reference to the quantitative phase of my study, the question is whether my questionnaire measured aspects of career development (Hayes, 2000). There are different types of validity. In this study, I discuss three, which I have looked at to ensure the quality of the quantitative phase. These are face or surface validity, content validity and construct validity.

Face validity refers to accepting the test as being able to measure what it is supposed to measure based on the surface examination of items (Wilson & MacLean, 2011). Further, validity measures are conducted over and above face validity since face validity is subjective in its judgment, conclusions cannot be made because they may not be accurate (Wilson & MacLean, 2011). According to Gay et al. (2011, p. 161), “content validity is the degree to which a test measures an intended content area”. Gay et al. (2011) point out that content validity is ensured if the item validity of the content under investigation is ensured. This refers to the relevance of the items and sampling validity (the scope of sampling). To address the concerns of both item relevance and scope of sampling, I was informed by the literature reviewed (Wilson & MacLean, 2011).

Linked to the above discussion, I sought expert advice (Gay et al., 2011) for both the design and content validation of my questionnaire from experts in the field of career counselling and career development. I consulted with a renowned professor in Educational Psychology for his experience and knowledge in career counselling and career construction at the University of Pretoria. In addition, I referred my questionnaire to a counsellor practitioner (with a PhD), with many years’ experience in career counselling and development with the University of Botswana’s Careers and Counselling Clinic. Both the professor and the clinic practitioner ensured that the questions allowed for the construction of ideas by the participants. A large qualitative section was included in the survey as a result of the consultation with these two professionals. I also consulted with a University of Pretoria Career Guidance lecturer (PhD) and another practicing career counsellor for the University of Botswana’s Careers and Counselling Clinic on constructs relating to career development before pilot testing the survey questionnaire.

Construct validity is interested in whether the questionnaire that I used indeed reflected or measured the “theoretical constructs” for which it was developed (Gay et al., 2011; Hayes, 2000). Construct validity was not investigated in detail, however. As indicated in Section 3.4.2.4 on data analysis, I used the Cronbach alpha coefficients to check the internal consistency of survey scales and items as a precursor to construct validity (Ivankova, 2014). Items within constructs that had low reliability according to my criterion (less than 0.70) were removed. I also followed the ideas of Neuman (1997) of clearly conceptualising the constructs, and pilot testing the questionnaire on 30 retired educators to further increase reliability. Based on the pilot and the full-scale survey results, as well as the reliability test, I could conclude that a reasonable degree of construct validity had been achieved.

Through proper sampling and making use of the University of Pretoria's statisticians' expertise, I ensured both construct and content validity.

As I mentioned earlier in this section, it is not enough to measure the validity of the instrument. It is also important to determine if the findings from a quantitative study are credible. Reliability is concerned with the degree to which the study or the findings can be repeated or generalised to a larger population, as well as whether the test can give consistent scores, irrespective of when the test is assigned (Hayes, 2000; Welman et al., 2005). According to Welman et al. (2005), a reliable instrument is likely to be construct valid. I determined the internal consistency of items in the questionnaire through the use of Cronbach's alpha coefficient (see Section 3.4.2.4b). In summary, I ensured the quality of the study with respect to the first phase of the study (the quantitative phase), through the use of statistical measures and expert guidance to bring about questionnaire reliability and validity.

The quality of the study was ensured in the second phase of the study as well. I further addressed the validity or trustworthiness of the qualitative data and results by following a systematic process of data collection and interpretation, and being rigorous (Ivankova, 2014). In addition, I left a trail of my research steps in an attempt to being "honest and objective, collecting in-depth and rich data, as well as triangulating the data" (Cohen et al., 2007, p. 133), as discussed below.

3.8.2 Credibility/authenticity (internal validity)

Credibility involves ensuring that the research results are believable from the participants' point of view, as well as the readers (Miles et al., 2014). The interpretations and conclusions I made were based on the participants' interpretation of their experiences with regard to the topic of study. In maintaining credibility, multiple strategies were used to ensure validity in qualitative research. I remained behind at the interview site after each interview for any comments or additions from participants. Informal and formal member checks were used to establish the accuracy of developing constructions and the participants' positions (Miles et al., 2014). This was done by asking participants for clarifications over the phone or at appointed times. I gave some participants their transcribed interviews to comment on. All participants who were given the transcripts agreed with the transcriptions, and the meaning being made probably because most code meanings were *in vivo* (Creswell, 2013). In addition, there was some clarification of issues about what they had meant by what they had said during their interviews.

I used authenticity and reciprocity in my relationship with the participants to establish validity. The participants had a say on how the research represented their experiences and lives, as well as how these were enhanced as a result of being research participants (Charmaz, 2010). I allowed the

participants to ask questions before they took part in the study at any stage. Furthermore, I ensured that the hopes and interests of the participants were integrated in the study by making use of direct quotes.

I employed triangulation to check the consistency of evidence from different sources of data. I used progressive subjectivity and peer-debriefing to monitor my subjective constructions and engage with peers on different aspects of the study (Creswell, 2009; Mertens, 1998). The research conferences organised by the University of Pretoria over the past five years, which I attended as a student, were great platforms to share my work with other aspiring scholars. I presented sections of my work post-proposal at one such conference in October 2012, and at other international conferences, such as the International Career Guidance Conference of the International Association for Educational and Vocational Guidance (IAEVG) and the PACE Career Centre in October 2011, and the conference of the American Counselling Association (ACA) in March 2014. With regard to my research methodology, I consulted a professor who was a well-known author and practitioner of mixed-methods research, who was a visiting guest lecturer at the University of Pretoria's research support session, as well as another professor in Educational Psychology working for an Australian University and the University of Botswana, and well known for his expertise in research supervision early on in my study. This helped guide me to focus my study and make it manageable. I referred challenging concerns and my fears to my research supervisor. Finally, I presented my research methodology at an opportunity established for master's and PhD students at the University of Botswana in February 2014. I was supervised by an expert professor of research methodology as a critic.

3.8.3 Transferability (external validity)

Transferability is paralleled with external validity in quantitative research, which relates to the generalisation of results (Cohen & Crabtree, 2008). However, the results of the quantitative phase of this study were used to expand and explore the constructs on experiential knowledge and skills with regard to the career development of the retired educators, rather than the “generalisability” of the study findings. The intention was to provide thick descriptions to enable my readers to make judgments on whether they could transfer the findings to other settings (Mertens, 1998; Creswell, 2013). I provided thick, rich and detailed descriptions of perspectives about themes to add to the validity of the findings in Chapter 5 (Creswell, 2009).

3.8.4 Dependability

Qualitative inquiry “assumes that reality is socially constructed and it is what participants perceive it to be” (Creswell & Miller, 2000), hence I expected changes to take place. These changes were documented for easy tracking and I used a dependability audit to prove the appropriateness and

quality of the study process (Mertens, 1998). I kept all the raw data, such as the questionnaires, audio recordings of my interviews, field notes, reflections, and notes from my diary. Triangulation was used where data was deliberately sought from different sources to increase the dependability of the data, regardless of the changes that may take place.

3.8.5 Confirmability

Confirmability is paralleled with objectivity, in that the influence of my judgment as a researcher was minimised. Interpretations of data were not based on my imagination, but data could be tracked to the source with an explicit method of interpretation (Mertens, 1998). To make my study trustworthy, I used the confirmability data audit (similar to the dependability audit) as evidence of the fact that the data can be traced back to the source, as well as to verify the procedures that led to the conclusions reached (Lewis & Ritchie, 2003; Lincoln et al., 2011) through systematic documentation of what I was doing.

3.9 CHALLENGES

I had difficulty reaching the retired educators to complete the survey questionnaire. According to Sachs, Hougham, Sugarman, Argre, Broome, Geller and Weiss (2003), there are challenges and concerns experienced by researchers in all kinds of research. Common research challenges include design issues, such as making decisions with regard to who should participate in the study, informed consent procedures and reporting bias, among others (Sachs et al., 2003). It was difficult for participants in my study to attend a meeting, which led to me following them to their houses to deliver and collect questionnaires. It was a challenge to get all retired educators to return the completed questionnaires even through this process. There were varied reasons as to why I could not get the questionnaires completed. One main reason was that although the retirees were legally retired, they were engaged in other ways to earn a living (Price, 2013). This meant that they had to make time to complete the questionnaire as they were employed somewhere. The study on harnessing the experiential knowledge and skills of retired educators draws from many fields of study, such as career guidance, counselling and development, gerontology and economics theories. Therefore, it was a challenge to focus the study without losing the idea of the study.

3.10 RESEARCHER PROXIMITY

3.10.1 My role of as a researcher

I like what Northcutt and McCoy (2004) say about a researcher leaving tracks as soon as the tentative and/or undeveloped questions enter one's mind. The authors further contend that my responsibility as a researcher is to ensure a process that elicits maximum data from the research participants. I should

therefore minimise my influence on what and how much content is given. However, my values are likely to have influenced the study as I could not distance myself from the participants. I am a black woman, graduate professional and I am approaching early retirement age of 45. This meant that I could not ignore issues of age, gender, race and class that I bring into this study, given the dynamics of the inter-relationships that may have occurred as a result (Sugarman, 2012). Literature posits that in qualitative studies, the researchers cannot separate himself or herself from the research as it is expected in quantitative studies (Northcutt & McCoy, 2004).

I had made assumptions that my research participants would have been in positions of leadership or power at some time in their career lives. However, I was aware that I could have participants who saw me in a more powerful position as an employee or in a position of power with regard to my knowledge as a researcher or leader. Continuous introspections on the interplay between these aspects and the interactions with my research participants (Rossman & Rallis, 2003) were made to avoid biased conclusions. The degree of my participation in the study was determined by the iterative process of interviews into the life histories of the research participants (Rossman & Rallis, 2003). The interviews were not necessarily once-off events, but a few clarifications were necessary. Other than the life history narratives, I specifically looked at the career development aspect of the participants, and drew these two aspects into a reflective dialogue to find out the meaning of the participants' experiences. This kind of closeness with the research participants meant that I needed to build and sustain trusting relationships (Marshall & Rossman, 2011; Rossman & Rallis, 2003).

My role as a researcher was to inform everyone involved about this investigation before it started. I informed the research participants, the Office of the President of Botswana, which is responsible for the retired individuals, and the MoESD, of which I was an employee. I upheld the principles of fidelity, scientific integrity and/or trustworthiness by not exaggerating claims about what the study will achieve or will not achieve, as Rosenthal and Rosnow (2008) advise. Knowledge was not advanced to the detriment of the research participants (Marshall & Rossman, 2011). Rosenthal and Rosnow (2008) point out that, eventually, everyone will figure out if claims about the study's intentions were not true, and this could damage the trustworthiness and the interrelationships developed over time. I sought informed consent from the research participants regarding their participation and/or non-participation, as explained under ethical considerations. Career development takes a big part of anyone's life or may be seen interchangeably as one's life (Moxley, 2002). I anticipated issues of frustration and happiness to surface during the interviews. There could be a need to deal with buried emotions, even though the investigation would not be a therapy session (Maree, 2013). Arrangements were made with a professional career counselling centre for the referral of cases of unresolved career issues before the investigation was started.

3.11 SUMMARY AND CONCLUSION OF THE CHAPTER

In this chapter, I discussed how I attempted to answer my research question by discussing pragmatism and mixed methods as my paradigm and research design respectively. I discuss sequential explanatory as the mixed-methods design that I used. I discuss the two phases in the sequence as quantitative and qualitative. I detail in each phase the whole process that I utilised to enable the trustworthiness, dependability and confirmability of the findings. Finally, I discuss the methodological norms, which include how I triangulated the data, the quality of the study, ethical considerations, challenges to the study and my role as a researcher. In conclusion, as the researcher, I designed, developed, administered and saw to the analysis of the questionnaire with the help of experts in the area. With regard to the interviews, data was transcribed, coded and analysed. I employed hermeneutical techniques to interpret the varying constructions, as well as dialectical interchange for contrasts and comparisons (Bergman, 2010; Lincoln et al., 2011)

In the next chapter, I share the results of the quantitative phase of the study. The results of the descriptive analysis are elucidated through frequency tables and graphs. I also share the results of the internal consistency tests and the Pearson's correlations that I conducted.

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CHAPTER 4

RESULTS OF QUANTITATIVE DATA ANALYSIS

4.1 INTRODUCTION

I presented the research design and methodology in Chapter 3. I offered a detailed description of the quantitative phase in Section 3.5. I discussed the pilot process in Subsection 3.5.1 and the full-scale survey in Subsection 3.5.2. Furthermore, I deliberated on the sampling procedures, the data collection instruments and the process I used in data collection. Lastly I elaborated on the data analysis procedures with reference to the descriptive statistics and inferential analysis conducted. In this chapter, I present the results of the quantitative phase of the study. The data was analysed with the help of the Statistics Department of the University of Pretoria and the SAS software package was used to analyse the survey questionnaire data. I include frequencies, measures of central tendencies, t-tests and correlations. I use tables and charts to present the data. I used internal consistency reliability to address construct validity and reliability. I conducted the content validity by consulting literature and four experts in the area of career guidance and counselling (detailed in Subsection 3.9.1).

The quantitative analysis intends to answer the following secondary research question:

- What experiential knowledge and skills are important for career development?

Subquestions include the following:

- What is the relationship between these skills?
- To what extent are there gender differences in response to these skills?
- How is age related to work experience?

As described in Chapter 1, I planned to explore the knowledge and skills the retired educators advanced from significant experiences during their careers through the first secondary research question. The question and its subquestions were addressed through descriptive summaries and inferential analyses of the survey.

Constructs were identified from the literature regarding experiences of retired educators and career development. From the constructs, several items were developed in order to understand which skills and what knowledge retired educators felt were essential for career development. I also wanted to discover the relationship between these skills. My assumption was that retired educators have a

wealth of knowledge and skills and they are at a stage at which they can reflect on what would have been good when they were planning their own careers.

This chapter is divided into two main sections. In Section 4.2, I present the pilot data, and in Section 4.3 I present the main survey questionnaire data. The pilot data consists of the participants' demographic data presented in Subsection 4.2.1, Data relating to the retired educators' career development is presented in Subsection 4.2.2. The main survey data includes subsections 4.3.1 (demographic information), 4.3.2 (data relating to the career development of participants), 4.3.3 (constructs used in further analysis) and 4.3.4 (inferential analysis, in which I assess the differences and relationships between constructs).

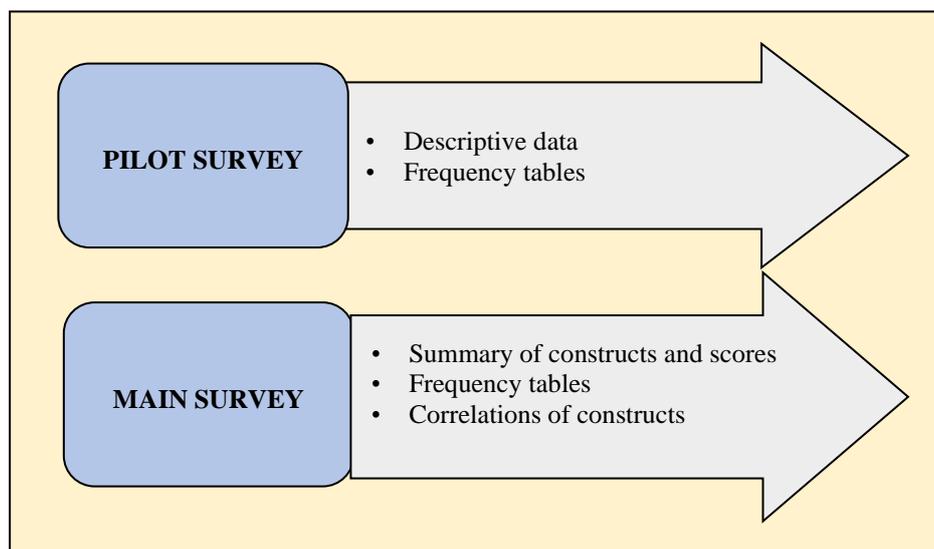


Figure 4.1: The structure of Chapter 4

4.2 PRESENTATION OF THE PILOT DATA

The pilot study took place in Gaborone, Botswana. In total, 28 retired educators participated in the pilot study. In this section, I present the demographic data, such as gender, age, experience and qualifications of the retired educators from the pilot survey in Subsection 4.2.1. I also indicate how these participants responded to the influences on their careers and career development in Subsection 4.2.2.

4.2.1 Demographic data

The demographic data I share in this subsection includes the gender and age distribution of the participants (4.2.1.1), the participants' work experience (4.2.1.2), their qualifications (4.2.1.3) and the participants' current place of residence (4.2.1.4).

4.2.1.1 Gender and age distribution of the participants

In total, 28 retired educators responded to the pilot questionnaire. Of the 28 retired educators, 71% indicated that they were female, while 29% indicated that they were male (see Figure 4.2).

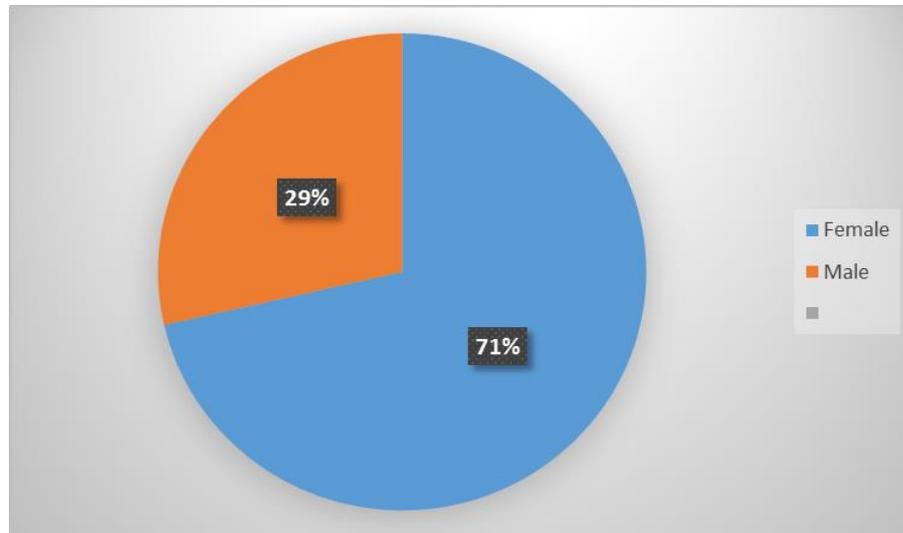


Figure 4.2: Gender distribution for the pilot study

Table 4.1 provides information on the number of participants who participated in the pilot survey, their mean age, their mean work experience, as well as their minimum and maximum ages and work experience in years. The mean age of the participants was indicated as 58 years. The youngest participant was 41 years old. However, this data was left out from analysis as it was below the early retirement age of 45. Based on the analysed data, the youngest participant was therefore 46 years old. The oldest participant was 73 years old. The mean work experience was specified as 29 years, while the least experienced participant had 17 years' work experience. The standard deviation (SD) measures the spread of the scores in a distribution from the mean (Gay et al., 2011). According to Gay et al. (2011), the SD indicates whether the scores are closer together or if there is variability in the scores. The SD for age was 7.46, while that of work experience was signified to be 5.68.

Table 4.1: Age and work experience

Variable	N	Median	Mean	SD	Minimum	Maximum
Age	27	58	58.0714286	7.4581726	46	73
Work experience	28	28.5	28.6785714	5.6768116	17	42

Figure 4.3 shows the age range of the pilot group of retired educators who participated in the study. The majority of the participants (57%), indicated that they were between the ages of 51 and 60 years, while 29% of the participants specified that their ages ranged between 61 and 70 years. Of the 27

participants, 11% indicated that their ages below 50 years, while 7% indicated that they were above 71 years.

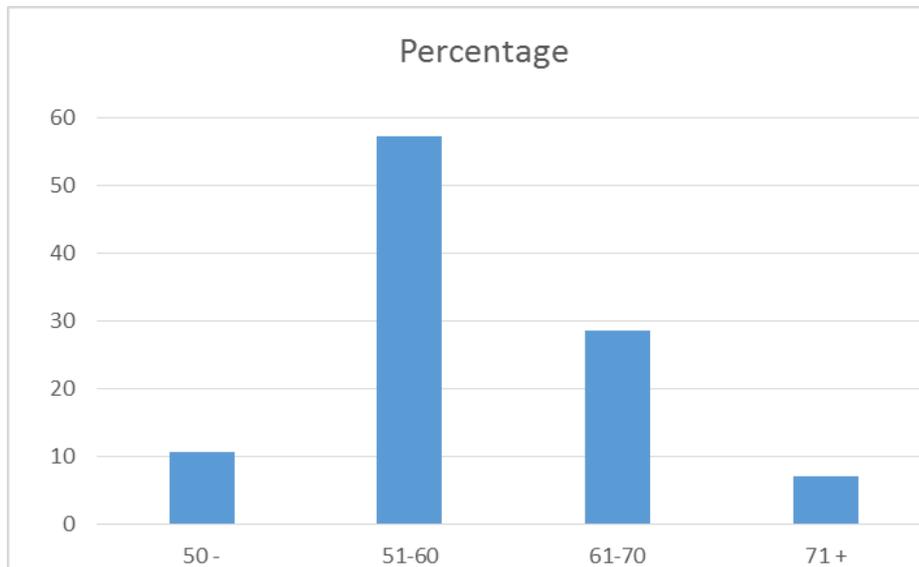


Figure 4.3: Percentage age range

4.2.1.2 Work experience of the participants

The work experience of the participants is represented in Figure 4.4. Slightly more than half of the participants (54%) had work experience ranging between 21 and 30 years, while 32% had worked between 31 and 40 years. Three percent of the participants had worked for more than 41 years.

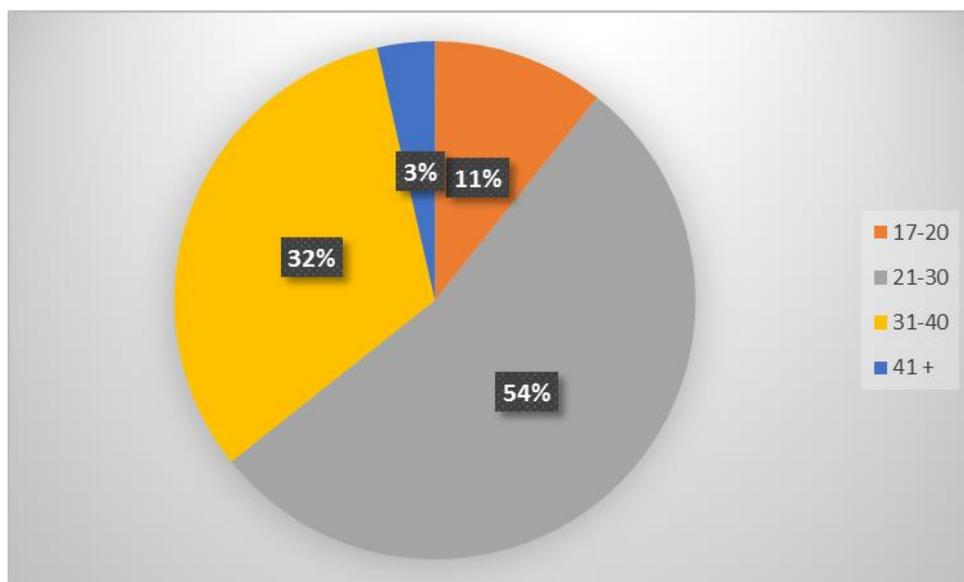


Figure 4.4: Work experience of participants

4.2.1.3 Qualifications of the participants

The qualifications of participants in the pilot group is represented in Figure 4.5. Fifty-seven percent of the participants indicated that they had a master's degree qualification, followed by those with a bachelor's degree (18%), while, 14% of the participants had a diploma qualification. Eleven percent of the participants indicated that they had completed a certificate.

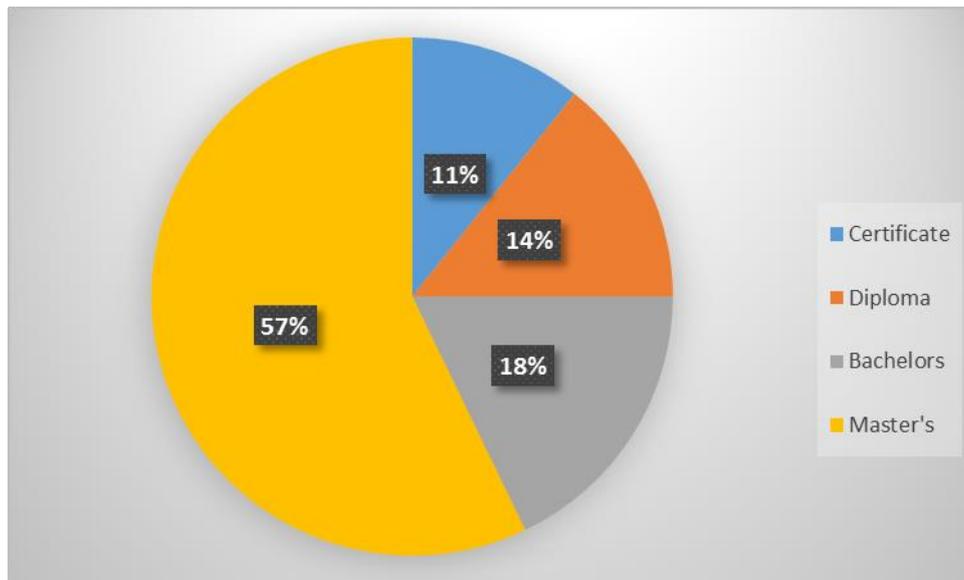


Figure 4.5: Qualifications of participants

4.2.1.4 Current participants' place of residence

Although there were 10 regions indicated in the questionnaire, from the pilot study, the participants indicated that they stayed in only six of the 10 regions. Where the participants stayed at the time of the pilot is indicated in Figure 4.6. The majority (43%) stayed in the South East region, whereas the rest stayed in other regions not far from the South East region. A small percentage of participants (4%) indicated that they were from the Kgalagadi region, one of the furthest regions from the South East region. The South East region hosts Gaborone, which is the capital city of Botswana.

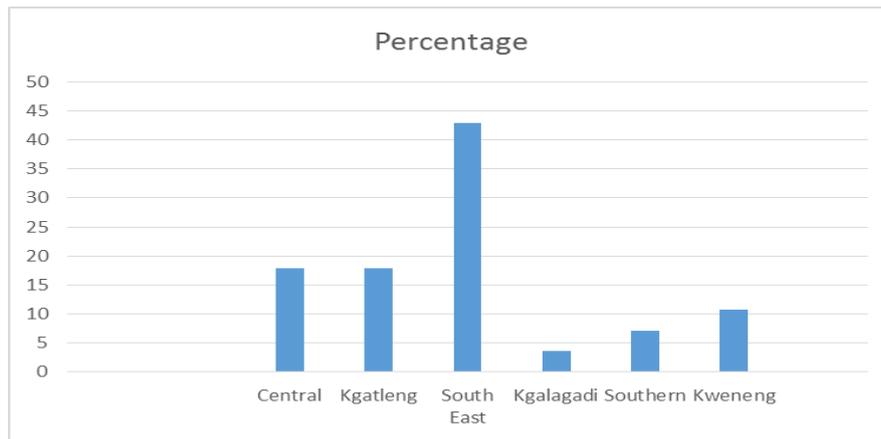


Figure 4.6: Participants' current places of residence

4.2.2 Career development of retired educators

In this section I share participants' views with regard to career development, what influenced them in their careers and what their careers in education meant to them. In Subsection 4.2.2.1, I highlight people who influenced teachers to choose a teaching profession, while in Subsection 4.2.2.2, I discuss the career development of the participants.

4.2.2.1 People who influenced retired educators to choose a teaching profession

The people most likely to have influenced teachers to choose a career in teaching are depicted in Figure 4.7. Sixty percent of the participants indicated that parents played a bigger role in influencing them towards following a career in education. Parents were followed by siblings and teachers at 36% and 38% respectively. Career counselling seems to have been available for 18% of the participants. Lastly, 18% of the participants indicated that they were influenced by other people in their career choice.

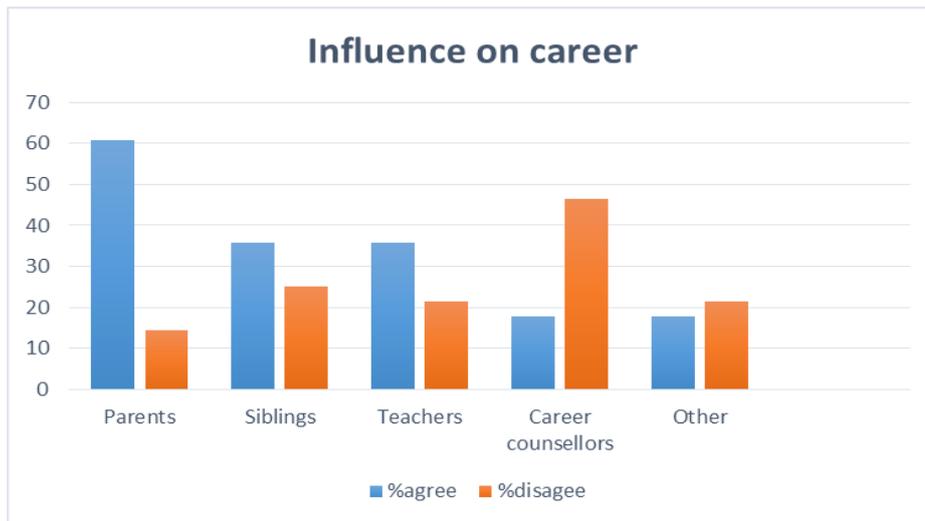


Figure 4.7: People who influenced participants' career choice

4.2.2.2 Career development of participants

There were key statements that were utilised to find out how the retired educators felt about their careers in education. The statements aimed to find out: first, if they thought a career in education developed their potential as educators; secondly, if the participants were satisfied with being educators; and lastly, if they thought being educators helped to develop their skills. The three statements depicting career development are indicated in Figure 4.8. The majority of participants (96%) agreed that being an educator developed their soft skills; 93% agreed that being an educator developed their potential, while 89% of the participants indicated that they were satisfied with being educators.

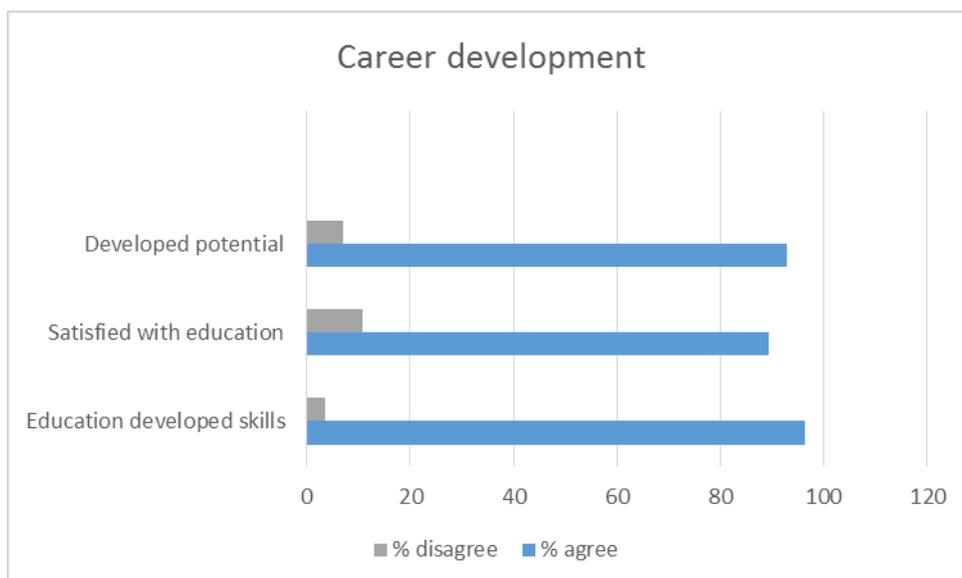


Figure 4.8: Career development of participants

4.2.2.3 Summary of the pilot

The pilot indicates that there were more female (71%) than male (29%) participants. The pilot further indicates that the average experience of the retired educators is 29 years, while their average age is 58 years. Furthermore, most of the retired educators who participated in the pilot (43%) resided in or near Gaborone (South East region), the capital city of Botswana. Many of the participants (60%) seem to have been encouraged into the education profession by their parents, compared to a few (18%) who had influence from career counsellors. Finally, the career development of the participants in the pilot felt that it advanced their skills (96% of participants); it enhanced their potential (93% of participants), while 89% of the participants were satisfied with being educators.

4.3 PRESENTATION OF THE MAIN SURVEY QUESTIONNAIRE DATA

In Chapter 3, Subsection 3.4.1.2, I discussed the constructs I explored in the survey. The presentation of the main survey questionnaire entails the participants' demographic data in Subsection 4.3.1, data that relates to the career development of the participants in Subsection 4.3.2, constructs used in further analysis in Subsection 4.3.3 and, lastly, the inferential analysis data that assesses the relationships and the differences between the constructs in Subsection 4.3.4. Although 200 retired educators were sampled, 108 participants completed the survey. However, the total number of participants varied with questions.

4.3.1 Demographic information for the main study participants

In this section, I present descriptive summaries of the data of the different variables through frequency tables and charts. This section elaborates on the demographics of the respondents to the survey. Thus, the gender of the participants' distribution is described in the next subsection, while the age range and distribution of participants is described in Subsection 4.3.1.2. The demographic information includes the participants' year of retirement in Subsection 4.3.1.3 and their work experience in Subsection 4.3.1.4. Furthermore, the qualifications of the participants are discussed and indicated in Subsection 4.3.1.5, while Subsection 4.3.1.6 highlights places the participants indicated they resided in during data collection.

4.3.1.1 Gender distribution of participants

The gender distribution for the main survey questionnaire is depicted in Figure 4.9. Of the 108 retired educators who participated in the main study, the majority of participants (65%) indicated that they were female, while 25% signified that they were male and 10% of the participants did not indicate their gender.

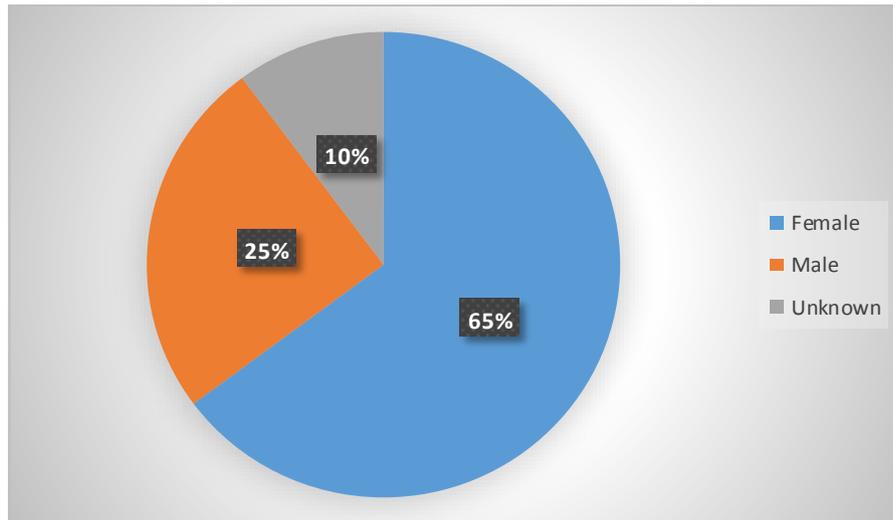


Figure 4.9: Gender distribution for the main survey questionnaire

The age and work experiences of the retired educators who indicated their age and work experience in the main study are summarised in Table 4.2. The average age of the 100 participants is 61 years. The youngest participants were indicated as 26, which seemed to be a mistake because early retirement age in Botswana is 45, according to the Public Service Act (Botswana Government, 2008). Therefore, the age 26 was treated as an outlier and left out of the analysis. The youngest participant was therefore, 47 years of age. The participant could not be followed up as no contact details were supplied. The oldest participant was 80 years old. Furthermore, the mean average of the participants’ work experience is 29 years, with the minimum number of years worked being three. Three seemed a very unlikely response, therefore, I considered it as an outlier. Consequently, as with age of 26, the experience of 3 was left out of the analysis. Follow-up questions could not be conducted to verify the minimum work experience of three years. The maximum number of years that a participant would have worked was found to be 45. There was a good spread of scores on age at an SD of 8.13 and a good spread of work experience at an SD of 9.66.

Table 4.2 Age and work experience

Variable	N	Median	Mean	SD	Minimum	Maximum
Age	100	61.5	60.6470588	8.13457	47	80
Work experience	100	30	28.7647059	9.6587071	10	45

4.3.1.2 Age range and distribution of participants

The percentage age range and distribution of the participants is indicated in Figure 4.10. The average age of the retired educators who participated in the study was indicated as 61 years.

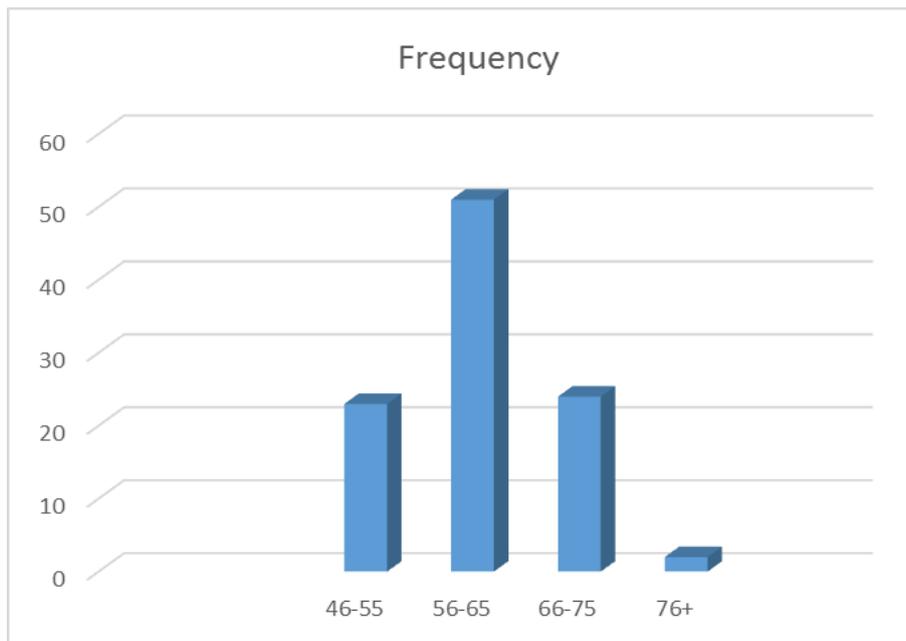


Figure 4.10: Age range and distribution of participants

Of the 100 participants who indicated their age, 51 (50%) participants had an age range between 56 and 65 years old. Furthermore, 23 participants (46%) indicated that their ages ranged from 46 to 55 years, whereas 24 participants' ages ranged between 66 and 75 years. However, it can be concluded from the data that most of the participants (96%) fell within the ages of 46 and 75 years old, with a total of 4% for all the participants less than 46 or above 75 years old as indicated in Figure 4.10.

4.3.1.3 Participants' year of retirement

The years when the participants retired is indicated in Figure 4.11. There were 105 participants who indicated when they had retired. Of the participants, 33 retired between 2000 and 2005, while 57 retired between 2006 and 2010. Fifteen participants retired between 2011 and 2012.

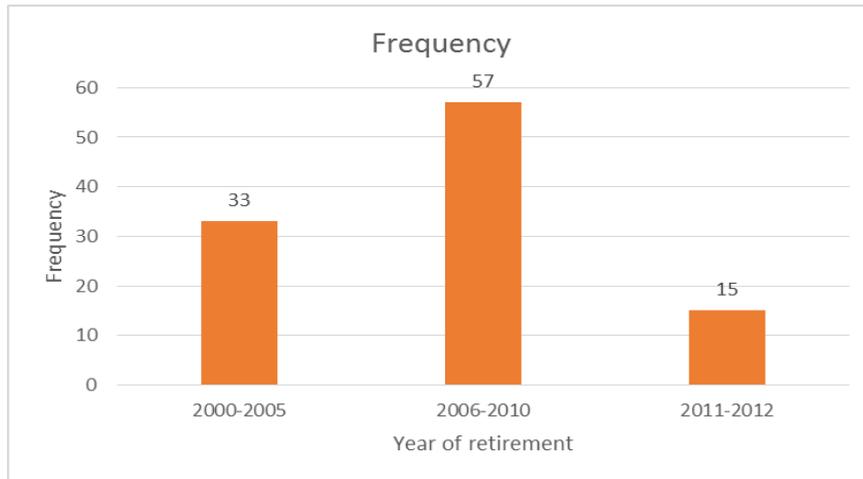


Figure 4.11: Frequency chart on participants' year of retirement

4.3.1.4 Work experience of the participants

Of the 108 participants who stated their places of work, 86% were in the public sector, 5% were in private sector, while 3% were in non-governmental organisations and 5% were in other sectors. The work experience in of the participants in years is depicted in Figure 4.12. The participants who indicated their work experience numbered 105. Thirty-five of these participants had experience of between 21 and 30 years, while 48 participants had work experience of between 31 and 40 years. There were 17 participants who indicated they had worked for less than 20 years and five participants also pointed out that they had worked for more than 41 years.

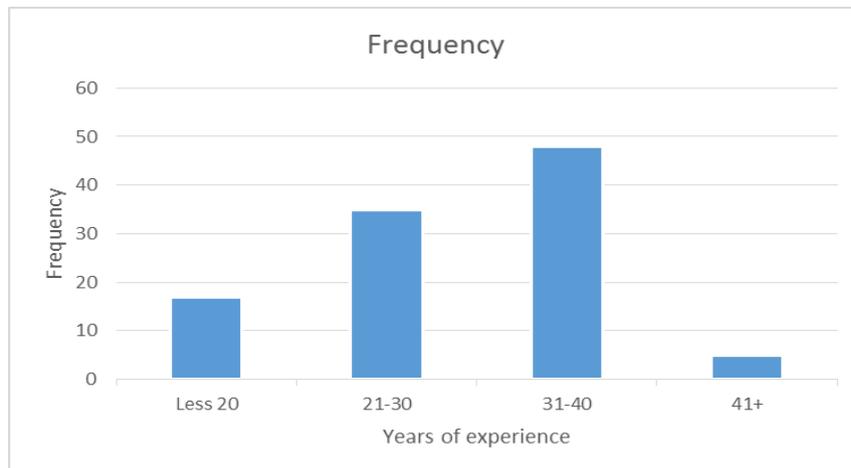


Figure 4.12: Work experience of the participants

4.3.1.5 Qualifications of the participants

The highest level of qualification is depicted in Figure 4.13. The participants who indicated their level of qualification numbered 106. The majority of these participants (90) had either certificate, diploma, bachelors' or master's qualifications, while the remaining 11 participants had not attained a

professional qualification. One had obtained a PhD, while four had attained other qualifications. This indicates the training and professional development undergone by retired educators.

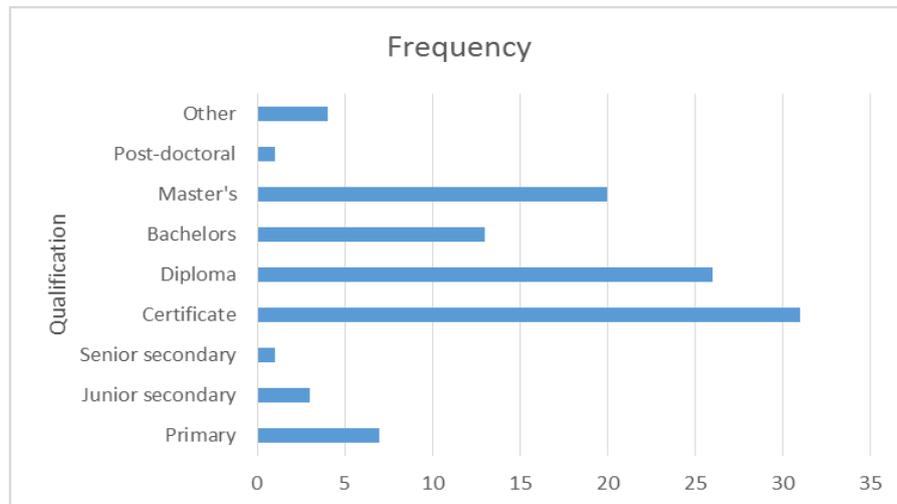


Figure 4.13: Highest level of qualification

4.3.1.6 Current participants' place of residence

The current place of residence for the participants is shown in Figure 4.14. In the main survey, eight regions appeared to have retired educators staying there during the study. The participants indicated that most (49%) domiciled in the Central region, while Kgatleng had 20% and the six other regions had less than 9%, the least being the Kweneng and North East districts with less than 2% each. The central region is bigger than all the other regions and is about 195 km from Gaborone, Botswana, where the study was taking place.

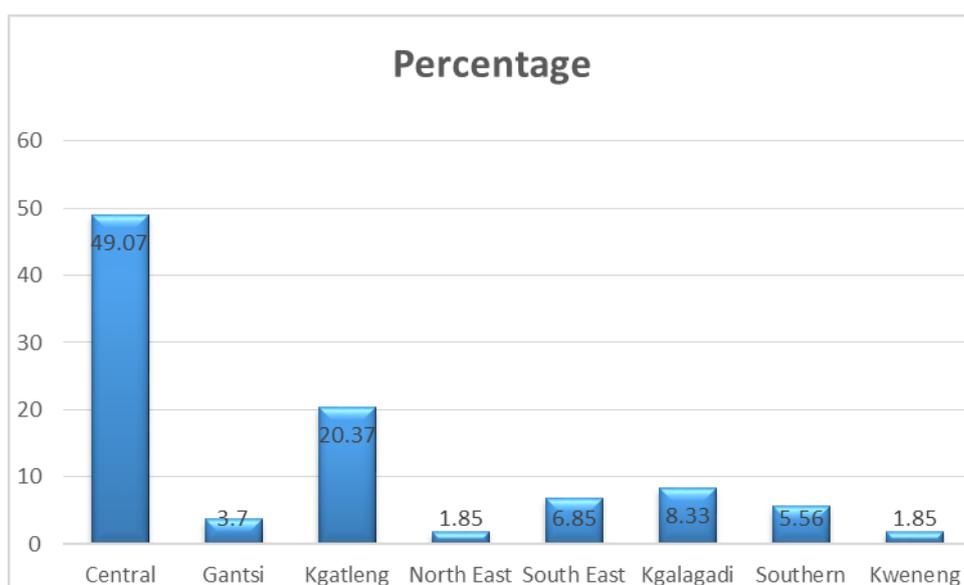


Figure 4.14: Participants' current places of residence

4.3.2 Career development of retired educators

In this section, I share the summary results of the career development of the participants. Based on the results, I thus describe who influenced the career choices of participants in Subsection 4.3.2.1, reflections participants had on their career development in Subsection 4.3.2.2, who the participants point to as their role models when they were growing up and the reasons why in subsections 4.3.2.3 and 4.3.2.4 respectively, the people the participants considered to be their role models during their career and the reasons they indicated them as career role models in subsections 4.3.2.5 and 4.3.2.6 respectively, what the participants regarded as their life-changing experiences and the meaning that these experiences had for the participants in subsections 4.3.2.7 and 4.3.2.8, the skills the participants indicated led to their career success in Subsection 4.3.2.9, and what the retired educators who participated in the study specified to be the way they occupied themselves post-retirement in Subsection 4.3.2.10. Lastly, the participants' descriptions of how they viewed their careers as educators is discussed in Subsection 4.3.2.11.

4.3.2.1 People who influenced retired educators to choose a teaching profession

The people who influenced the retired educators' career choices into the teaching profession are indicated in Figure 4.15. Similar to the pilot, in the main survey, parents (at 56%) were still indicated as the main influencers of career choice for retired educators. Parents were followed by teachers (at 36%), others and siblings (at 25% and 23%) respectively. Furthermore, although the career counsellors, as depicted in Figure 4.15, influenced some participants' career choices, they were the least influencers at 17%.

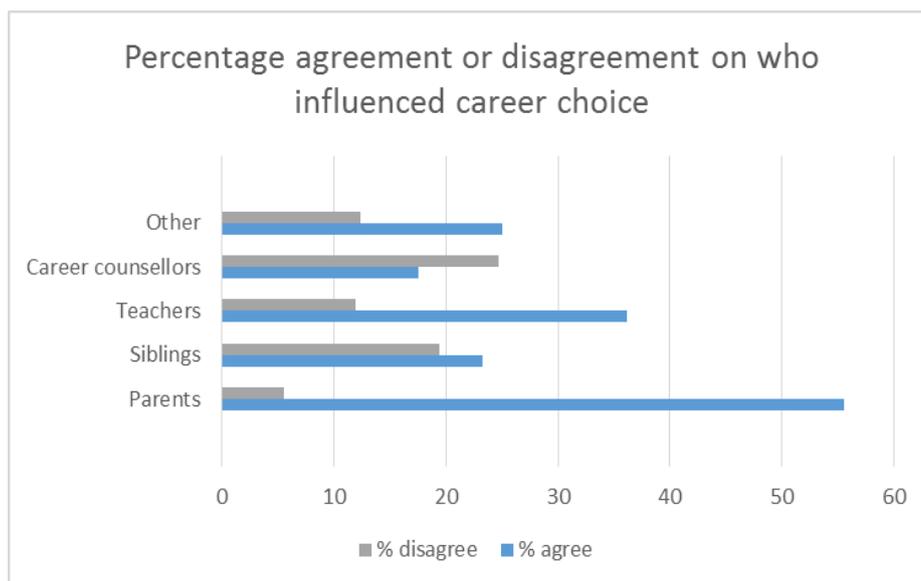


Figure 4.15: People who influenced career choice

4.3.2.2 Participants' reflections on their career development

The key statements that served to find out how the retired educators felt about their career development included whether they agreed or disagreed with the facts depicted by the statements that were indicated. The statements included if being an educator developed their potential or if they were satisfied with their training for their careers as educators. Finally, they were asked to indicate if they agreed or disagreed with whether they had developed skills as a result of being educators.

Figure 4.16 presents the participants' reflections on their career development. It was found that 90% of the participants indicated that education developed their potential, while 91% depicted that education developed their skills. In addition, 60% of the participants pointed out that they were satisfied with their training, and 83% were also satisfied with their careers in education.

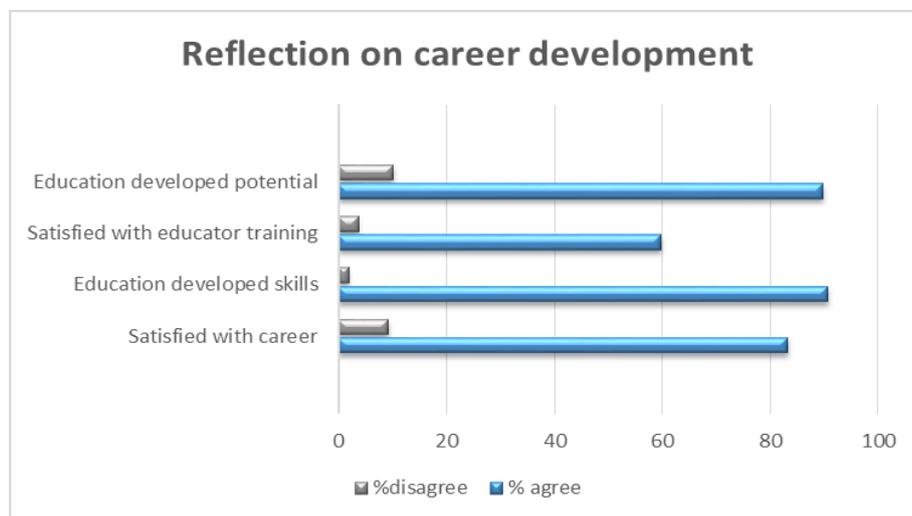


Figure 4.16: Participants' reflections on career development

4.3.2.3 People who were role models for participants in childhood

The participants were asked who they admired when they were growing up. The results are shown in Figure 4.17. Slightly more than half of the participants (55%) indicated that their parents were their role models. The teachers followed their parents as role models (with 20% of participants). Siblings were indicated by participants as providing the least role modelling opportunities (8%). However, 17% of the participants indicated that people other than the ones mentioned were their role models.

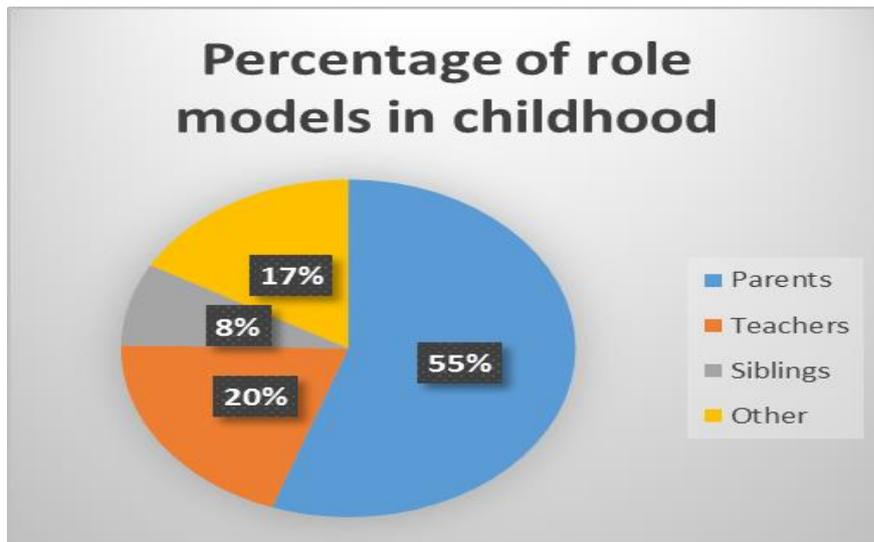


Figure 4.17: Role models for participants in childhood

4.3.2.4 Reasons certain people were role models to the participants

The reason people were chosen to be role models appeared to be mainly because of their lifestyle and attitudes, as presented in Figure 4.18. A role model's attitude was indicated by 46% of the participants as a reason for an individual being a role model. In addition, 40% of the participants pointed out that the lifestyle one had was a reason for the individual to be a role model.

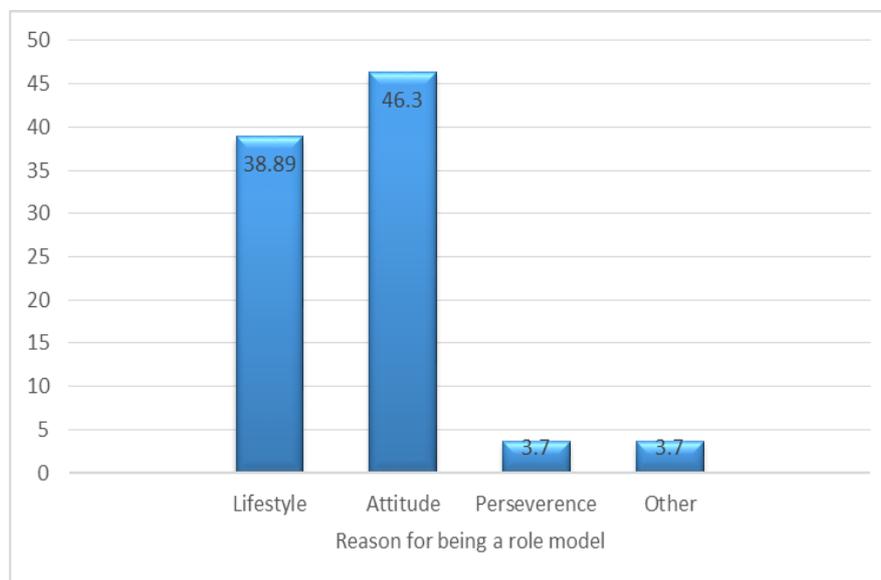


Figure 4.18: Reasons for being a role model

4.3.2.5 People who were participants' role models during their careers

The results of people who were role models during the participants' careers are shown in Figure 4.19. Parents were clear role models to the participants when they were growing up. However, participants

(39%) indicated former teachers as their role models during their careers. The participants were almost similar at 15%, 15% and 14% for parents, former supervisors and others respectively. The lowest percentage (less than 1%) of the participants signified that learners were their role models.

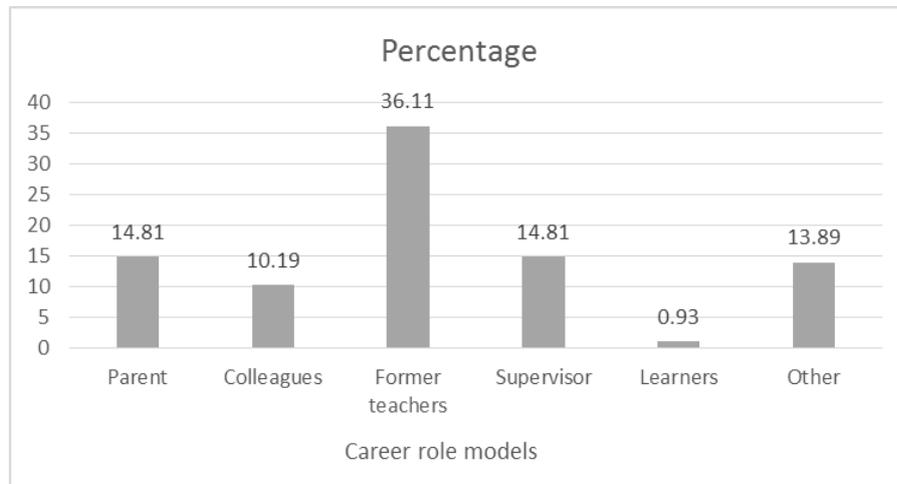


Figure 4.19: Career role models

4.3.2.6 The reasons certain people were the participants' career role models

The reasons certain people were the participants' role models during their careers are presented in Figure 4.20. Most of the participants (32%) signified that work ethic was the main determinant for a role model, and other characteristics were indicated by 24% of the participants. These were explored further during the interviews.

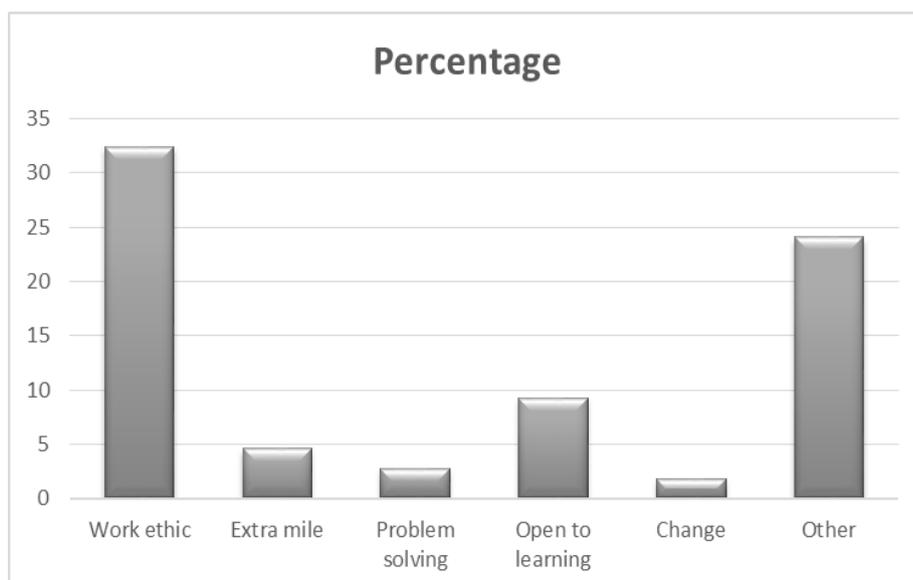


Figure 4.20: Reasons for being career role models

4.3.2.7 Life-changing experiences for participants

The participants had varied experiences, and these life-changing experiences are presented in Figure 4.21. Professional development was indicated by 34% of the participants as a life-changing experience. Other life-changing experiences and success were specified by 26% and 17% of the participants respectively. All these life-changing experiences were explored during the interviews.

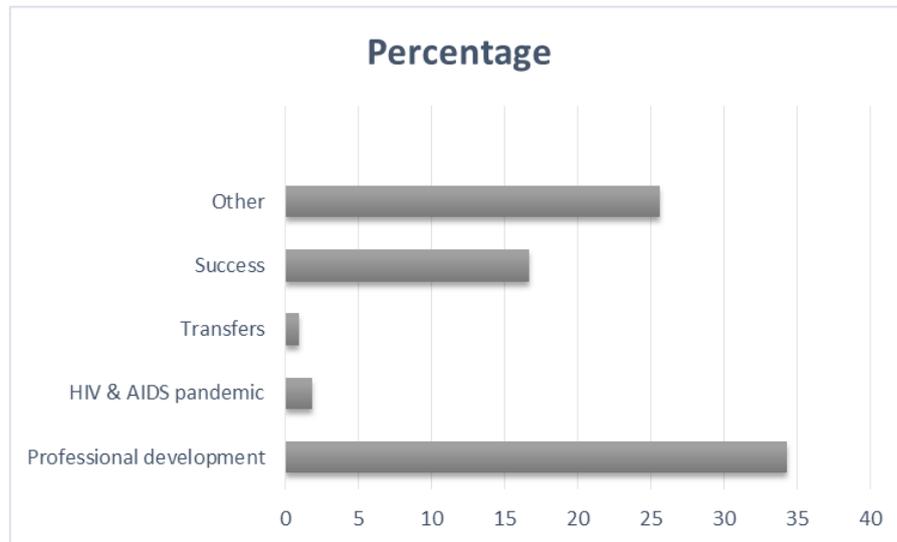


Figure 4.21: Life changing experiences for participants

4.3.2.8 Meaning held by certain experiences for participants

The participants selected motivation, respect, sadness and change for the self or others as the meaning the life-changing experiences held for them. These are shown in Figure 4.22. Change for the self and others and motivation seemed to have held more meaning for the participants. Thirty-one percent of the participants pointed out that change was the meaning behind the life-changing experience, while 27% of the participants indicated motivation as the meaning behind the experience. Respect had the least number of participants at 4%.

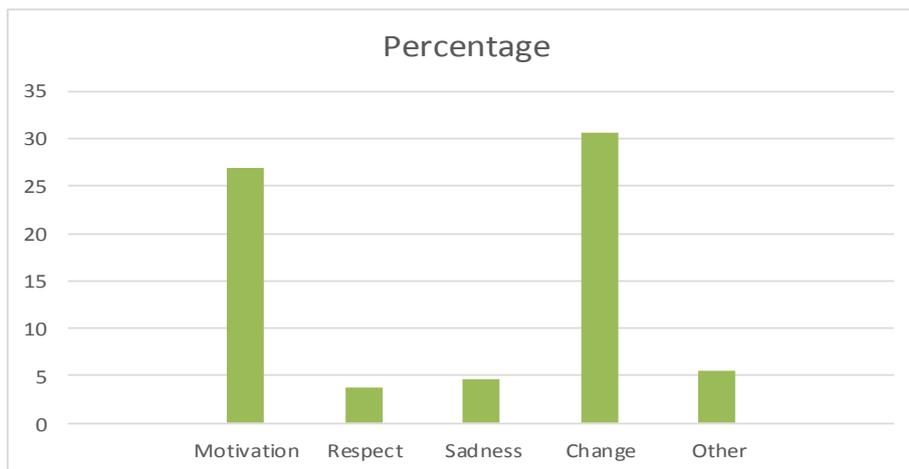


Figure 4.22: Meaning held by experience

4.3.2.9 Skills needed for career development

The skills that led to success for the participants are shown in Figure 4.23. The participants stipulated the following as skills that helped them succeed through their careers as educators: emotional intelligence skills, including leadership, teamwork, interpersonal skills, dedication, commitment, motivation, love, and communication, listening and counselling skills (approximately 60%), followed by openness to learning in the field of education (16%). Figure 4.23 illustrates these results, in addition to other skills. Compared to other skills, technical skills did not seem important for success in the career of education, as it was indicated as important by only 3% of the participants.

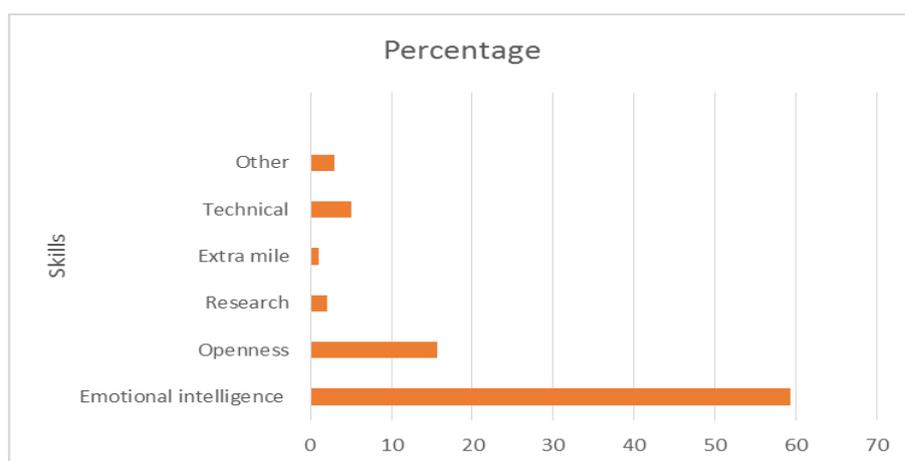


Figure 4.23: Skills needed for career development

4.3.2.10 Ways in which time is spent post-retirement

There are several distinct ways in which retired educators spend their time after retirement. These are indicated in Figure 4.24. Twenty-six percent of the participants indicated that they spent time on farming, while 23% of the participants signified education-related activities. Other participants spent their time on activities such as homemaking (12%), community work (12%), other undefined activities (14%) and commerce (4%).

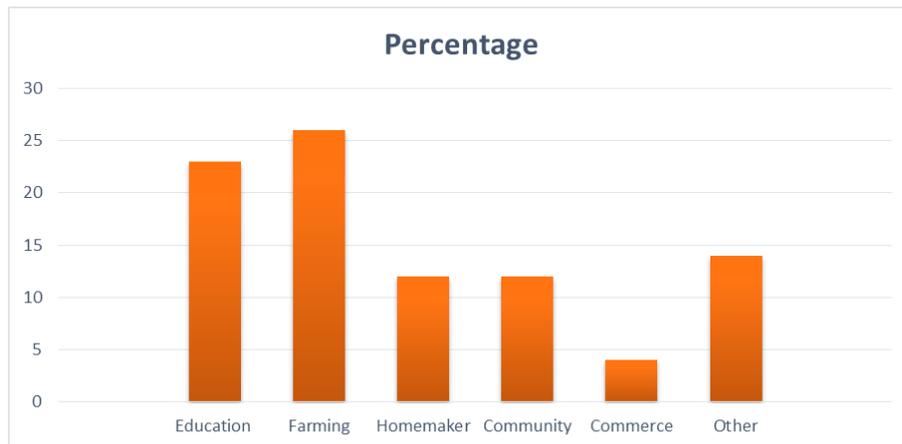


Figure 4.24: How time is spent post-retirement

4.3.2.11 Description of career as an educator

Finally, of the 108 retired educators in the study who described their education career, 82% of them described their careers in education as honourable, meaningful and fulfilling. Fifty-four percent of the participants were willing to take part in the next phase of the study, which included focus group discussions and individual interviews.

4.3.3 Constructs used in further analysis

Preliminary analysis of the quantitative data (presented in Table 4.3) indicates the constructs, the number of items included in each construct, and the scales used. Some of the scales ranged from 1-4, with 4 representing strongly agree and 1 representing strongly disagree. In addition, the table shows the minimum and maximum scores possible for each construct and what the minimum and maximum scores mean respectively. Constructs with an alpha coefficient above 0.70 are indicated as reliable and acceptable, based on the criteria that I used in Chapter 3, Subsection 3.4.2.4. Cohen et al. (2011) state that alpha coefficients between 0.60-0.69 are marginally reliable, therefore, I used alpha coefficients of 0.70 as a minimum for accepting the construct's reliability. Table 4.3 therefore indicates that the majority of the participants responded positively to the constructs. Although there

was a poor response to the mentoring construct, there was a very high response score to being mentored.

Table 4.3: Summary of constructs analysis

Construct	Number of items	Scale	Minimum score	Maximum score	Cronbach Alpha coefficient	Defining both minimum and maximum scores
Career interventions	11	4: Strongly agree 3: Agree 2: Disagree 1: Strongly disagree	11	44	0.756397 Reliable	The minimum score (1-2) means the retired educators did not have systematic activities in place to address their career needs, while the maximum score (3-4) meant there were activities in place to address career needs.
Career guidance and counselling	4	4: Strongly agree 3: Agree 2: Disagree 1: Strongly disagree	4	16	0.744984 Reliable	The minimum score (1-2) means the retired educators did not give career guidance and counselling, while the maximum score (3-4) meant that they did.
Knowledge management	13	4: Strongly agree 3: Agree 2: Disagree 1: Strongly disagree	13	52	0.788509 Reliable	Involves both knowledge elicitation and recovery from experts for reuse.
						The minimum score (1-2) means the participants could not transfer their learning or competencies and behaviours from any form of training to a work environment, while a high score (3-4) meant they were able to do so.
Being mentored	9	4: Strongly agree 3: Agree 2: Disagree 1: Strongly disagree	9	36	0.919369 Reliable	The low score (1-2) means the participant was not given adequate professional guidance, while the highest score means they had some professional guidance.
Mentoring	17	4: Strongly agree 3: Agree 2: Disagree 1: Strongly disagree	17	68	0.569269 Unreliable	The low score (1-2) means the participant had not given any or adequate professional guidance to someone, while the highest score meant they had given some professional guidance.
Career growth/	12	4: Strongly agree	12	48	0.790744	The minimum score (1-2) means the retired

Construct	Number of items	Scale	Minimum score	Maximum score	Cronbach Alpha coefficient	Defining both minimum and maximum scores
adaptability		3: Agree 2: Disagree 1: Strongly disagree			Reliable	educators did not adjust and were not flexible to the demands of work assignments. In addition, they could not apply these skills in everyday demands. The maximum score (1-2) meant the retired educator could adjust, were flexible and could apply acquired skills.
Soft skills (professional or business, research, adaptability soft skills)	14	1: Not important 5: Very important	14	70	0.937545 Reliable	The minimum score (1-2) means the retired educators did not find it important to have characteristics that enabled them to perform certain functions which were not tied or limited to their technical job/ work as educators, while the maximum score (3-5) means the retired educators found such characteristics very important to even transfer them to different situations

The combined mean score results are indicated in Table 4.4. The combined mean scores for the different constructs was calculated based on the mean of >2.5 representing “strongly agree” (SA) and “agree” (A) in responses on a 4-point Likert scale or “very important” (VI) and “important” (I) on a 5-point Likert scale. Furthermore, a mean score of < 2.5 in both the 4- and 5-point Likert scales meant that the participants disagreed or found the construct to be “not important” (NI). Generally, the participants agreed with the items included in the constructs and found them to be “important”. For instance, from Table 4.4 it is clear that the participants indicated that there were activities in place to address their career needs. The table also specifies that less than 50% of the participants responded to the mentored construct.

Table 4.4: Combined mean score results

Construct	(N) (number who answered the items which make up the construct)	Mean score for interventions <2.5	Mean score for interventions >2.5	Results analysis
Career interventions	106	14	92	This indicates that on average the retired educators agreed that there were activities in place to address their career needs.
Career guidance and counselling	105	5	100	The participants agreed that they had interventions that gave insight into the world of work.
Knowledge management	105	14	91	The participants generally agreed with knowledge elicitation and reuse.
Being mentored		3	48	Generally, the participants were mentored. However, less than half (of 106) completed this construct, which might mean that the majority of participants were not adequately mentored.
Career growth/ adaptability	106	7	99	The retired educators could adjust, were flexible and could apply acquired skills.
Soft skills (professional or business, adaptability soft skills)	106	7	99	The retired educators found soft skills to be important.
Research soft skills	105	13	92	The retired educators found research soft skills to be important.

4.3.4 Inferential analysis

In this section, I share the results of the t-tests and the correlations.

The first set of hypotheses was as follows:

- The null hypothesis (H0): There is no difference between males and females with regard to adaptability and soft skills.
- The alternative hypothesis (H1): There is a difference between males and females with regard to adaptability and soft skills.

The second set of hypotheses was as follows:

- H0: There is no relationship between age and experience.
- H1: There is a strong relationship between age and experience.

The last set of hypotheses was as follows:

- H0: There is no relationship between soft skills and other constructs.
- H1: There is a strong relationship between soft skills and other constructs.

4.3.4.1 Understanding gender difference

Figures 4.25 and 4.26 below are a diagrammatic representation of gender comparison with career adaptability and soft skills constructs using box and whisker plots. With the minimum and maximum scores in both cases of 1 and 5 respectively, there were slight differences between the mean scores for males and females on both adaptability and soft skills.

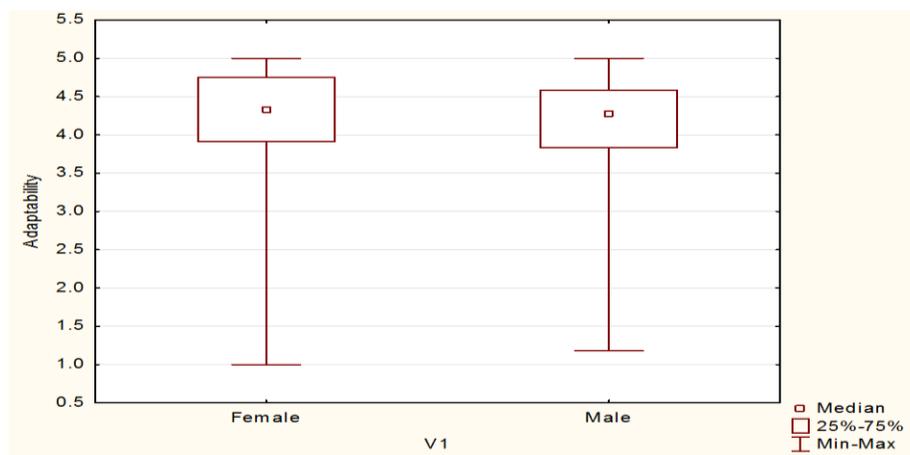


Figure 4.25: Adaptability box and whisker plot

The box and whisker plots were used as part of the exploratory process of data analysis. The use of the box and whisker plot allowed for an enhanced and thorough inspection of the data before I conducted further analysis of the constructs (Wilson & MacLean, 2011). The inference is that critical errors could be identified and corrected early, before incorrect conclusions are made based on the errors. In addition, the box and whiskers plots presented in Figure 4.25 and Figure 4.26 highlighted what I was likely to attain from the advanced analysis of the data. For instance, from the similarities in the mean scores of both males and females with regard to soft skills, as indicated in Figure 4.26, I could presume that there would be no difference between males and females with regard to soft skills.

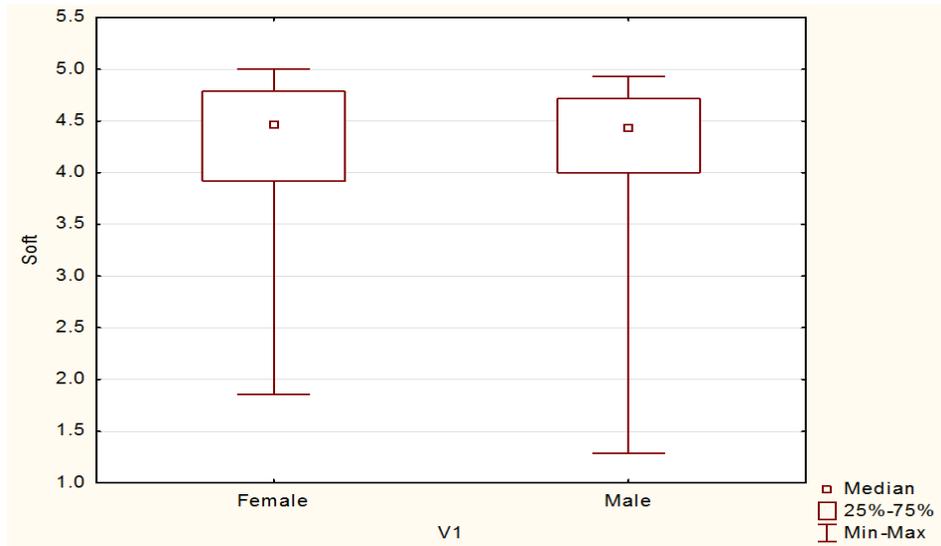


Figure 4.26: Soft skills box and whisker plot

A t-test was used to test the hypothesis that there is no significant difference between males and females for the soft skills and career adaptability scores. The t-test for these independent variables (males and females) was only conducted on soft skills and adaptability constructs because they each had sufficient item variables that were responded to, which allowed for this kind of analysis (Gay et al., 2011). Participants who did not complete all items under investigation, could not be included in the analysis. With $N = 69$ for females, the SD for career adaptability and soft skills is 0.86 and 0.70 respectively, whereas with $N = 27$ for males, the SD with regard to career adaptability and soft skills is 1.00 and 0.91 respectively. Both females and males indicated similar mean values of 4.0. In conclusion, $t(94) = 0.78, p = .43$ for career adaptability, where (94) represents degrees of freedom, and $t(94) = 0.61, p = .55$ for soft skills. The p values < 0.05 indicate a statistically significant difference, while p values > 0.05 indicate no statistically significant difference between variables (Gay, Mills & Airasian, 2006). The p values > 0.05 (which are 0.44 and 0.55) in Table 4.5 and Table 4.6 indicate that there is no statistically significant difference between males and females with regard to career adaptability or soft skills scores (Walker, 2010).

Table 4.5: T-test females and males

Variable	T-tests; Grouping: V1: V1										
	Group 1: Female										
	Group 2: Male										
	Mean	Mean	R-value	df	p	Valid N	Valid N	SD	SD	F-ratio	P
Female	Male				Female	Male	Female	Male	Variances	Variances	
Adapt-ability	4.152306	3.990741	0.783041	94	0.435572	69	27	0.868359	1.007364	1.34578	0.330511
Soft skills	4.263256	4.157984	0.606178	94	0.545858	69	27	0.701411	0.910673	1.6857	0.089761

Table 4.6: Table of correlations

	Mentored	Career interventions	Knowledge management	Guidance and counselling	V2
Soft skills	0.27812	0.11213	0.20533	0.14575	-0.13341
	0.0481	0.2548	0.0356	0.1399	0.1835
Participants	51	105	105	104	101

4.3.4.2 Understanding relationships between constructs

In this subsection, I discuss the results to the analysis of the relationship between the constructs as per the hypothesis mentioned in Section 4.3.4. As mentioned earlier, the null hypotheses indicated that there would be no relationships, whereas the alternative hypotheses indicated that there would be relationships between the variables. Reference is made to the criteria I used, which I discussed in Chapter 3, Subsection 3.4.2.4. The correlation coefficient values close to +1 or -1 indicate strong relationships, while values closer to zero or the middle of the scale depict no or weak relationships (Hayes, 2000; Welman et al., 2005). At a confidence level of 0.95%, a Pearson correlation with a probability of less than .05 will imply that the null hypothesis will be rejected, although the conclusion would be that there is a significant relationship between the variables (Wilson & MacLean, 2011). Furthermore, Wilson and MacLean (2011, p. 470) posit that a probability of more than .05 implies the null hypothesis will be retained and the conclusion would be “that there is no significant relationship between the variables”.

The Pearson correlation for the relationship between age and experience was 0.456. The value 0.456, which is greater than .05, implies that the H₀ that there is no relationship between age and experience should be retained, hence, it can be concluded that there is no significant relationship between age and experience. The Pearson correlations for the relationships between soft skills and other constructs were also above .05. The Pearson coefficient values between soft skills and mentored were 0.278, soft skills and career interventions were 0.112, and soft skills and knowledge management were 0.205, whereas the values between soft skills and career guidance and counselling were 0.146. It can be concluded from these values that there is no significant relationship between soft skills and other constructs, therefore the H₀ that there is no relationship between soft skills and other constructs is retained. The correlations are indicated in the table of correlation (see Table 4.6).

4.3.5 Summary of main survey

There were more females (65%) than males (25%) who responded to the survey questionnaire. The mean average age was 61 years, while the average number of years worked was 29. Most participants retired between 2000 and 2010, and most of them indicated that they stayed in the Central (49%) and Kgatleng (20%) regions. Most participants had a training qualification in education.

It was found that for most participants, parents influenced their career choices because of their lifestyle and attitude, while former teachers were career role models to more participants in the study because of their work ethic (32%) and other characteristics (24%). Professional development (34%) and other experiences (26%) were life changing to participants because they meant change (31%) and motivation (27%) to them. Emotional intelligence skills (59%) were found to have led to the success

of retired educators more than ‘other’ skills. “Other” skills was an option in a questionnaire item. However, skills acquired by retired educators were explored in the qualitative phase.

Most participants indicated that they spent time in farming post-retirement. The results indicate that most participants pointed out that education developed their skills. Participants generally agreed with the career constructs or found them important. The reliability analysis with the Cronbach alpha coefficients above 0.70 for all the constructs, except mentoring, indicated that the items were reliable. There were no significant correlations between age and experience and between soft skills and other constructs. Finally, there was no gender difference in career adaptability and soft skills.

4.4 SUMMARY AND CONCLUSION OF THE CHAPTER

In this chapter, I presented the results of the analysis the quantitative phase of the study, discussing both the pilot and the main survey. The results of the pilot were consistent with the results from the main survey. Both the pilot and the main survey indicated that there were more females (71% for the pilot and 65% for the main survey) than males (29% for the pilot and 25% for the main survey). The average age and work experience of the participants during the pilot were 58 years and 29 years respectively, whereas the mean age and work experiences for participants in the main survey were 61 years and 29 years respectively. Lastly, regarding the demographic data, most participants in the pilot (100%) and the main survey (85%) had professional qualifications beyond a diploma certificate. There was a general distribution of retired educators in six regions for the pilot and eight regions for the main survey. However, most participants in both the pilot and main survey resided nearer to the capital city Gaborone, where the study was taking place.

Both the pilot and the main survey indicate that parents were role models for most participants when they were growing up. However, that changed during their careers to former teachers for the main study, but remained the same for the pilot. Career counsellors seemed to have provided some influence to career development to a few participants, as indicated both during the pilot (18%) and the main survey (17%). More than 90% of the participants in both the pilot and the main survey indicated that education as a profession enhanced their potential as professionals. It was indicated that emotional intelligence skills were necessary for career development. Participants indicated that being in the education profession developed their skills and provided critical life experiences. Retired educators in the study seemed to engage themselves in less professionally related activities post-retirement.

Finally, there was reliability with regard to the constructs. The reliability test was needed to determine the dependability of the constructs. There was no statistically significant correlation between age and experience and between soft skills and other constructs. It also emerged that there was no significant difference between how males and females responded to soft skills and career adaptability constructs.

In the next chapter, I present the results of the qualitative phase of the study. I discuss the themes, subthemes and categories that emerged during the data analysis. The claims of the participants are presented verbatim.

CHAPTER 5

RESULTS RELATED TO QUALITATIVE DATA ANALYSIS

5.1 INTRODUCTION

In the previous chapter, I presented the descriptive statistics and findings of the quantitative phase of this study. Some concepts, such as mentoring and training from the quantitative analysis, were further explored in this chapter to help answer critical research questions. In this chapter, I report on the results of the qualitative data analysis of this study, which reflect the experiences of retired educators. These results are reported according to thematic areas that emerged from the analysis of the rich data that was collected. Excerpts from the interviews are used as evidence for the themes, subthemes and categories that were both deductively and inductively realised. The number of the focus group discussion (FGD) and the lines from where the excerpt was copied will be used as a reference for extracts. For instance, FGD3: 206–209 will represent a quotation from FGD 3, transcript lines 206 to 209. The same will go for individual interviews, which are represented by the number of the interview and the lines quoted. A claim quoted on lines 10 to 23 of a participant’s transcript, who was the eighth participant to be interviewed, is represented as Ind 8: 10–23. In addition, the retired educators’ actual words and conversations are used as part of the discussion to answer the research question:

“How can the experiential knowledge and skills of the retired educators be used to inform career development programmes?”

In order to address this question, I further asked the following secondary research questions:

- What experiential knowledge and skills are important for career development?
- What experiential knowledge and skills, acquired through workplace learning, would the retired educators want to see developed in young people?
- How can the acquired experiential knowledge and skills of retired educators specify career development aspects?

I present four themes in this chapter: meaningful experiences for retired educators, retired educators experiencing inspirational leaders, recommendations for future education programmes, and retired educators’ issues for retirement. Table 5.1 is a visual representation of the themes with the subthemes, and categories that emerged during the analysis.

Theme 1: Meaningful experiences for retired educators	
Subtheme 1: Transitions and turning points	Subtheme 2: Exposure for skills development
	Category 2.1: Career guidance and counselling issues Category 2.2: Professional skills training and development
Theme 2: Retired educators experiencing inspirational leaders	
Subtheme: Laying foundations for career mentoring	
Category: The mentor	
i. When the change happened ii. Characteristics of a mentor	
Theme 3: Recommendations for future education programmes	
Subtheme 1: Ways of utilising the knowledge and skills of retired educators	Subtheme 2: Areas of expertise
Category 1.1: Ways of contributing	Category 2.1: Policy development
i. Dissemination of findings	Category 2.2: Training, seminars and workshops
ii. An association of retired educationists	Category 2.3: Leadership and mentoring
iii. Database of retired educators and technology	
iv. Consultative/reflective forums	
v. Mentoring and coaching	
Category 1.2: Structure of how to contribute	
Theme 4: Retired educators' retirement issues	
Subtheme 1: Factors that affected retirement	Subtheme 2: Post-retirement activities of retired educators

Figure 5.1: Themes from qualitative data

5.2 PRESENTING THE RESULTS

5.2.1 Theme 1: Meaningful experiences for retired educators

Theme 1: Meaningful experiences for retired educators	
Subtheme 1: Transitions and turning points	Subtheme 2: Exposure for skills development
	Category 2.1: Career guidance and counselling issues Category 2.2: Professional skills training and development

Figure 5.2: Diagrammatic representation of Theme 1, its subthemes and categories

In Table 5.1, I define Theme 1, as well as the inclusion and exclusion criteria

Table 5.1: Definition, inclusion and exclusion criteria for Theme 1

Definition: Theme 1	Those experiences that remain meaningful to the retired educator today, such as turning points, meaningful experiences that are regarded as highlights in their careers, or significant growth points in their lives. Turning points may result from exposure from any situation that had a direct relation to their career as educators, such as from training as an educator or executing one’s work as an educator.
Inclusion criteria for subthemes	The retired educators’ experiences, which include transitions made by participants on the way they view things in their career, promotions, transfers and exposures to opportunities for skills training and development while in the education system.
Exclusion criteria for subthemes	All retired educators’ experiences that did not bring transitions in the way they view their career or any experience that, although developmental, did not come about as a result of being an educator.

In this section, I present experiences the retired educators found meaningful and considered to be highlights in their careers. These experiences are regarded as significant and life changing because they impacted on the retired educators’ professional lives in ways that presented opportunities for skills training and development, as well as other changes during their careers. It should be noted, however, that meaningful, significant or life-changing experiences need not always be positive and happy according to the participants. There could be turning points or significant growth that came about as a result of painful experiences. These experiences occurred at different times in the career lives of the retired educators. However, most meaningful experiences and turning points seem to have taken place early in the lives of the retired educators. The theme is supported by two subthemes: transitions and turning points and exposure for skills development.

5.2.1.1 Subtheme 1: Transitions and turning points

I use transitions and turning points as a title for this subtheme as these were words used by participants. The transitions and turning points can be seen as changes through the course of the educators’ careers. These are changes that impacted on the retired educators’ career lives and include issues such as the development of the self and the development of others. The educators developed their inner selves by understanding their personal issues. The development of others was realised by making positive changes in other people’s lives. I discuss understanding of the self and understanding others in the same breath as they seemed to occur more or less at the same time according to my discussion with the participant. One participant pointed out that:

“It was a turning point really in discovering me, what, who am I really because I believe that as you offer this profession in whatever form, it opens yourself up also to your own personal issues and also to the issues of the children.” (Ind 13:88–92)

The development of the self was realised by understanding personal issues. For instance, self-discovery and an awareness of others seemed to be a major experience for this participant. Awareness of the self and awareness of others is conceptualised by the participant as opening up to one's own personal and childhood issues. Another participant agreed with self-discovery as a result of being an educator and added that:

“Being an educator I think it also taps into your person. There are people who go into it just for the sake of it being a job...I had this hobby that because I was in the situation I was able to share with the kids and it really brought out the hobby in me so it wasn't so much that. Yes, I went into teaching. It was giving. I also got a lot in return.” (Ind 9: 99–105)

Teaching as a career has many benefits, as it gets individuals to draw from their skills. My assumption from the above quotations is that teaching enabled participants to draw from their skills to help young people. What also comes out for me is that, unless an individual understands who he or she is in terms of knowledge and skills, he or she cannot effectively use these for the benefit of himself or herself or others. Furthering on this discussion, the same retired educator reflected:

“It makes me feel good and I don't think I could put a price tag on it. I think if somebody gave me money on the one hand, I would pick that because it makes me feel that I have impacted on or I have touched people in positive ways. It is indeed a career that keeps you young, that keeps you on your feet because the compliments come in many forms.” (Ind 9: 60–64)

Touching lives of others impacted positively on this participant as an educator. The positive impact the educator had on others seems to carry more value from the profession. In addition, the participants conceptualise making a difference in another person's life as also having a positive impact on the educator himself or herself.

Retired educators experienced turning points differently. Turning points could be the result of feedback from mentors, transfers or a promotion, and change from one level of work to another. I discuss these three examples of turning points in the same order.

(a) Feedback from mentors

Feedback that the mentors gave may have further reinforced the self-discovery of the participants. What came out very strongly as turning points for retired educators were the outcomes that came as a result of the educators' determination to succeed in their careers. As one participant spoke about his experiences, he made reference to his last PhD defence:

“I went to viva...I spoke for 12, no 20 minutes endlessly...(when I finished talking, they said) stop you have passed...(now let’s talk about) your work and you, the external examiner said...we are so impressed by you, your persistence and resilience, go back to your country and please persist and be as resilient as you were as a PhD student...(It is the only thing that made meaning for me and I respect). These remarks,...(I don’t know where my PhD certificate is)...(It is lost). I don’t give a damn!” (Ind 3: 436-447)

From our discussion, and the passage above, it can be deduced that the experience the participant had, had a tremendously positive impact on him. The fact that he was told to keep up his drive and that his mentors were enthralled with his performance was a highlight in his career and it had meaning for him. Lastly, the participants in this study seemed to respect and value being recognised for their tenacity and determination by their mentors.

(b) Transfers

Another aspect that brought about a turning point in the lives of the retired educators was transfers. Although from a simplistic view, transfer referred to relocating places, the deeper meaning I understood from the participants was the transfer of knowledge (Burgess, 2005) that came about as a result of interacting with a new environment. According to Burgess (2005), knowledge transfer means sharing information, and this is good for product development and the diffusion of best practices. The participants found transfers motivating or demotivating for they could better their skills or not. Another retired educator reflected:

“Another important turning point in my career I think, it was a very big one, where you now leave the school setting and go into government. Now the department that I joined was, and is still responsible for the scholarships.” (Ind 13: 214–217)

The above statement might imply that moving from the implementation level of a school setting to a policy level that dealt with scholarships was very critical in the life of the educator. The move seems to be parallel to a promotion into a different working environment.

(c) Promotion and period of promotion

Retired educators were specific about their life-changing experiences in the form of a promotion to positions of responsibility. The recognition that came with positions of responsibility were such transitions and turning points for the participants as they became heads of schools, colleges or other educational organisations. What seemed to be closely associated with the promotion that the retired educators in the study emphasised was the time at which an individual was bestowed the promotion.

I cannot over-emphasise the fact that the retired educator's age when he or she was promoted appeared crucial in making a life change. One participant recalled:

"I was 24 years. I was promoted to a position of a deputy school head...my experience...taught me that as a young man I have to change the way I was thinking." (FGD 3: 11–14)

It seemed like a great achievement to be young and in leadership as the participant was specific about that age. Therefore, that alone was enough to be a turning point in his life. The achievement of being a leader and young was further emphasised by another participant, who reflected:

"In my second year of teaching in 1976, precisely, that's when I moved into a position of responsibility...So I got this promotion as deputy school head and at the same time acting school head,...Therefore, I think that was a life-changing experience, and remember during those days, we talked about predominantly expatriate school heads and there were very few locals." (Ind 16: 16–18, 66–78)

I suppose attaining a promotion early in one's career life impacted on the individual in a way that lasted a lifetime. Holding two positions of responsibility after only two years of work must have been a critical experience that the retired educator found meaningful. The promotions to positions of responsibility may be just the challenges the retired educators needed supposedly to boost their confidence and self-esteem. Furthermore, given that these retired educators started their education career in the 1970s, and Botswana had only attained its independence four years earlier, the assumption is that the education system in the country was still in its infancy. Therefore, with a few experienced local professionals, the retired educators had to compete with experienced expatriates for different positions, especially leadership positions.

The time when life-changing moments ensued in the career lives of the retired educators seemed to be important for transitions and turning points. While, generally, the retirees give the impression that life-changing moments transpired at the start of their careers as educators, other retirees had their life-changing moments much earlier in their lives. This participant pointed out that his secondary school years:

"...were some of the happiest years of my life because I had great teachers and two great headmasters...the founding headmaster...left when I was in Form 3 and then xxx took over and I used to say: "When I'm a teacher, I'm going to be a principal like him," and I think I came very close to it...his love for his students, his involvement with his students, both on matters academic and extra-curricular and just one-on-one, he knew all of us by name." (Ind 8: 222–236)

The above excerpt implies that the participant had a turning point early in his life as a student because his principal seemed to have interest in his wellbeing. It could also imply that the participant's conduct

as an educator was informed by this experience. This leads to the discussion on other examples of experiences which had impact on the participant.

(d) Autonomy to use acquired skills

Remembering their ability to do their work independently as educators is assumed to have had a lasting impact on their careers. The participants found that having less supervision to carry out their duties as educators was motivating. In reference to the self-discovery mentioned earlier in this theme, I believe that when retired educators knew what they were capable of, they wanted minimal supervision to prove their skills. A participant recalled some experience:

“Now I was taking my experience, was taking my education, I was taking everything to go and manage the scholarships now in the UK, setting up the whole department now in the UK, in fact, the whole Ministry (of Education) to some extent in the UK and it was an important career change there. I was really in control I did not have any problems with the person in front of me.” (Ind 13: 645–650)

The excerpt might imply that what was meaningful for the participant was autonomy in making decisions and being in control of them. The participant was not inhibited from performing his functions as he desired, regardless of the fact that there was a supervisor to report to, because he might have felt empowered to make decisions to set up and run a department of this magnitude. Another participant shared the same sentiments:

“The issue of independence engaged me, in the sense that independence has made a contribution...as a motivating factor, from my own point of view, if there are too many limitations, a worker will become discouraged.” (Ind 14: 147–149)

The implication is that being autonomous contributed to motivation to do the job. The participant is likely to be discouraged by close supervision. Both the former and later statements made by the retired educators in the study on independence and supervision might relate to monitoring performance by leadership. According to Yukl (2005, p. 71), “monitoring too closely or in ways that communicate distrust can undermine subordinate self-confidence and reduce intrinsic motivation”.

(e) Painful memories as meaningful experiences

Another aspect that represented a transition or turning point was identified when participants shared painful memories due to challenging working environments, which can be seen as life-changing experiences. The painful memories were brought about by the stakeholders that one worked with, such as parents and politicians, or the punitive leadership style. A retired educator had this to say:

“But the pressure from the parents, the pressure from the politicians, the pressure from the students made it a very difficult department to manage.” (Ind 13: 542–544)

Managing within the pressures of varied stakeholders, not only the students, but angry parents and politicians with political interests to fulfil, seemed to create a difficult working environment. The participant might have felt pressured to effectively manage the demands of all.

Another participant reflected on a painful experience:

“There’s very little influence that you can bring into the system, so that’s actually been a very, very painful experience for me.” (Ind 6: 182–184)

The participant was hurt by not being able to bring about change, given that he could not positively effect change in the system he worked for. It is a possibility that the experience might have challenged the capability of the retired educator to bring about influence. Another participant had a similar experience that led to his retirement and reported that:

“What pained me and probably even made me leave the MoESD was the failure to implement policy, and failure to take professional expertise. When people have put you in a place and you have the technical know-how and the professional know-how, they need to get guidance from you.” (Ind 7: 428–433)

What emerged from this participant’s experience is that she might have had the necessary professional expertise and passion, but that was not enough to penetrate the understanding of the leadership of her ability to direct and bring about change. This admission of pain made me wonder about the skill the participant required in order to have her leaders understand her position or influence change. The participant had assumed that being knowledgeable in one’s area would make leadership take advice from her as an expert. It sounds like a frustrating situation to be in if it can lead one to leave one’s job.

(f) Different cultures

From the conversations I had with the participants, it seemed that other participants had life-changing moments, which were turning points, interacting with different cultures. Culture here refers to different philosophies, values, ideas beliefs and viewpoints, as well as race. Turning points and transitions ensued for retired educators due to certain values that they upheld, and resulted in their interactions with others, which changed the way they viewed or conducted their careers. For instance, one participant reflected:

“It all came from those two experiences: one, the culture which I found there, a culture of great caring and passion for your work and passion for the children. The other influence, the key one, that statement that...made about working as a team. See, and so those two things guided me all my working life.” (Ind 8: 161–165)

The excerpt might imply that the participant's values might have transitioned after being introduced to a culture in a school where educators cared greatly for the children they taught. Secondly, the turning point with regard to the educator's work ethic may have resulted because of being in an environment with a philosophy to love one's work. Another retiree emphasised how a different culture could be life changing:

"I went to stay in a training institution in Sweden...it is there where I felt the Swedish culture made a very big impact on me and I began to appreciate white people who were not English-speaking. It was so interesting to see civilised and highly developed people who did not speak English. That was an eye-opener and that gave me more freedom to interact freely with English-speaking people. I didn't take them as superiors and so on, and that in turn made me begin to question the significance of English in our school curriculum." (Ind 3: 27–37)

The implication of this excerpt is that the participant's turning point came as a result of interacting with his perceived advancement and enlightenment. Furthermore, it is implied in this study that retired educators who studied outside Botswana or interacted with people from outside Botswana experienced sophistication (Ind 8, 12 and 16). Participants began to value other cultures for their development or advancement and experience, rather than their race or language. My inclination is that the participant in the above excerpt was surprised that English, as a subject, is highly rated in Botswana's school curriculum, while more developed nations' emphasis was somewhere else. What was not said, though, might be that there could have been an inherent feeling of low self-esteem, as a result of colonialism, for which the experience gave the participant autonomy to interact confidently with other cultures. The participant further emphasised:

"I went to study at a British university where I studied with Chinese students who didn't know English at all, but they were recognised as potential students who could do well and indeed they were doing very well, and that really forced my belief that English was not a panacea to development, just a language of communication...My presentation was highly rated...that gave me a lot of confidence. It was an affirmation to me that I was somebody. They actually thought I was coming from a university background, and yet, at that time I only had a certificate in education." (Ind 3: 43–49, 56–63)

My inclination is that the exposure to such an environment further reinforced his self-esteem and confidence as he began to appreciate himself and realised English was not an answer to everything as might be hypothetically believed in Botswana. The English language did not limit his skill in presentation that made sense.

“I did the master’s programme...you know there is a lot of racism in the UK and it was very tough. I knew how to behave and who my associates were and these were the West Indian people...I was living with a West Indian family...because they’re black people so my identity was black. I was very clear that I was a black person living with dignity.” (Ind 3:177–195)

My reflection is that studying in the UK at that time was challenging for the participant. He probably found it an unaccepting environment coming from a historically non-racial society. There is an underlying identity challenge in terms of who the participant identified with then. He identified with a black West Indian family because he clearly felt he identified with the black family because of his race and the colour of his skin. The participant’s self-esteem is referred to here when he mentions living with dignity as a black person. Following this experience, which appears meaningful, the participant later furthered his studies in the UK. Furthermore, the challenging experience did not seem to deter him from furthering his academic course and he reported that:

“After my master’s, I went back to do my PhD...in Nottingham University.” (Ind 3: 347–349)

The participant went to the UK again years later to further his studies. It seems he was driven to be a top academic achiever. I can safely assume that it was more valuable and meaningful for him to get the education, rather than avoiding the challenging situation in the UK.

To summarise, retired educators found the interactions with the teachers and learners, which brought about self-discovery, to be meaningful and life changing. In addition, self-esteem, it seemed, would be boosted by being acknowledged by those in supervisory positions. The lack of appreciation of participants’ abilities to direct decisions in areas where they were experts seemed daunting. The promotion to levels of responsibility were seen as life changing and meaningful. Finally, interaction with different cultural groups was meaningful to some participants, because it seemed to help with self-identity and the participants’ values as educators.

5.2.1.2 Subtheme 2: Exposure for skills development

In Subtheme 1, I deliberated on meaningful experiences of retired educators as brought about by transitions and turning points in their lives. In this subtheme, I elaborate further on meaningful experiences of retired educators by presenting the results of different ways in which they acquired their knowledge and skills. The acquisition of skills seemed to be constructed when individuals interacted with their environments. Retired educators had meaningful experiences as a result of being exposed to knowledge and skills through long-term training or professional development, such as short courses or conferences. I highlight the exposures that ensured skills development.

One will notice that there are some overlaps with Subtheme 1 (Transitions and turning points), given that some changes that were turning points occurred when retired educators were pursuing professional development, and therefore, exposed to it. There are two categories that emerged under this subtheme: Career guidance and counselling issues, and Professional skills training and development.

(a) **Category 2.1: Career guidance and counselling issues**

The focus of this category is on long-term training. I discuss the participants' skills development progress that prepared the retired educators for a career in education, as well as how they assisted others in their careers, such as students or colleagues, based on their preparation as educators.

From the 16 individual interviews conducted, three retired educators held a bachelor's degree qualification, 11 had the highest level of professional training, a master's degree qualification, while two were PhD graduates¹³. About half of these participants had started with a diploma qualification in Education. I observed from this study that several participants (Ind 2, 4, 5, 6 and 9), after years of service, went for further training. After more years of service, they went for their master's degree training. Therefore, most participants felt challenged to continue to strive for a higher qualification in Education. I share the progression made from the earliest qualification to the highest in some participants. For instance, one of the retired educators shared his educational progress:

"I went through JC¹⁴ in..., after passing I went to...Teachers' Training College¹⁵. I trained as a primary school teacher between 1975 and 1976...because I did Form 3 ...I studied for Cambridge so I started with History...then... English...when I finished I also applied to university, in the same year I was admitted to the University of Botswana to start my first degree...So I went to university...specialising in Maths and Science...through those four years...I did well." (Ind 1: 11–14, 58–63, 69–73)

The participant went for professional training after a junior certificate, at which time this participant felt a junior certificate qualification was inadequate. Therefore, he improved on his qualification by studying for a senior certificate in secondary education. He studied in phases that allowed him to improve his chances of going to university. The participant seemed to have fully participated in constructing meaning for his educational experience by ensuring that he went to university through his

¹³ The education and professional growth currently follows this path: basic education (primary school level, junior and senior secondary school level), certificate, diploma, bachelor's degree, and master's degree and PhD qualifications.

¹⁴ Junior secondary certificate (first three years of secondary school).

¹⁵ A training college for primary school teachers. Currently primary school colleges train teachers at diploma levels, however, during the time of this participant, teachers graduated with a primary teacher's certificate.

efforts for his first degree. He comes across as someone who is self-driven and ambitious. The other retiree had this to say in his progress report:

“I only had a Certificate in Education...I went and did a diploma in adult education, this time at the University of Manchester. When I finished that, I did the master’s programme...I also did a course in the extramural department that was meant for workers and managers of industries in the UK and all over. It was training on sensitivity training, the tea groups... you’ve heard about the tea groups¹⁶? They help you to be yourself and to express yourself. That was an experience!” (Ind 3: 62–63, 175–177, 253–256, 261–262)

The participant had a gradual progression in education and skills development. He started with a certificate, then a diploma, and eventually completed a master’s degree programme. The exposure at one level seemed to motivate him to study for the next level. My belief is that he was impacted on tremendously by a supportive group, and found meaning in being enabled to express himself. Perhaps it can be stated that experiential learning contributed to the continuous development of his self-identity. As was mentioned earlier, not only are the participant’s self-esteem and confidence development shown in the following statement, but also a sense of pride as he reflected:

“I went to study at a British university...My presentation was highly rated...that gave me a lot of confidence, it was affirmation to me that I was somebody, they actually thought I came from a university background and yet, at that time, I only had a Certificate in Education.” (Ind 3, p. 43–49, 56–63)

It seems that exposure to a highly challenging situation and being evaluated as doing well played a role in boosting his confidence, affirming that he has potential, that he is bright, that he can succeed, and this motivated him. Finally, another participant shared:

“It was never my intention to remain in teaching for too long. In 1978,...I decided to leave, I applied for the Commonwealth Scholarship and fortunately I got it and I went to Nigeria for two years, and when I got back, I taught for five or so months and, to tell the truth, my heart, mind and soul were no longer in teaching. I think around the mid-1980s or towards the end of the 1980s that is when I left teaching, I left teaching and switched over to (another education department). It was a life-changing experience.” (Ind 16: 110–118)

The participant had the goal of not remaining a teacher for long and therefore, he proactively ensured this transition. The participant in the above excerpt, and all the others, recognised the importance of self-development for career progression.

¹⁶ Tea groups are organisations that specialise in helping people be themselves or express themselves unreservedly (Ind 3).

(b) Category 2.2: Professional skills training and development

Professional skills training and development relates to continuous skills acquisition that the retired educators obtained from short courses, conferences and assignments, or from accumulated experiences as an educator. Based on the specific work the participants did as educators, the skills seemed to vary from self-development, as indicated in Subtheme 1, to the effectiveness or success of providing the relevant services, such as teaching, counselling, leadership, scholarships and curriculum development. The acquisition of such skills seemed to provide meaningful experiences for retired educators. Furthermore, professional skills training seemed to motivate the participants to be innovative, as seen in Subtheme 1, where retired educators had turning points and transitions when they worked independently. One educator reflected on how training to be an educator played an important role in her self-development:

“The teaching profession laid the foundation and...I find it to have played a major role in developing me to where I am right now.” (Ind 7: 44–47)

The implication of this excerpt might be that the participant owed his progression and experience to being a teacher. Furthermore, the statement might imply that the skills development of being an educator acts as a reference point for dealing with the demands of life. Another participant saw his professional development as a critical experience, especially the role of conferences. He reported that:

“Professional development is critical in the life of a professional, no matter at what level you are trained. You need to continuously refuel to continuously find out what the latest developments are in your area of specialisation....conferences,... benchmarking were critical to this experience and I found that to be very useful in the life of an educator. Yes, looking back I realise that it played a critical role in helping me become successful in the services that I provided to the teachers.” (Ind 2:70–82)

My reflection of this participant’s experience is that varied professional development programmes enhance the professional growth and success of any professional. Emphasis was placed on how conferences and benchmarking were useful to the participant. The participant suggests that discussions against standards in an area of speciality ensured that one is abreast of changes. The meaningfulness is implied in becoming successful in providing the services they offered to teachers. Further emphasis on the importance of training was related by another participant who commented as follows:

“People should be properly skilled to lead, the reason why...when you are given something that, one, you have professional training for, and two, you have passion for, you will do your best. So I’ve seen that in my case I was passionate about what I’m doing, I was excited about it, that’s probably why even the creativity came out.” (Ind 7: 384–390)

The above participant equates professional training plus passion to excitement and creativity or doing one's best. More elaboration on why professional development is important in the life of an educator was discussed:

“I think training is critical because when you're dealing with professional issues, you need to be well addressed with recent trends in your field of practice, you need to be more up, you need to be given more skills so that you can manage because we are dealing with human beings and human beings are very complex they keep on changing...it's very dynamic, so we need people who are skilled and much more...competent in dealing with issues that human beings face...I wasn't feeling good just being.” (Ind 5: 346–356)

The statement might imply that the participant dealt with professional issues based on old ways of dealing with concerns of the profession. It is possible that this participant actually retired partly because he was not feeling good “just being”. Further to this implication is that, as a result of being unskilled in the profession, as an educator, the participant had feelings of incompetence in handling professional concerns.

Tasks such as projects, the development of programmes, policies or frameworks, and coordination can be referred to as assignments. These can be seen as structures put in place to support a system. Another retiree reflected on the legacy she left on retirement due to the professional skills development that came as a result of attending a conference, and it remains meaningful to date:

“One thing on which I can pride myself is the introduction of Programme A that they are running throughout, as well as the Project B Framework that is being developed right now.” (Ind 7: 107–109)

The participant felt the satisfaction of being part of creating effective structures that others can follow, and with which the system can function. In contrast, other retired educators felt that it was ironic that the education system had invested heavily in their professional skills training and development, yet the structures they put in place to support the system before they retired were disregarded. The participant pointed out:

“There seems to be an attitude in the Ministry (of Education) at the moment that nothing happened before the present, batho ba ba leng teng, (people currently in place), nothing happened before we came here, so everything is starting afresh...It turns out, the RNPE was thrown out, then people did not know what to do.” (Ind 8: 952–957, 962–963)

Retired educators left structures to support the education system in place and it gave them satisfaction to see these structures sustained. It seemed to pain them as well when the skills and structures they had put in place seemed unutilised.

I found from my discussion with retired educators in this study that it was frustrating not to get professional skills training and development as perceived by retired educators. I am aware of my exclusion criteria for this section, however, I believed the opposite of professional development from the voices of retired educators emphasised the meaning professional development had on retired educators. It was therefore a meaningful experience not to have skills training, as one participant reflected:

“Ministry management not being concerned about the welfare of the officers. This was a major challenge for us where...I mean if people wanted to be developed academically, professionally and they always communicated that and there was nothing forthcoming.” (Ind 5: 282–292)

The retired educator had a strong need for both academic and professional development, which he did not get according to his suggestion, hence it must have been frustrating. The implication from the discussion is that the MoESD leadership, referred to here as “Ministry management”, was not cognisant of his professional development. Further to this, although it resulted in negative feelings, this experience seems to be very significant in the life of the participant, because he further vented that:

“Whereas teachers were being sent for further training, this was unfair because, had I stayed on to be a teacher, I would have gone for training long ago and I would have completed (referring to a master’s programme he was doing part-time). So, I thought this was just unnecessary, you know, your being, I don’t know how I can start.” (Ind 5: 319–321)

It was frustrating for an officer who left teaching, which in this case means the classroom, to remain an educator at a different level in the hope of going for further training, but this was not fulfilled to his retirement day. The excerpt implies frustration and a wish that he had stayed in the classroom.

Another retiree pointed out how certain values or principles mattered in training, hence he pointed out that:

“I realised even the way we are prepared as teachers, there’s no quality in terms of standards.” (Ind 6: 100–102)

I am inclined to assume the participant’s preparation as a teacher did not make her competitive based on global teaching standards. Furthermore, yet another participant agreed with the issue of standards and competitiveness, and related:

“What really used to bother me was the issue of international standards. Internationally, you needed to be accredited professionally, and the issue of accreditation goes with training, first of all.”

If you are not trained up to a certain level, your credibility would sort of, you know, be underrated...when you produce your CV, you know that you have not achieved a certain level, it doesn't give you much confidence...it dents your image...it is not desirable to have and it was not good, and so I thought maybe training is critical no matter what age, it shouldn't be compromised.” (Ind 5: 408–413, 426–434)

Although the statement was in general terms, based on my discussion with the participant, the statement might imply that the participant felt underrated, lacked confidence and had a dented image as a result of not having appropriate professional training. Although these are negative results from the participant, I believe it had significant meaning in his life. In addition, the statement denotes that the participant judged his credibility based on his level of training. The further implication made from the statement is that the participant saw professional skills development or training as being ageless.

The need for appropriate training in a world of international standards cannot be underestimated. Self-discovery and professional growth seem to be central, meaningful and life-changing experiences for the retired educators who participated in this study. Over and above professional training, assignments and just being an educator, interaction with learners, parents, politicians, leadership in the workplace and especially the international diversity brought about by foreign colleagues were the basis of the transitions and turning points that brought about self-discovery and professional growth.

5.2.2 Theme 2: Retired educators experiencing inspirational leaders

Theme 2: Retired educators experiencing inspirational leaders	
Subtheme: Laying foundations for career mentoring	
Category 1.1: The mentor	
i.	When the change happened
ii.	Characteristics of a mentor

Figure 5.2: Diagrammatic representation of Theme 2, its subthemes and categories

In Table 5.2, I define Theme 2, as well as the inclusion and exclusion criteria.

Table 5.2: Definition, inclusion and exclusion criteria for Theme 2

Definition	Experiences that come as a result of motivation from one's leaders.
Inclusion criteria	Experiences relevant to the intentional, nurturing, insightful, supportive and protective processes of developing retired educators. Experiences that relate to leadership in terms of passion, or the lack thereof, for education, learners and educators. Experiences that relate to training in leadership, and the experiences that would expose one to leadership.
Exclusion criteria	Experiences not relevant to inspirational leadership and training of leadership.

In this section, I report the retired educators' experiences of leaders who came across as inspirational. From the conversations, the leaders were inspirational, and therefore provided experiences that were also inspiring. Retired educators remembered experiences in which those who had mentored them had a passion for education and that the leaders' experiences mattered. Retired educators described an inspirational leader as a mentor, as someone you would like to emulate and be like. According to the participants, an inspirational leader is supposed to be structured, dedicated, a person who commands respect, is knowledgeable, visionary, and a team player.

One subtheme emerged: Laying foundations for career mentoring. The exclusion and inclusion criteria are as shown in Table 5.2. Excerpts from the interviews are used as evidence of the experiences shared.

5.2.2.1 Subtheme: Laying foundations for career mentoring

The participants in this study described the characteristics or skills of someone they considered a mentor. A mentor can be a role model or a leader. In my discussion, I will interchangeably use mentoring for leadership and role model based on the fact that all the participants assumed their leaders, who were also their supervisors, had the responsibility of mentoring them. The retired educators were insistent that whoever was in leadership at the time, modelled expected behaviour for the newly appointed professionals, and therefore, they became mentors by virtue of their positions as leaders. It is, however, important to note that the retired educators in this study, from their discussion, defined a mentor as someone who guided, gave counsel and supported them, especially in their professional endeavours. Retired educators also realised that mentors did not need to be in positions of responsibility, but may have had more experience and insight than the retired educator in an area of expertise. Most participants interviewed had several mentors throughout their careers, but those who had a major impact on how they performed their careers are the mentors they met early on in their education or early on in their careers.

(a) Category: The mentor

In this category, I share experiences from research participants regarding who they thought were inspirational mentors, as well as when major impacts occurred in their lives. Retired educators seemed to experience inspirational mentoring very early in their careers. However, others continued to encounter such mentors throughout their careers. Mentors need not be in a leadership position, but could be anyone who inspired passion for an educator's career. Inspirational mentors were motivators over and above inspiring passion in the mentee about his or her education career.

(i) When the change happened

In Theme 1, I conversed on experiences that represented meaningful changes for the retirees. However, in this section, I deliberate on changes seen from a different perspective, and it complements the changes in Theme 1. I present the results of when these changes took place. Changes refer to the period when a mentor brought about change in the participant with regard to his or her career. The following excerpts are used as evidence and to support the discussions. A participant said:

“So even when I started teaching, for me it really wasn't an area that I was excited about. However, I think I was very fortunate to find a certain gentleman, a Canadian gentleman...This guy was very inspirational in the way he taught. He was a Science teacher that I first met and I'm glad that it was that kind of person that introduced me to the teaching field, because it changed the way I viewed teaching. He was a highly structured person, very dedicated, he knew his subject, and the way he interacted with the students was just amazing. As a new teacher, when you are lead by someone who teaches like that, sooner or later you are copying the person that is leading you, because that is the only thing you know at that time. So, for me, that was a turning point in my life in the teaching profession.” (Ind 4: 14–29)

The implication of the above statement is that although the participant was not excited about being a teacher, as a result of meeting a teacher who was inspirational in the way he taught, this inspired change in her career life. Further to this implied denotation, is that it was the first teacher she met and her introduction to the teaching profession. Therefore, mentorship was provided to the participant to teach at the time the participant was forming opinions about being an educator. Another participant reflected as follows in this regard:

“So, I was totally lost and shocked and scared and all the negatives. I knew absolutely nothing and when I got to the school with the letter showing him that they had made me a headmaster, you know more about running schools than me, it was facts. He said one profound thing and that's what guided me throughout my whole career.” (Ind 8: 71–78)

The implication of this excerpt is that a colleague he found in charge of the school said an insightful thing to the participant at the beginning of his career. It follows that the participant found this significant and that what was said formed the basis of his career development. Furthermore, the participant appreciated the colleague's knowledge of running schools in comparison to the participant's knowledge. Another participant highlighted that:

"It's amazing that mentoring is actually a structured process. The other day I was just thinking of my first headmaster when I was a teacher... I look back and I think he contributed a lot to who I am today, but we didn't have any relationship such as that of a mentor as I would structure it today." (Ind 12: 550–555)

A retired participant reflects on the theory of mentoring. For her, it was ad hoc or informal, and now she has come to know that it can be a highly structured process. From the two excerpts above, the first mentor was met early on in an individual's career and there is a possibility that the mentor made the right impact at the right time. Furthermore, from the (Ind 12) statement, mentoring might have been implied for both the participant and the school principal. The same participant further reiterated that:

"I was just a young person from school and he was a very hard-working man, very disciplined and I think just working for him (and I mean he didn't supervise me directly)...his standards were really high. That made me work really hard and I knew I had to deliver quality work just in case he came to my class." (In 12: 558–565)

The participant emphasises how he was mentored by a school principal early in her career. It is interesting that even someone who is not a direct supervisor can have a meaningful impact on a new professional and lay foundations for life. Another participant had this to say about his school principal:

"During those days, the school head was a jack of all trades, a parent, a role model, a community leader and so on, and I must say, I am quite pleased that the gentleman is very much around. He is so old, but he is still there in the village, and those foundations he laid are still in me." (Ind 16: 386–390)

A school principal in the 1970s played a big role as a mentor, given that both learners and young professionals looked up to him for direction. There was a general expectation for school principals to play different roles in the community as they were assumed to be knowledgeable in different areas of life. I am inclined to assume the participant learnt several skills from interacting with a school principal who did everything in a way that inspired the young professional. Yet another participant said:

"When I arrived there, my head teacher immediately took me into Standard 7. I was worried because I was fresh from school and I don't think I was confident enough to teach that standard, because I knew that the expectations of the parents are that all the pupils should pass."

But, he said: “No, I will help you.” So, in a sense, he became my mentor and he was my advisor...mind you, Hildah, this man...well, he had weaknesses, but I learnt a lot from him.” (Ind 1: 15–21, 33–34)

It can be appreciated that, as a new teacher, the participant appreciated his abilities and the areas he was not comfortable taking responsibility for. However, although the participant could still appreciate the weaknesses of his school principal (head teacher then), the participant valued the guidance and leadership he received from his school principal. The participant still learnt from his school principal what he needed to know.

All participants in this subcategory had meaningful experiences with their mentors early on in their career lives. The experiences of being mentored were either direct or indirect or both. Even though there appeared to be no structured way of mentoring, there seemed to be an unspoken understanding of how things should be done or should not be done between both mentors and mentees. The benefits observed from these deliberations of having a mentor are that standards of a career are developed early on in one’s career, work ethic can be directed immediately, confidence is built under a guiding environment and professional relationships are built.

(ii) Characteristics of a mentor

Participants shared their views on what they perceived to be positive characteristics of a mentor. This gives us an understanding of the characteristics of people who provided inspirational leadership to retired educators in order for them to have meaningful experiences. One participant explained, for example, that a Canadian gentleman had introduced her to the field of teaching, which seemed to have had a positive impact on the participant’s career. Her reflection:

“A Canadian gentleman...this guy was very inspirational in the way he taught. He was a Science teacher that I first met and I’m glad that it was that kind of person that introduced me to the teaching field, because it changed the way I viewed teaching. He was a highly structured person, very dedicated, he knew his subject. And the way he interacted with the students was just amazing. As a new teacher, when you are led by someone who teaches like that, sooner or later you are copying the person that is leading you because that is the only thing you know at that time. So, for me, that was a turning point in my life in the teaching profession.” (Ind 4: 17–30)

The participant was introduced to the world of teaching by someone who stimulated creativity and modelled the way of teaching. Inspiration, structure, dedication and knowledge of the subject are implied characteristics of a mentor. Further to the implied characteristics of a mentor is the way he related with his learners.

It is assumed these characteristics inspired the participant with regard to the teaching profession. Another retired educator was of the opinion that one gets inspired for a career by people one meets upon joining an organisation. He reported:

“I think these are people that, upon joining the Ministry (of Education), one would know, could say be some kind of professional inspiration.” (Ind 16: 372–373)

People who guide one into the profession give professional inspiration. My assumption is that mentors who are passionate about their professions will encourage a newly appointed person in their care to love their work. Therefore, not everyone can motivate others. One retired educator pointed out that, as an inspirational mentor, people should:

“...wish to emulate you as a leader, you should command respect and people should want to be like you because people can only want to be like you if they perceive you to be doing something that is worth doing, not something that they think: “I can't believe this is a leader!”” (Ind 4: 391–397)

The participant implies that the leader has characteristics that are likeable by the majority of people he or she leads. Mentees are likely to want to behave as shown by their mentors if they respected the mentor and only when the mentoring had meaning to the one being mentored. Another retiree had this to say about the characteristics of someone they thought of as a mentor:

“SK had a different style of demanding excellence. She had done a bit of Psychology but she came from testing...very thorough as well, so she also cultivated that culture, but her style was different from Mr Tor. She was very sweet, but you still had to do your work without being pushed around.” (Ind 12: 613–620)

Characteristics of a mentor differ, however. According to the above excerpt, mentors demand excellence in their own way. Some mentors may be stringent to achieve excellence, while others can achieve the same by being the opposite, however not without firmness. Thoroughness is one characteristic that may have meant a lot to the participant.

Retired educators believed that one needed experience in an area in order to support and guide others. For example:

“Unless you burnt your fingers on the coal base, you can't buy that kind of experience, you have to go through it. When you have it, then you can share it. So even the appointments at senior level, well, mo gongwe motho o ne a bala dikgang (sometimes someone was a news reader), the next thing they are a DPS (deputy permanent secretary) in Education, you know, come on!” (Ind 8: 657–663)

It is implied from discussions that mentors need to be experienced, as well as knowledgeable about the area of mentoring. This participant further shared that:

“Ministers have to be role models. We had an assistant minister before, but I’ll tell you names, it’s up to you to. Eh (name) was Assistant Minister (of Education) at one time, he taught in School X. He was such a disgrace, he ran away before he was fired, e le gore, what finally chased him, bana ba bona dimaraka mo di reporteng (learners saw marks on reports) and they had never written a single test. All the homework that they had been given was never marked and then fa a sena go sia, di buka tsa bana di bonwe ko godimo ga di locker tsa matichara (after running away, students’ books were seen on top of the teachers’ lockers), and that person becomes an Assistant Minister of Education, what can he tell the teachers?” (Ind 8: 669–681)

Although the participant sounded frustrated at the appointment of leadership in higher office, the emphasis the participant seems to point out is the characteristics of a leader, hence a mentor and role model, should possess. The participant observed that appointments were made where people do not have impeccable work records to be deemed plausible for certain leadership positions. Leaders should not assume that being in a position of responsibility will automatically earn them respect. It would not be surprising that this participant did not value or respect leaders who were not exemplary in the execution of their duties. Earlier in this category, it came out that a mentor needs to be respected, and should have good work ethic to inspire creativity for educators, and this participant seems to emphasise the same by pointing out the negative.

As mentioned earlier, it is highlighted again that retired educators did not have structured mentorship positions. I need to remind the reader once again that a mentor refers to a leader who, in turn, is expected to model sound behaviour for educators. It was assumed that leaders became role models by virtue of their positions as heads of educational institutions and organisations. Educators who started their careers earlier were potential role models for incoming professionals. I would like to reiterate this fact that retired educators believed that anybody who showed worthy behaviour, such as good work ethic in education, could be a mentor. For example, one participant advised that people should:

“Use role models resources around you. You shouldn’t think you are in competition with the next head. If you think he is doing something better than you, you go and you learn from him.” (Ind 8: 724–727)

The participant observed that one can probably find mentorship in everyone with the characteristics highlighted earlier. Newly appointed school principals could make use of the experiences of best practices of school principals around them. They need to be humble enough to learn from others. This claim can probably be supported by what another participant reflected:

“At the beginning of one’s career in the teaching service, those days, there were very few people you can call role models, especially when you look at the local teachers and..., you would be depending on people you find in the system.” (Ind 16: 357–359)

The statement above implies there were few local role models when the participant began his career. Once again, more emphasis is placed on the experience of those already in the field. Participants observed that one learnt what being an educator is from other educators. In essence, although the retired educators agree that skills can come from different fields other than education (Ind 4, 12), the emphasis is still to learn from those in education.

It is then not surprising that retired educators thought mentoring in their time was not structured as it is today, for instance, one participant reported that:

“The mentoring that I had was not interesting, it was not as formal as mentoring is today. Today mentoring is formal and people talk about it.” (Ind 7: 157–159)

The question therefore arises whether talking about mentoring means mentoring is structured. Although there is a recent initiative by the MoESD to have retired teachers help in schools, it is not clear how it should be structured. The lack of clarity and the fact that there was no conceptual framework to guide all those who will be involved was emphasised by the retired educators themselves:

“I decided, because I don’t want to waste time. I’ve got other things that I’m doing and if I spend time on something, it should be worthwhile. There’s no conceptual framework, so it’s a free for all, nothing! Nothing is happening, and it is go tilwe fela (it was only said) it’s a good idea batho ba tlaa ta (people will come),...but it was never processed.” (Ind 8: 922–932)

What I conceptualise from what the participant is saying is that they would appreciate helping, however, the time spent on anything should be meaningful. The participant may be suggesting that, because the initiative was a good idea, it was assumed that everyone would participate, even though there are no thorough guiding parameters for the initiative. Further emphasis on the need for specifics of the mentoring programme is highlighted yet again:

“I’m saying let’s develop a mentoring training programme and... let’s agree what this person is going to do in this school and train them and develop a system for structuring the way they will contribute and the way you will monitor this contribution.” (Ind 12: 451–457)

The participant suggests a mentoring programme that would have measurable outcomes and clear and defined roles for all those participating in the exercise. However, what may not be said by the participants’ emphasis on structure and framework is what characteristics the mentors should have and how should they be selected. Finally, another participant contributed that:

“There is a loss of scope for harnessing...experiences, my only problem is that I don’t think we have a formalised way of doing it.” (Ind 16: 436–438)

It is likely that if mentoring is formalised, those involved will have a range within which to operate as expectations of the mentor would be clear.

There is, however, another characteristic of a mentor that came out very strongly for retired educators. The retired educators shared experiences where leadership “loved”, or were “passionate”, and “excited”, or not, about education processes, learners and education employees. This resulted in developmental success or failure as evidenced from the following: Retired educators (FGD 2 and 3) strongly believed that unless one is enthusiastic, and motivated enough about education, one should not think of a career in education. For instance, a participant pointed out that:

“If you don’t have passion, you have no business being a teacher, if it’s about money, you’re in the wrong job.” (Ind 8: 331–334)

Being a teacher is a calling (Ind 12), hence it needs people who are excited about it (Ind 8). The excerpt above really emphasises the point that education is not just a trade one does to earn a living, but a lifelong career, which may imply that those who went into education for the love of it are likely to inspire others. Retired educators believed that a zealous mentor would inspire and ensure that others under their guidance are motivated. A mentor is likely to motivate when:

“Not thinking you’re a god, getting everybody to participate, getting everybody excited, because its passion and excitement, excitement is part of passion. We should have passion about something and be excited about it, and if you are excited about something you will be passionate about it, so I saw my whole role really as exciting the teachers, exciting the students to be the best that they can be.” (Ind 8: 454–461)

The implication of the excerpt above is that a mentor is usually driven to guide others because he or she is inspired. It is unlikely, therefore, given what is implied in the excerpt, that a leader who believes he or she is superior to others (“thinking you’re god”) can inspire others. However, allowing supervisees under one’s guidance and support to make inputs is likely to get the supervisees enthusiastic about what they are doing. It is not surprising that the retired educator emphasised the fact by reporting:

“I think right from the top, that’s why I say things happened nako ya teng ka gore (then, because) people who were ministers had a passion for education.” (Ind 8: 890–893)

There is a strong accusation implied by this participant that there may be no progress, or innovations that are in the interest of the education system currently because leadership may not be motivated towards education. Another participant used the word “serious role model” to support the idea that a leader at the top must also be motivated in order to motivate others. The participant reported that:

“Ma G became a serious role model for me and pushed me into becoming a teacher for children with intellectual disabilities and later on with learning disabilities,

because of how she carried herself. She wouldn't look at herself just as a teacher in the classroom. She would be a house mother where I was a dormitory mother myself and I was under her and later on she gave me that role of being a house mother.”

(Ind 15: 793–800)

I am inclined to assume that passionate mentoring goes beyond just teaching someone how to teach, but it gives a mentee a wider view of life. I assume that passionate mentors practice experiential mentoring for a smooth succession once they leave, based on what the participant alluded to in the above excerpt. This seems to be another highlight in the above excerpt. A mentor motivates because he or she is passionate and excited himself or herself. Mentors' needs should be exemplary in order to get desired results.

To summarise, career foundations that stay with educators are those that took place early in their careers as new employees. There are, however, strong references to school principals who impacted on educators while they were still learners at different levels. It is these career foundations that drive an educator beyond the motivation given by a mentor. From the conversations, it can be stressed that a mentor should be passionate, and filled with inspiration for a career as an educator in order to lead by example. In addition, a track record should determine how an educator progresses in his or her career as an educator. The reason, as mentioned earlier by one retiree, is that it should either be inspiring to follow a leader who is passionate, or demotivating not to do so. Furthermore, according to retired educators, a mentor should command respect, be experienced and have a good track record as an educator or a professional, in addition to being knowledgeable and inspiring. Lastly, mentoring was informal and almost implied during the career of retired educators.

5.2.3 Theme 3: Recommendations for future education programmes

Figure 5.3 represents Theme 3, the two subthemes and the categories making up the subthemes.

Theme 3: Recommendations for future education programmes	
Subtheme 1: Ways of utilising the knowledge and skills of retired educators	Subtheme 2: Areas of expertise
Category 1.1: Ways of contributing i. Dissemination of findings ii. An association of retired educationists iii. Database of retired educators and technology iv. Consultative/reflective forums v. Mentoring and coaching Category 1.2: Structure of how to contribute	Category 2.1: Policy development Category 2.2: Training, seminars and workshops Category 2.3: Leadership and mentoring

Figure 5.3: Diagrammatic representation of Theme 3, its subthemes and categories

In Table 5.3, I define Theme 3, as well as the inclusion and exclusion criteria.

Table 5.3: Definition, inclusion and exclusion criteria for Theme 3

Definition	The ways in which knowledge and skills acquired by retired educators can be made practically available to career development programmes.
Inclusion criteria	Practical ways in which knowledge and skills of retired educators can be utilised according to the suggestions of the retired educators themselves.
Exclusion criteria	Practical ways that were not suggested by retired educators; other practical suggestions that did not reflect or contribute to the enhancement of career development programmes.

In this section I report on the results which relate to suggested ways by which the knowledge and skills of retired educators can be used for education programmes as suggested by retired educators themselves. The subthemes that support this theme are: Ways of utilising the knowledge and skills of retired educators and Areas of expertise. Ways of utilising the knowledge and skills of retired educators is further divided into two categories: Ways of contributing, and Structure of how to contribute. Table 5.3 shows the definition, inclusion and exclusion criteria for Theme 3, its subthemes and categories.

5.2.3.1 Subtheme 1: Ways of utilising the knowledge and skills of retired educators

I start the discussion by looking at what the retired educators claim to be ways of contributing to the education system in a way that makes a difference and how these could be structured.

These entail associations, databases of think tanks, mentoring programmes and consultative or reflective forums for both retired and practising educators. I later discuss the areas that the retired educators believe they can focus on, such as educational reforms, policy development and career programmes, mentoring and coaching and consultancies, as a result of their experiences. I present supporting evidence on this discussion next, by sharing excerpts from the interviews and the responses to the qualitative aspect of the questionnaire (Question 22e).

(a) Category 1.1: Ways of contributing

Retired educators need ways in which to share their knowledge and skills. I deliberate on these in this section.

(i) Dissemination of findings

Participants in this study talked about the results of this study being shared to enable decision-makers and other retirees to know how they can contribute, as evidenced from the following excerpts, in which one participant said:

“Share the results of this study with the powers that be, so that they get to share and they get to hear how our experiences can help those that we left behind. Now that we are outside the system, we are not blinded by the day-to-day activities that take place in the system. We can look at the system independent of any biases.” (Ind 2:173–178)

The retired educator above implied that being outside the system limits chances of biasness. In the same breath, another retired educator reflected:

“You need to disseminate this...Somebody should be tasked specifically to implement that.” (Ind 7:289, 295–296)

The implication in this excerpt is probably that dissemination without implementation is not enough. Therefore, dissemination should be accompanied by action. The following participant agreed with the discussion and reported:

“I am happy that we have someone here from the Ministry (of Education) yo e leng gore le ene (who too) will pass this information to the top.” (FGD 2, 1013–1017)

My assumption is that retired educators believe strongly that they need to be heard by decision-makers in order for their ideas to be heeded. To really emphasise how critical the dissemination of this study

is, another one thought the sharing of the study would have some benefits if it is made known to the President of the country. The participant reflected:

“I think if our President can see your research. Once you are done, I’m telling you we are going to benefit from it.” (Ind 10:390–391)

From the evidence shared above, the retired educators are hoping that, as the researcher, I will make the results of the study known to the MoESD and other leadership structures in the country. They believe that if they get to hear the views of the retired educators, action will be taken to ensure that they are utilised. The retired educators would like to be heard because they believe they have a lot to give to the education system of Botswana in terms of skills. This is based on the fact that they believe that the years spent in the education system have equipped them with skills that they can share. Other than the dissemination of findings, the following sections share strategies suggested by the retired educators on how they can be heard.

(ii) An association of retired educationists

My understanding of an association from the deliberations I had with the participants in this study can be described as a legally constituted group of retired educators whose purpose is to direct and coordinate the interests of all its members. More importantly is for the collective voice of the retired educators to be heard. An association is seen by participants as one way in which retired educators’ participation in the Botswana education system and its economy can be coordinated. This is evidenced from the following verbatim extracts. One participant said:

“You know there are many of those, some of them may not know what to do, and if there is an association it will do some sort of coordination.” (Ind 14:381–383)

The implication from this excerpt is that although some retired educators would have knowledge and skills, they may have difficulty sharing it, while another participant agrees that:

“A retired educator can be helpful to an upcoming professional through forming maybe some kind of associations if I could call it that because, when we are together as professionals, we can come up with programmes that can benefit these young people.” (Ind 10:255–259)

Following this excerpt and the one below, the implication is that an individual retired educator may need the input of others to develop profitable programmes. In addition, the excerpt below emphasises the possibility of looking at existing examples of associations:

“I think if we spoke in one word, possibly coming up with a retired educators’ council just as the nurses have a nurses’ association, for example, or a retired educators association, we would really go out of the way.” (Ind 6:271–274)

Another retiree agreed strongly with the above discussions and added that this association may be profitable in research and in directing policy:

“I guess probably there is need for them to form an association of retired educationists and probably do research and inform policy.” (Ind 7:479–481)

From the data, it can be concluded that there is a need for an association of retired educators in order to bring ideas together and coordinate how these ideas are utilised. An association might bring value and profitability to Botswana’s education system. Furthermore, it might ensure that a network of retired educators is in existence, but more importantly, it might ensure a database of retired educators. This is discussed in the next theme.

(iii) Database of retired educators and technology

A database is a record of retired educators’ expertise, not only paper qualifications. Major projects undertaken could be leadership excellence, or landmark activities a retired educator has been engaged in during his or her career as an educator. Since we are in the information era, where technology is key to managing information, the participants in this study also pointed out how technology can be used to capture and use the expertise of retired educators. Almost 19% of the participants who completed the questionnaire pointed out the need for a skills database of retired educators in Question 22e. I also present evidence of such a need from the following excerpts from interviews. One participant reiterated this by saying that the knowledge and skills of the retired educators can be utilised in this way:

“Through the use of technology, our world is not stagnant, it is moving, and retired people are now running their own lives, it doesn't mean that when you are retired you have all the time on earth, it means you have reduced the load from one area and probably re-diverted it to another area of your life. Yes, so if we can utilise technology, willing retired people can share their knowledge and experience with those remaining behind, ... an example, you can produce videos or DVDs of retired people speaking to different areas of knowledge where you need your people to have experience.” (Ind 2:204–215)

The participant counter-argues the assumption that, once retired, one is no longer engaged in activities. I am of the view that retired educators can still share their knowledge and expertise at a distance in any form using technology. Another participant emphasised this when he said:

“I advocate for that because you know nowadays we are just so busy, everybody is just running around and there is technology and I think there is a place for that as well, especially when we are thinking of people who have retired coming into the system.” (Ind 12:667–772)

According to the participants, retired educators can be brought into the system, not only through technology, but literally as long as it is known who is in the database. Their skills area should be clear in the database to ensure that they are appropriately aligned with programmes where they could assist. The following participant said:

“And end up knowing that when there is such and such a programme that has to be started, we know that there’s a pool of people that we can tap from ... Zambia you know it was brief. When I was doing my social work training there, you’ll find that these people who are retired mma, the government has got a database and then they will invite them to come and when they’re running workshops, they will invite them to come and facilitate.” (Ind 10:370–372, 380–384)

Although databases of retired educators seem non-existent in Botswana, the participants said they can learn from other countries and other sectors in the country, even if it is not specific to educators. Lastly, another participant said:

“Get that database and say what could be called watershed moments. If these are the major landmarks in the history of the development of education, we can then link these landmarks with the database and find out from the databases who were the key actors, who were involved in the development of education training in Botswana. As I said, we are not talking about a few officers or permanent secretaries, but a whole lot of teachers and school heads, and I think most of those will have a story to tell.” (Ind 16:483–489)

The implication I get from the underlined statement is that it is possible that the knowledge and skills of retired educators who were not well known or did not occupy high offices in the education system are currently not afforded platforms to make a difference. The evidence above points out that, indeed, a database with retired educators’ areas of expertise is necessary to know people to appoint for specific projects. Technology can also be used in creative ways to harness the skills of retired educators who are on the database.

(iv) Consultative/ reflective forums

The participants in this study advocated for consultative forums, teams and reflective workshops and consultancies for sharing experiences and ideas on what was and what could be. The conversations with retired educators can be used to describe consultative or reflective forums as ways to exchange ideas, information and knowledge between retired educators. These can also serve as advocacy places for the retired educators’ voices to be heard. This can be evidenced from the following excerpts:

One participant was against the general meetings where large numbers of people are called together all at once to either give or get feedback. Although the participant consented to employing retired educators in consultancy, here is what the participant argued:

“and you know it’s not even about just employing them like I’m doing consultancy, it’s about talking to them and I must admit that since I’ve left education for nearly what now...more than 10 years. You don’t get the platform to make a difference and a contribution. I don’t think you want to harness our experience, those of us who have left, through your typical what are they called, kgotla¹⁷... I don’t think you want to bring us to your general pitso¹⁸. Fair enough, you can bring us to level with the chief next door and the community service, but you should also be strategic and, depending on the issues, be able to bring the relevant retired, I’d call us experts, to come and tackle an issue.” (Ind 12:394–407)

Once again, the underlined section of the excerpt may highlight how because of the absence of an organised way of contributing, or database for retired educators, only those people who were popular would be called on to conduct a task. It is possible that the real experts in the area who could really make a difference are left out. Another participant, who seemed frustrated about how the Ministry of Education was not making use of skilled human resources and assuming people who are no longer in the system did nothing prior to retirement, had this to say:

“There seems to be an attitude in the Ministry (of Education) at the moment that nothing happened before the present, batho ba ba leng teng (people currently in place). Nothing happened before we came here, so everything is starting afresh.” (Ind 8:832–835)

I used this argument earlier on to point out the fact that retired educators can be used for professional development to put structures in place that would support the education system. However, the retired educators felt the system underutilised this aspect. The same participant also angrily reflected:

“You know, I’m even thinking of putting these teams together and going to South Africa and doing things there and showing these people here what they’re missing.” (Ind 8:1015–1028)

I empathise with the grief the participant seems to be going through for the work effected before he retired, that did not seem to be recognised after they left. This retired educator held the highest office in the Ministry of Education after a good track record of leading secondary schools. However, I had a

¹⁷ Traditional meetings called by the chief to a location is called a kgotla for consultation, anybody can come.

¹⁸ Pitso is a consultative meeting where all stakeholders are called to come and listen to the Ministry’s goals. There are no close interactive discussions on issues.

feeling that the retired educator felt cheated and betrayed that his hard-earned work was disregarded in the end. He wished to see his legacy as a passionate educator continued.

There was a participant who appreciated an opportunity to talk about his life story and who said:

“I wished somebody could write this story about my life, because if you don't talk about what you know, people will never understand, they will never really look at you and see the real you. They'll always see you facially because what goes on inside you is not exposed, but once you have said it out loud, and it's on pen and paper or recorded like we are doing, then you know at least it's gone, and somebody might do something about it sometime, or you might run with the idea one day and realise that their lives are changing or they are changing the lives of others.” (Ind 15:915–925)

The excerpt from Ind 15 implies that, until retired educators share what they know with the outside world, an idea cannot be taken forth to make a change. Another excerpt from another interview says:

“And maybe it explains why some people got disengaged and then they don't continue planning, because they feel, really there is no way of ploughing back into the system, what one has gone through previously, and there could from time to time be consultations and discussion forums where you could reflect on issues affecting the education training system and tap on those experiences from the retirees.” (Ind 16:491–497)

There are varied ways in which participants made suggestions on engaging retired educators in consultative work. The participants recommended that retired workers could be paid consultants, autobiographies written about their careers, or relevant expert teams put together to address a particular idea from the evidence shared above.

(v) Mentoring and coaching

Mentoring was discussed in Theme 2, Subtheme 1. However, previously mentoring was discussed with regard to the characteristics of a mentor and when changes as a result of mentoring occurred for retired educators. In this theme, mentoring is mentioned as a strategy retired educators wish to use as a platform to make a difference. Mentoring refers to a relationship in which there is a deliberate structure and willingness to support and guide one who is not conversant or knowledgeable in an area. Mentoring can take place at any point in one's career and can be offered by any person at different levels of operation. However, from the interviews and the literature thus far, mentors tend to be people in leadership positions. Coaching is a more structured kind of mentoring.

Retired educators strongly believe that they are better placed to be mentors and coaches. This can be evidenced from what participants in this study said. One individual said:

“I’d propose that we should develop a mentoring programme, around the adoption of a school concept.” (Ind 12:459–461)

Another retired educator, who wanted to adopt a mentoring programme and mentor schools’ management structures, said:

“After I retired, I went to the Ministry of Education and just said, “Look, there are these big senior schools that are coming up, A, B, C and D”. I said these schools that are coming up, I’m volunteering my services to mentor the school management in these schools.” (Ind 8:885–896)

The implication I get from these two excerpts is that the retired educators can adopt schools in which they can serve as mentors. One participant in a focus group discussion said:

“when you have retired, right now tell me to go and lead the police, I will be a good leader there, take me to the University of Botswana, I will be a good leader there.” (FGD 2: 643–645, 31)

The participant implied that being an educationist has equipped him to such an extent that he could lead anywhere. In other words, he realised the principles of leadership are the same everywhere. Another participant was of a similar view in terms of mentoring, as she said:

“I think mentoring and coaching through such people out there in the various districts is something that needs to be explored because leadership is not just being taught from a classroom or a workshop, it’s also being able to ask somebody some questions, and listening to their wisdom and getting coaching and getting mentoring.” (Ind 12:431–437)

From what this participant is saying, the assumption is that mentoring and coaching relate to leadership, and this cannot be a once-off activity if one has to acquire skills, but a more interactive relationship. Furthermore, another participant said:

“These new teachers need to be welcomed. They need to be nurtured. They need to be given constructive feedback every time. They need demonstration, like A said, they need to be fully involved so that they can love the work and the kids.” (FGD 2: 654–658)

I am of the view that the participant believes new teachers do not feel welcome and they are not nurtured or given constructive feedback to assist them to be motivated to be teachers. In addition, my reflection of this excerpt is that exemplary mentoring, and ensuring that teachers are actively participating in decisions about what they do, is likely to motivate and inspire them.

The retired educators suggested different ways in which they can be mentors. They suggested the idea of adopting schools and assisting leadership on how to run them. Other suggestions were helping newly appointed educators adjust to the field of education, as well as developing a mentoring programme.

(b) Category 1.2: Structure of how to contribute

In this section, I discuss the retired educators' suggestions of how the recommendations should be structured. There are claims that the involvement of retired educators in any forum must be meaningful to retired educators. In addition, there should be structured contributions that ensure there are observable results. One participant highlighted that:

“There is a loss of scope for harnessing those experiences, my only problem is that I don't think we have a formalised way of doing it.” (Ind 16:436–438)

My deduction based on this excerpt is that retired educators may sometimes be engaged for their expertise, but not in a way that they would feel dignified or that they are making a contribution to education. The participants are of the opinion that it would benefit both retired and working educators if there is a clear arrangement of how retired educators' knowledge and skills can be utilised to benefit career development programmes. Another participant agreed and saw retired educators as a valuable resource. He reflected:

“I don't think we've got a lot of resources to waste and a number of people out there can really contribute ideas and I think we need to structure a very structured way of engaging with these different stakeholders for different things...I think when they're engaged in a meaningful way, they can contribute a lot.” (Ind 12:414–418, 424–428)

My view here is that it cannot be over-emphasised what a critical resource retired educators are. However, even though their worth is appreciated, it is not effectively channelled for beneficial results, hence a need for a structure. A participant who agreed with the establishment of a structure for mentoring on discussing a recently implemented mentoring programme initiative by the MoESD said:

“There's no conceptual framework, so it's a free for all, nothing! Nothing, nothing is happening and it is, go tilwe fela (it was only said). It's a good idea batho ba tlaa ta (people will come).” (Ind 8: 818–821)

My reflection on the above excerpt is that of an angry individual venting on how retired educators are taken for granted now that they are no longer in the system. The participant, it is assumed, emphasises that, although it is a good idea that the Ministry of Education came up with, it needed to be thought through before it was implemented, and retired educators are best placed to design such a programme.

Another participant also placed more emphasis on structure, and further clarified why retired educators felt they needed a structure. He said:

“Let’s develop a mentoring training programme and a kind of contract. Let’s agree what this person is going to do in this school and train them and develop a system for structuring the way they will contribute and the way you will monitor this contribution...in a mentoring relationship, mentor and mentee both have a role to play, so you would like a mentee as well to commit to certain changes that they must go through so it’s a contract, formal or semi-formal, and it must have results.” (Ind 12:462–467, 532–536)

The insight I get from this excerpt is that not everyone should be a mentor. One needs to be trained and contracted in a way that shows where they start and where they want to go. It is also my assumption that mentees have a tendency to think they do not have a responsibility in the mentor-mentee relationship. An underlying reflection of the excerpt is that if there is no structure in place, it would be a waste of the time for the retiree, and that in actual fact, it would be taking the retired educator for granted, as the practising educator would continue doing what he or she does daily.

Another retiree, who was engaged by the Ministry of Education, seemed displeased about the idea of being tied up ‘being’ employed as a retired educator on contract. Here is what she had to say:

“To me, I wouldn’t go the way I see me being here, having to be now on contract to come back and sit here. I think we should be allowed to blossom where we are. I would like to be allowed to go back to my village, not just as a parent teacher association member.” (Ind 15:713–718)

The excerpt implies the participant is engaged in a way that is not making the participant want to be there. The participant feels restricted, therefore it is an indication of a badly thought-out structure for the use of retired educators. In addition, it would not be surprising that, in this kind of set-up, both the retired educator and the Ministry of Education are not getting the best of what they could. This participant had something to say on succession planning. The following excerpt is evidence:

“Somebody must get your skills while you are still in the system. When you go out there, and come back, this person you are building up with your experience, when they go out to where you are, they can see what is on the ground and you can build them up...Unlike sneaking me back into the office and still having to go through the same systems that I’ve gone through and am still going through.” (Ind 15:760–765, 774-776)

The implication is that the retired educator believes there should be a practising educator attached to her. The attaché should learn and acquire the skills the retired educator has as she can decide to leave at any time. The Ministry of Education will be back to where it was when it needs the retired

educator's special skills. Emphasis on the way the retired educator is engaged is not beneficial to both parties. Another participant concurred with retired educators still being actively involved in research to mentor young educators in the research process. He said:

“One area you know that you can use retired people who are still involved in research, is to mentor, they can do that with the young professionals who are coming up.” (Ind 2: 277–280)

To summarise, research, results-based mentoring, succession planning, and formalised and structured ways of utilising retired educators as human resources is how the retired educators feel their knowledge and skills could be harnessed, as evidenced above. They advocate for a structured and formal way of contributing, that is not too bureaucratic, but can show performance.

5.2.3.2 Subtheme 2: Areas of expertise

(a) Category 2.1 Policy development

The retired educators can probably assist in career programmes by influencing educational reforms, as can be evidenced from the following excerpts from the interviews. One participant assumed:

“We can go back and look at several policies and some commissions that have influenced these policies and so on.” (Ind 5:770–772)

Retired educators would most likely have been part of the development of several policies and commissions in their lives. Therefore, it can be alleged that retired educators would be better utilised as consultants on issues of policy development. Another retiree agreed and reflected that:

“Remember I talked about the ... Commission that trusted me to be in the XX Department, and then in 1993, the RNPE comes with all those recommendations, issues and challenges, so basically...that occupied my mind, even up to the time I left the Ministry (of Education) because I was Deputy Permanent Secretary for about five or so years, from up to the time I left in You know, the RNPE was very much current.” (Ind 16:338–347)

The implication is that the experience this participant has is tremendous, given that he participated in commissions and the development of policies that are still in current use, like the RNPE. Therefore, retired educators have a lot to offer in terms of interpreting the policies in use. The retired educator participant emphasised this by saying:

“There is a lot to share with you with regard to policy review, policy formulation and I think that experience I had in the education system could have gone a long way in assisting further reform of the education system.” (Ind 16:437–440)

It is an undeniable fact that retired educators have experience in the education system. The participant in the above excerpt is very specific to policy review, policy formulation and education reforms as he actively participated in implementing the last RNPE. Yet another retiree supposed that, as retired educators, they are not participating in the betterment of education, as she reflected that:

“Retired educators...I’ve got colleagues I’m one of them that left the...Division and I think we have the skill and experience that can assist, but none of us is in any committee that has been established to inform service delivery.” (Ind 7: 306–310)

What I suppose is implied here is that retired educators are out there with so many skills, but are not serving anywhere for better service delivery of education. The participant suggests that retired educators’ skills can be utilised in advising implementation. The participant also thought:

“When teachers go on maternity leave or whatever happens they are a lot of teachers who can be recalled to assist there is a lot, Hildah, that retired educators can contribute to...policy development.” (Ind 7:329–333)

Retired educators believe that there is a lot they can do given the opportunity. One of the areas in which retired educators propose they could share their experiences is in policy development and substitute teaching.

Reflective forums that are specific for feedback from the retired educators for a specific area are a necessity, as suggested by retired educators. For instance, retired educators who were policy developers or implementers, could have a forum separate from programmers, where their wisdom can be harnessed. The following verbatim excerpts are examples of the results of reflective forums as a necessary area of focus. A participant reflected:

“The MoESD, itself, should have a forum for retired educationist just to get feedback from them on various things that are happening, especially on new innovations. We are thinking of this, what’s your input...call the stakeholder workshop ya (of) retired educationists, come and help give us feedback here before we take this to other people.” (Ind 7:314–317, 339–341)

According to the excerpt above, I am predisposed to believe that retired educators feel their expertise is under-utilised, especially when it comes to new programmes. The participant is of the opinion that he could serve on a board to bounce ideas off before sharing the idea. Another participant thought this about reflective forums:

“Can we have them reflect on the experiences back then because if you do that, you are likely to avoid some of the pitfalls that we encountered back then, and basically you wouldn’t have to reinvent the wheel because if this was tried under the RNPE of 1977, if it was tried and it was not successful, what are the pitfalls and how can we avoid those pitfalls?” (Ind 16: 450–455)

It is inevitable that reinventing the wheel is a possibility if reflective forums are not enacted. The implication of the report above is that, because no reflections are done, those in education come up with programmes that were there before. In addition, the same challenges experienced then are likely to be experienced again. However, inviting input from the retired educators can prevent such unnecessary expenses. Another participant vehemently supported this argument:

“People now have lost track, now they are starting from scratch, instead of saying how are things done here, where did we go off track if we went off track or why did we throw away this and that.” (Ind 8:852–857)

The supposition of the above excerpt is that very little reflection is initiated, so that people lose track of where things should go. This supposedly means new innovations keep coming up that are not necessarily bringing anything new or helpful. A retired educator agreed:

“I’m concerned, we should be building on what we had before. Let’s go and find out what we had before, some people are still there and see that if we don’t start there, we will improve this a bit and then add something. We cannot always be starting from scratch.” (Ind 11:297–281)

It would concern anybody who is out there and is supposedly objective about the way they look at things and realise educators are only interested in start-ups, rather than improving on what is available. Another retired educator emphasised the fact that the education system seems to discard its past and would prefer the new and the unknown, as she said:

“Retired people are the gurus internationally, they are the gurus, they are the consultants but lona mo educationeng (you in education), you would rather go get an external consultant to come and do stuff for you that does not fit because you don’t trust your own.” (Ind 7:351–355)

According to the participant, it is implied that although retired educators are appreciated internationally as experts in their areas of expertise, it is surprising that they seem to be ignored by the education system in Botswana. It seems the education system would rather employ someone from somewhere else rather than exploit the skills of its own people.

Retired educators can be involved in policy development for career programmes in different ways, having provided service in this regard for some time. They could possibly serve as relief educators or officers on sick or maternity leave or whenever necessary to get extra skilled human resources. For instance, one participant mentioned that:

“when teachers go on maternity leave or whatever happens, they are a lot of teachers who can be recalled to assist...there is a lot, Hildah, that retired educators can contribute to...policy development.” (Ind 7:329–333)

The implication is that knowing who our retired educators are means they can be recalled when the need arises. It should, therefore, not be a crisis when the Ministry of Education runs into challenges that require more human resources in the field. Another participant said:

“I worked a lot with Department X, and Guidance and Counselling when they were developing XYZ books.” (Ind 11: 434–436)

Clearly, this individual could assist the particular department with XYZ books, as she had insight into such material development. Yet another participant was of the view that:

“When you retire, that shouldn't be the end of your career, you should just exchange what you have for something. Some people can do training like I have seen, they can tutor kids at home.” (Ind 9: 414–416)

My disposition with the excerpt above is that retired educators have skills that enable them to educate, and those skills must enable them to live after retirement. The areas of expertise include, but are not limited to policy development, training, seminars and workshops, reflective workshops, leadership, and mentoring and career programmes. The retired educators made recommendations for future education programmes, which include database formation, consultative forums and mentoring.

Many of the interviewees (Ind 1, 4, 7, 8, 12, 16), including those in focus group discussions in this study, had been in a position of responsibility, from school principal to head of a division or department to permanent secretary. This is evidence of the varied experiences that the retired individuals in this study are likely to have acquired.

(b) Category 2.2: Training, seminars and workshops

In the last category, retired educators indicated some areas in which they are willing to offer their expertise. Retired educators were trained and have trained, and hence can probably continue to train and offer seminars in different areas of expertise. Throughout their careers, the retired educators got professional training, whether long or short term, in different areas, such as in policy development. Some offered training (Ind 2) in different areas, like in counselling, therefore, one would assume they could still offer expert training when required to do so. The retired educators concurred:

“We can offer seminars and workshops on green development...we could even attract funding from outside.” (Ind 3:15–16)

From the excerpt, much more than training on a specific subject is inevitable, if done by retired educators. The participants have varied experiences, from training to developing proposals for funding. Therefore, it is not surprising that one retiree suggested a skills audit, and said:

“I think that if our education system could look at the skills in a skills audit, and even begin to look at some of the retired educators and say if we were to have...a one-week training with our educators, what would be the key areas that you think you need to look at and then we could come up with a mini syllabus just to get those people to move from their comfort zones.” (Ind 6:400–404)

My assumption with the report above is that an inventory of the skills of retired educators will ensure appropriate training for educators in areas of need. In addition, curriculum-directed training would be appreciated.

(c) Category 2.3 Leadership and mentoring

Leadership and mentoring emerged earlier in Theme 2, and mentoring emerged again in this theme. These discussions would have been easily lost if they were discussed under one general mentoring theme. However, the discussion in this section is based on skills and areas the retired educators suggested they are skilled in to bring about meaningful change as a result of their experiences. The participants pointed out that one of the areas of focus could be leadership and mentoring professionals offering career programmes so that they are better skilled in leadership. The following excerpts are evidence to that. A participant said:

“I feel when it gets to leadership, we can move beyond education,...there are many other people who have led corporations,... I met...I was thinking of his days at Air Botswana,...people like these can help even school leaders, or even the Ministry (of Education) in terms of leadership. I have a feeling...we can even look beyond education because they have learnt the tricks of industry.” (Ind 12:667–675)

The participant suggested that helping the Ministry of Education with regard to leadership, we should not be limited to educators, but rather engage other retired leaders from different professions. In the following statement, the retired educator did not seem to conceptualise why private schools could be led by a single person who does not have to report to several other people, while that is the case in public schools:

“My vision and dream of headmasters in our schools is that they must be like your Maruapula¹⁹ headmaster, your Thornhill²⁰ headmaster, who doesn't need ten supervisors from the region to tell him what to do, but they are running a primary,...they shouldn't be seen as people who need supervision as if this person can't do it...headmasters must see themselves as CEOs of their schools and really

¹⁹ A private secondary school in Gaborone, Botswana.

²⁰ A private primary school in Gaborone, Botswana.

be held accountable...to see themselves as a CEO and operate like that. I think we need to grow them to that level.” (Ind 12:676–699)

The participant felt very strongly that school leadership should be left to lead, be held accountable. The participant suggests that a principal in a public school should compare to a principal in a private school. Most importantly, the participant suggested that education leadership can be mentored by retirees who have led big corporations outside of the education field.

Another participant agreed with leaving principals to lead their schools by pointing to their displeasure of current leadership. The evidence reads:

“Nowadays, the Minister (of Education) is able to phone a principal and castigate the principal about something that he heard, maybe he is even misinformed.” (Ind 8: 1006–1010)

The report implies that the top leadership does not follow appropriate channels to get information. This does not seem to indicate appropriate mentoring for young professionals. For instance, there are several leaders between a Minister of Education and a school principal in the current education structures to warrant a Minister to directly deal with the school principal on an educational issue. Participants also thought retired educators could monitor programmes. For example, one thought they could:

“Also assist in monitoring the programme or being part of it so that they give feedback in small meetings if it’s a board.” (Ind 11: 711–713)

My belief from the report is that the participant sees monitoring as one way in which retired educators’ expertise could be exploited. I would like to assume that the participant believes that there is either a lack of or little monitoring of programmes that retired educators would like to assist in as part of their mentoring agenda.

Participants advocated for well-trained leaders who could deal with critical suggestions and not be intimidated by independent minds. The implication I get from this statement is that retired educators would mentor active educators on how to handle such situations. A participant in support of this said:

“We need to reduce our dependency on government. We should be allowed to be critical and only a trained, well-educated leadership will accommodate characters like that.” (Ind 3:735–737)

It seems participants imply that leadership that does not mentor, but thwarts different thinking (Ind 4), may result in individuals who are reliant on government support. My supposition is that leaders who mentor in a way that teaches mentees to follow rules blindly because they cannot deal with critical minds, are likely to develop dependent educators.

In summary of theme three, the participants stipulate how they could influence career development programmes. This includes in-service training and mentoring. The retired educators seemed to suggest that they would prefer to make their contribution in training young professionals and in policy reforms. Retired educators highlight their expert knowledge and skills such as policy development, and leadership. Furthermore, the retired educators specified how they thought their knowledge could impact career growth programmes. Examples specified included the use of data bases, reflective forums, training and mentoring.

5.2.4 Theme 4: Retired educators' retirement issues

Figure 5.4 represents Theme 4 and the subthemes it is made up of.

Theme 4: Retired educators' retirement issues	
Subtheme 1: Factors that affected retirement	Subtheme 2: Post-retirement activities of retired educators

Figure 5.4: Diagrammatic representation of Theme 4 and its subthemes

In Table 5.4, I define Theme 4, as well as the inclusion and exclusion criteria.

Table 5.4: Definition, inclusion and exclusion criteria for Theme 4

Definition	Factors that relate to retirement and the termination of services as an educator.
Inclusion criteria	Retired educators' experiences that led them to retire and their reflections on their retirement at the time of the interview in this study.
Exclusion criteria	Experiences outside those experienced by retired educators and do not relate to their retirement.

I present results that describe issues relating to factors that led to participants retiring. Retired educators retired for different reasons. These included mainly challenges they had with leadership or when the retired officer at the time of work felt they were no longer able to make a difference. These issues were directed by how the retired educator felt at the time of the interview as they reflected on their experiences.

5.2.4.1 Subtheme 1: Factors that affected retirement

In this subtheme, I present results of what may have led to the retirement of the participant from the education system. Although the participants use different words and what may appear to be different reasons and factors that led to their retirement, the primary reason for retirement other than

compulsory age for retirement that seems to emerge from the data is participants' frustration with the education system.

One participant said:

“It was not about education anymore, it was just about stroking people’s egos and making people look nice. The real job was not getting done, and after four years I felt I’d had enough. I quit!” (Ind 8:347–350)

The participant left supposedly because what he was experiencing then was against his values and principles as a passionate educator. He probably felt used and found himself putting up façades rather than addressing education needs. He alluded to quitting rather than retiring, and the assumption might be made that he was not ready to retire in the actual sense of the word, but he retired because he felt a conflict between his values and pleasing his leaders.

The following excerpt also gives evidence of another participant who agreed with the previous participant’s statement, it reads:

“There’s a lot of rigidity in our education system and rigidity sometimes thwarts creativity and innovation, yes, the red tape...what pained me and probably even made me leave the MoESD was the failure to implement policy and the failure to take professional expert advice. When people have put you in a place and you have the technical know-how and the professional know-how, they need to get guidance from you.” (Ind 7: 425–433)

I am persuaded to say that not being able to penetrate the bureaucracy of the education system “pained” the participant to a point where he felt he should leave because he could not bring any change. Given what the participant pointed out with regard to rigidity, creativity, innovation, administrative challenges and policies not being implemented, one can perhaps deduce that he felt confident in his abilities and knowledge, yet he had nowhere to channel this guidance. In addition, another participant showing disappointment with the system that led to his retirement mentioned:

“Some of us, we retired not mainly because of age, but because we felt that we were stifled by the thinking within the system.” (Ind 6: 272–274)

The implication of the excerpt above is that the participant felt subdued by the education system and therefore decided to leave. The above excerpts emphasise how the education system made it difficult for retired educators to perform their duties as educators. It seems that these retired educators found it difficult to work in a system that did not appreciate their abilities, as yet another participant reflected:

“And then it so much pushed me out to my retirement in 2005 because I was working like you’re carrying water and pouring it into a holed tank or something like that. It was really heavy.” (Ind 15:109–112)

The retired educator could not see the benefits of her work and the participant implied that she routinely did work that did not yield any results as an educator. As a result, she thought it was better to retire. In addition, the statement might imply that the participant might have been demotivated as a result and found the work overwhelming.

Another participant concurred with how the education system made it difficult for employees to balance work and family demands, and alleged that:

“As a family, we sat down together and evaluated issues to say what is it that you need in life,...position?... money? And we thought that even if you lose position and you succeed at making money, then you can have more time for the family and to look after your family and do some other things. So I wanted to settle down with the family and make sure that I support my family, so that is what I wanted to settle for.”

(Ind 5: 392–400)

The individual retired because he was frustrated by finding it difficult to balance work and family demands, which was not possible with the position he was in as a professional. The family was part of the decision-making on the retirement, as it is implied it created a dilemma the retired educator had. The assumption is he retired realising there is more to life than just the work he was doing as an educator. Another participant emphasised the fact that he had not retired because it was time to retire. He shared that:

“Some of us are still young and energetic, and we left jobs while we were still full of energy...we left under certain circumstances, but we still have that drive. We still have that energy to use to take this Ministry (of Education) to greater heights.”

(FGD 2: 998–1004)

Clearly, in the above excerpt, the participant did not leave because he was of retirement age, but because of situations he could not divulge in a focus group discussion. However, the retired educator feels he still has what it takes to make the Ministry of Education better.

All the above excerpts for this last theme are indicative of a workforce that retired not because they were aged, but mainly because they were frustrated with the system they worked for in one way or another. For instance, some retired educators could not use their skills and knowledge to support the education structures anymore. Other retirees saw the education system as not being progressive, while other participants felt they were not financially fulfilled enough to stay in the education system.

5.2.4.2 Subtheme 2: Post-retirement activities of retired educators

In this subtheme, I discuss retired educators' current occupation post-retirement. It seems retired educators are engaged in varied activities, some related to their occupation prior to retirement, while others are engaged in different work roles. What seems to be of importance in the post-retirement activities of retired educators is that all activities involve income generation. A retired counsellor educator revealed:

“I’m in counselling. I’m a marriage and family therapist and I’m enjoying my job in that I work at my own pace as a retired person. The adjustment wasn’t very severe. I may not have enough in terms of resources, but I feel fulfilled in that I had reduced the severity of leaving formal employment by preparing beforehand.” (Ind 9:515–519)

The participant seems to have proactively prepared for her retirement. The implication is that retirement can be either pleasant or severe, depending on the level of preparedness towards it. The preparation could be psychological, financial and in terms of activities in place for immediate resumption after retirement. In addition, what seems to be of importance is that engaging in a similar line of work is less stressful than trying to do something else. In addition, the ability to work at her own pace may imply a more relaxed retiree. However, another retiree had a different thought:

“I had already said I don’t want to do anything in special education. I want to do something completely different and I went into the I was a ... chairperson.” (Ind 15: 869–872)

The participant above decided she did not want to do the work she did prior to retiring. The implication of this might be because she was not fulfilled professionally, hence she became frustrated to continue working. The participant is currently engaged on contract by the Ministry of Education.

“I came back...to work with the people now that are willing to make a change towards the education and the vocational training of these students.” (Ind 15: 835–838)

The participant mentioned in the interview that she came back with the hope of working with progressive people or people who would like to change and see the development of the vocational education of learners with learning difficulties. Although the participant left due to fulfilment, she was probably hopeful for a different atmosphere as she now wants to work with people who really care and wants to bring about change – so before that probably was not the case.

Other retired educators are engaged as teachers on contract in primary schools (FGD 1, 2, 3). This is supported by the following verbatim excerpt:

“I was at a certain school for three months last year, I volunteered there.” (FGD 3: 822–823)

It is implied from the statement that the participant engages in volunteer work. Volunteering may imply that the retired educator would like to share his acquired knowledge and skills as one way to remain active and productive. The qualitative aspect of the questionnaire (Question 22f) indicates that only 21% of the retired educators are involved in education-related activities, while the majority (64%) are involved in farming, community work and homemaking. The following participant developed projects that would generate an income, while he was still an employee of the University and reflected:

“I was at the University of Botswana and I was not fitting, and then when I was not fitting, I was in trouble. I needed to do something that was meaningful so that I could be happy.

I became extremely lonely...I decided (that), no, I must do something outside to make me feel happy, fulfil me, then I found this place here. So, side by side with my university work, I was developing projects here, and these projects are still growing, and they are growing by leaps and bounds, I don't need formal employment. I don't need anybody to employ me because I can create employment for myself...and others.” (Ind 3:311–314, 335–342, 346)

It seems the participant found himself differing from his university colleagues and that made him unhappy. It is implied that happiness might have been a meaningful concept to the participant. He therefore proactively influenced his happiness or constructed meaning by engaging in developing projects that are currently sustaining his retirement. The experiential knowledge and skills he had acquired over the years assisted him to look beyond the university to create employment and contribute to the economy of the country.

The retired educators engage themselves in different ways post-retirement, namely as volunteers, contract employees and farmers. The data indicates that retired educators spend minimal time in education-related activities, which may not be surprising, given what the participants alluded to earlier about the Ministry of Education ignoring them. In addition, the literature contends that retirement has effects such as withdrawal from society because of the perceptions the retirees have about what others think of them.

5.3 SUMMARY AND CONCLUSION OF THE CHAPTER

In this chapter, I discussed participants' experiences. I reported the themes that emerged. Meaningful experiences were reported as critical changes in the life of retired educators. These critical changes were brought about by exposure to skills training and philosophical interactions. These were, among

others, self-discovery, self-identity, confidence and change in the lives of others. Secondly, participants experienced inspirational leaders. These were exemplified in the way they mentored, their characteristics and when the mentoring that brought about change took place. Thirdly, recommendations for future education programmes were shared. Ways of contributing to knowledge and skills development included, among others, dissemination of these research findings, a database of acquired and constructed skills of retired educators, consultative forums and how this knowledge and these skills should be shared. Furthermore, the participants' areas of expertise included policy development, training, leadership and mentoring. Finally, the participants' issues of retirement encompassed factors that led to their retirement, such as the inability to make changes and how the participants were engaged post-retirement. The results indicated both what is known and what is not known.

In the next chapter, I deliberate and debate on the findings, making reference to aligning and contradicting literature. Reference of the findings to literature will possibly assist identify openings in career development literature that may be addressed by this study.

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CHAPTER 6

DISCUSSION OF FINDINGS

6.1 INTRODUCTION

In Chapter 4 and Chapter 5, I presented the quantitative and the qualitative results of the study according to the mixed-method design of the study. In this chapter, I discuss the findings from the quantitative and the qualitative aspects of the study with reference to the literature. I compare the study's findings to the literature to identify confirmations, contradictions and silences that could possibly fill the gaps in the literature on retired educators and career development.

I present thematic areas that emerged from the thematic analysis of the focus group discussions and the individual in-depth interviews. The conclusions from the descriptive and inferential analysis of the survey questionnaire are integrated with the themes for a fuller and more integrated interpretation and discussions of meaningful experiences for retired educators, educators who have experienced inspirational leaders, recommendations for future education programmes and retired educators' retirement issues. Table 6.1 shows the main themes that emerged from the analysis of the data.

Table 6.1: Themes emerging from the study

Theme number	Theme
1	Meaningful experiences for retired educators
2	Educators who have experienced inspirational leaders
3	Recommendations for future education programmes
4	Retired educators' retirement issues

6.2 MEANINGFUL EXPERIENCES FOR RETIRED EDUCATORS

In this section, I discuss the experiences of retired educators who participated in the study. These experiences may include the number of years worked and will be linked to the participants' age and their gender. The experiences may include competencies or skills that participants have acquired as they have participated in activities relevant to their professions. These competencies appear to have brought about lasting and critical change that was significant to the participants. In the next paragraph, I discuss the participants and their gender distribution.

6.2.1 The participants' gender distribution

The pilot survey's results were consistent with those of the main survey and both the interviews. Although the population of Botswana encompasses an almost equal number of males and females (Ministry of Health, 2013), females comprised two-thirds of the study's participants. Both the pilot and the main survey indicated that there were more females (71% for the pilot and 65% for the main survey) than males (29% for the pilot and 25% for the main survey). Ten percent of the main survey's participants did not indicate their gender.

There are various views with regard to why there are more females than males in the teaching profession. One study indicates that, although the teaching profession was previously a male-dominated profession, it became a female-dominated profession as more men pursued other opportunities from which females were excluded and as more females received an education (Strober & Tyack, 1980). According to Strober and Tyack (1980), in the early 1980s, professional gender inequalities forced more women into education, as they could not participate in male-dominated careers.

The results of this study seem to correspond with other studies that indicate that women tend to prefer professions in the arts, education and the social sciences, regardless of their intellectual capabilities (Eccles & Harold, 1991). In addition, the findings indicated that there was no significant difference between males and females with regard to their responses to soft skills acquisition and career adaptability. Other studies indicate that men tend to seek better-paying jobs, such as the sciences (Lips, 2003). The implication is that teaching may not be a financially lucrative profession for men. The difference in the distribution may not be based on the differences in skills, but rather on other issues, such as remuneration and gender roles. These issues are influenced by social structures (Delgado-Campbell & Williams-White, 2004).

The participants did not discuss the disparities in gender distribution, especially during the three focus group discussions, where there was visual evidence that very few men were participating. Although the number of men invited to participate in the focus groups was slightly lower than the number of women (13 men and 17 women), this issue was not anticipated. The males who participated in the individual interviews formed almost half (7 men and 9 women) of the participants. Although I purposively selected the first participant for the individual in-depth interviews, each participant who was interviewed recommended who should be interviewed next.

6.2.2 The participants' age and work experience

In this subsection, I describe the participants' age and work experience. The study was not age-specific, however, the participants' ages were based on the legal retirement age (Botswana Government,

2008; Udjo, 2011). Another aspect that determined the parameter of the participants' ages was their years of retirement as per the sampling criteria in Chapter 3. Work experience can be described differently for different people. The definition is based on their heterogeneity, such as gender, schooling and training, or experience, and it can be actual or cumulative (Light & Ureta, 1995). The implication is that personal and environmental determinants play a role in an individual's career development. This is consistent with the life-space theory of Super (1980). In this study, work experience was solely based on the number of years a participant had worked in education prior to retirement.

The average age and work experience of the participants in the pilot were 58 and 29 years respectively, whereas the average age and work experience of participants in the main survey were 61 and 29 years respectively. The rejection of the hypothesis that there is a strong correlation between age and experience corresponds to the study by Light and Ureta (1995). The implication is that it does not necessarily follow that an increase in an individual's age corresponds with an increase in experience. Because almost all participants in the study (100% in the pilot survey, 85% in the main survey and 100% in the individual interviews) had professional qualifications beyond a diploma or certificate and had spent a considerable number of years as educators, I assume that the participants gained more teaching experience the longer they were in the profession. My assumption corresponds with that of Ericsson (2006); new employees are like apprentices and the longer they participate in a specific field, the more likely they are to become experts in what they do.

6.2.3 Transitions and turning points

Transitions and turning points are the critical incidents or periods when change occurred in the lives of participants. In this subsection, I discuss the meaning the participants attached to these critical deviations in relation to relevant literature. Meaning-making refers to participants finding significance from interpretations of their career experiences (Chen, 2007). The central premise for transitions and turning points was self-awareness, self-discovery, self-esteem and change that brought about participants' professional and personal growth.

The participants used self-awareness and self-discovery synonymously. They claimed that they began to notice how these concepts had an impact on them and others once they became aware of who they were. For instance, a participant said that once she understood what teaching was and what skills she had other than teaching skills, she applied herself more by personally assisting learners at school. Another participant realised that teaching did not just happen on the school premises, it involved knowing learners' challenges and their parents. He had the urge to interact with people and help them. Therefore, he made an effort to work with his learners' parents.

Awareness of the self refers to an individual's ability to determine his or her values, personality traits and interests accurately (Savickas, 2013). Furthermore, it is assumed that individuals are independent beings who can make choices based on their self-perspectives (Thrift & Amundson, 2007). The inference from these statements is that the participants became inclined to benefit themselves and others once they began to understand their values, what interested them and what their personality traits allowed them to do. In addition, the values could be personal or professional. In this study, I found that it gave meaning to participants to discover themselves; in other words, to understand who they were personally and professionally as they went through their career experiences (Maree, 2013).

Moreover, Maslow's hierarchy of needs suggests that people engage in particular activities to gratify certain needs, which includes the individual's need for self-awareness (Shunk, 2014). The statement implies that the participants could have been involved in various activities to find out who they were personally and as educators. Savickas (2011a, p. 15) points out that "career construction theory views making a self as a task", and this construction happens to individuals as they consciously reflect on their experiences. The implication is that people have to want to understand who they are and they have to be mindful of their experiences. People can be mindful of their career experiences when they tell stories or narratives about those experiences because "stories help us to make sense of the world, our lives, and the work we do" (Thrift & Amundson, 2007, p. 39).

In this study, it seems that in the process of constructing the self, the self-discovery that boosted the participants' self-esteem was meaningful to their career lives. Therefore, it seems that not every self-discovery experience was meaningful to the participant. It was only meaningful if it boosted an individual's self-esteem. Self-esteem refers to positive evaluation of the self (Neff & Vonk, 2009). The deduction is that participants found experiences meaningful only when those experiences enhanced their positive appraisals. However, although the argument may have been true for most participants, in contrast, a participant in focus FGD 3 seemed to claim that an experience of self-discovery that prejudiced against her as a woman was meaningful, although it negatively affected her self-worth as an educator. The participant claimed that promotion to school principal was not determined by her capabilities, but by what the authorities thought about her being away from her husband (FGD 3:650–663). The participant's claim correlates with other studies because, even though she wanted to progress professionally, she could not be promoted to school principal because it meant being away from her family based on a system of patriarchal leadership (Lips, 2003). The implication of this statement is that male dominance affected her professional growth negatively.

The participants also felt esteemed when they were recognised and acknowledged by authoritative people and felt responsible for decision-making while functioning in positions of authority. The study's findings are consistent with the contention that esteem needs encompass both self-esteem and others-esteem and "these needs manifest themselves in high achievement, independence, competent work, and recognition from others" (Shunk, 2014, p. 402). In other words, individuals with elevated

levels of self-esteem and others-esteem are likely to be autonomous and proficient in their work. In this study, participants were equally indignant at the lack of recognition of their skills, especially when they thought they were professionally advanced. Professional autonomy was required in roles that carried certain expectations (Loughran, 2014). The participant in FGD 3 (650–663) is a typical example of someone who experienced a lack of recognition for her skills as an educator. From the statements, it could be assumed that the participants seemed to believe that they were experts at what they did. Therefore, they seemed to need to make appropriate decisions. What seems to be implied from both the literature and the data is that self-esteem is a human characteristic that needs to be enhanced continuously throughout an individual's career.

Self-awareness did not only enable the participants to realise their value, the participants claim to have been enabled to make effective use of their knowledge and skills for themselves and for others. The participants' claim is consistent with career construction theory, where self-knowledge is embedded in peoples' narratives, and narratives help individuals to reflect on their experiences of "what was, what is and what should be" (Patton, 2007; Savickas, 2011a). An inference from the statement is that this process of reflecting on one's practices informs decision-making for future endeavours. However, it may not necessarily follow that decision-making ensures effective use of one's knowledge and skills. Career decision-making involves the use of both rational and intuitive thought processes (Krieshok et al., 2009). The implication may be that irrational and uninformed decisions are possible, which may lead to poor or inappropriate use of knowledge and skills. Therefore, I think the literature assumes that because self-awareness leads to informed decision-making, it should lead to an intended or expected result.

Other than self-awareness enabling effective use of the participants' competencies and boosting their self-esteem, it was highlighted in both the quantitative and qualitative data that some experiences were life changing because the central meaning to the life change was motivation and change (growth). Keller (2008) relates motivation to being effective, efficient and engaged. He also states that a motivated individual is likely to be focused on what he or she is doing, which would essentially lead to the individual being competent. Previously, Shunk (2014) argued that an esteemed individual is likely to be competent, which might imply that an individual who needs motivation needs to boost his or her self-confidence with regard to a phenomenon. Furthermore, according to Keller (2008), people tend to become accustomed to an environment, hence a variety of changes in the setting would enhance motivation. The study's finding that the participant experienced motivating, meaningful and life-changing experiences is consistent with the literature. Therefore, I posit that if motivation is needed throughout one's life, one's self-esteem needs to be boosted throughout one's life. The degree of motivation, hence the need for self-esteem enhancement, may differ, depending on an individual's career preparedness and adaptability.

Career adaptability denotes an individual's ability to draw from his or her inner abilities to deal with career transitions that may be difficult or traumatic (Savickas, 2013). However, according to Savickas (2013), change is likely to improve an individual's growth as it increases learning. Consistent with the literature, the participants found that the interaction with diverse cultural groups advanced their self-identity and values clarification. The participants pointed out that there were very few Batswana²¹ educators, and interacting with educators from countries such as Canada, Scandinavia, South Africa, the Netherlands, the UK, the USA, Zambia and Zimbabwe helped them understand who they were as individuals and what the principles of the profession were.

The implication of the claim of lack of Batswana educators is that the participants' interactions contributed to the process of discovering their own individuality, which was addressed at the beginning of this section. The claim that diverse interactions added to the participants' growth is consistent with the view that where interactions are diverse and rich between a system, such as a career, and independent variables, the system is likely to "self-generate" (Nel, 2006). In other words, the individuals were able to make meaning for themselves, which is based on the interpretations of the interfaces of various philosophies. According to Nel (2006), as much as a career can adapt to changes, so should the individual who practices the career. Thus, I purport that career identity is constructed by an individual, albeit with the help of rich and diverse interactions with variables in their context. McMahon (2007, p. 64) emphasises that "identity is produced in context", which seems to be the experiences of the participants as they interacted with various philosophical understandings and views from different cultural groups, as well as with educators from developed and developing countries.

An individual's identity is co-constructed by the interrelationships between the individual and all the other people in context, including one's environment (Chope & Consoli, 2007). Savickas (2011a) reminds us, however, that, according to career construction theory, identity and the self are different, because identity is only a fraction of the self. Therefore, it might imply that the participants' experiences in this regard related to their understanding of themselves in relation to their social context and the roles they played (Savickas, 2011a). For example, the participants in this study developed a culture of good work ethic as a result of interrelating with people with diverse nationalities. These people also originated from countries with better developed education systems than Botswana at the time. Chope and Consoli (2007) refer to this process as acculturation. The participants learnt how to live within and vicariously learn what was meaningful to them from a context with different elements, such as expertise in teaching, leadership and the value of education as a profession, as seen from varied nationalities.

In summarising transitions and turning points, the literature (Chen, 2007; Chope & Consoli, 2007; Maree, 2013; McMahon, 2007; Nel, 2006; Savickas, 2011a; Savickas, 2011b; Shunk, 2014) confirms

²¹ Batswana are the people of the Republic of Botswana.

the study's findings that self-awareness and self-identity are constructed and co-constructed in an individual's work and personal contexts and that these support decision-making in line with the theory of career construction (Young & Collin, 2004).

Having explained how participants made sense or meaning of the experiences in their lives, there are two further aspects that ought to be highlighted. Firstly, it has emerged that self-discovery boosts self-esteem and results in meaning-making. However, not every self-discovery experience boosted participants' self-esteem. Hence, the participants did not make meaning of every self-discovery experience. On the other hand, the participants also argued that discovering one's individuality did not necessarily boost one's self-esteem or make a critical impact on the individual. Secondly, it emerged that the participants' discovery of their distinctiveness led to the effective use of their knowledge and skills to their advantage or that of other people. I did not find any proof of this claim in the literature. Although studies link self-awareness and informed decision-making (Stein & Book, 2011) from the participants' view, it does not necessarily mean that informed decision-making leads to the effective use of one's own knowledge and skills. In other words, people can be aware of the decisions they need to make. However, this understanding does not translate into the participants' view of the effective use of knowledge and skills.

6.2.4 Exposure to knowledge and skills

In the last subsection (6.2.3), I deliberated on the literature that is consistent with the development of the participants' knowledge of the self and the profession. I also examined the contradictions of participants' claims and the silences in literature, as implied from the participants' claims. In this subsection, I discuss how the development of knowledge and skills led to the career and professional growth of participants. I support this discussion with references to the relevant literature.

More than 90% of the participants in both the surveys indicated that education as a profession enhanced their potential as professionals. These findings agree that professional development enhances both the self and professional identity, as well as competencies in performance that extend beyond teaching (Borko, 2004; Guskey, 2002; Taylor, Yates, Meyer & Kinsella, 2011). The conclusion reached from the participants' claims and the literature is that an individual learns technical teaching skills during his or her training. There are other skills which are also critical for effective performance as an educator, even though they are not taught in the classroom.

The participants explained that exposure to knowledge and skills transfer acquired through career guidance and counselling and other professional development activities are critical and may be life changing, as they seemed to be a prerequisite for career and professional growth. Literature confirms the need for individuals to be exposed to relevant skills for their career preparation (Gysbers & Henderson, 2012; Koivisto et al., 2011). The inference is that an educator should be empowered with

skills that would enable him or her to perform a related job function. Career preparation is a major developmental task for both personal and social adjustment during the teenage years, and it allows individuals to lead productive and successful lives as adults (Hartung et al., 2008). It is implied that an individual needs to be prepared for the world of work by acquiring the appropriate skills. The right kind of skills are likely to help the individual adjust to the demands of the changing work environment (Savickas, 1997; Savickas, 2007). The conclusion is that individuals will be able to cope with the challenges of the world of work if they have suitable skills.

Career development – or career guidance and counselling as the participants called it – is considered a lifelong process. Cochran (2007) calls it a life project that requires career guidance programmes to be available to individuals throughout their lives (Zunker, 2006). Although literature seems to agree that career development is a lifelong process, it seems to be fragmented into different levels, such as basic education, higher learning and employment only (Coetzee & Roythorne-Jacobs, 2007; Savickas, 2013; Schmidt, 2008; Schreuder & Coetzee, 2011).

There seems to be limited literature about the career development of retired people, despite the emphasis on career development as a life project. Available literature on retirement focuses on the adjustment of retirees, rather than their career development, although it is implied (Kim et al., 2005; Price, 2003; Sargent et al., 2011). It emerges that research conducted on retirement focuses on how to make the retirement adjustment easier for the retirees based on different determinants, such as socialisation, contract work and volunteering (Dorfman, 1981; Dorfman, 1985; Price, 2003).

In addition to the discussion above, participants pointed out that they did not have a structured career development programme when they were learners in schools. Shumba et al., (2011) and Ministry of Education (1996) confirmed the lack of structured career development programmes in Botswana. They state that there were only career counsellors in secondary school level in 1963. The authors also indicate that guidance and counselling was introduced into Botswana's primary schools in 1996. The study's findings are therefore consistent with the literature. Given the average age and work experience of the participants, some may have been introduced to career counsellors late in secondary school. In addition, it is likely that the participants may never have experienced career development at primary school level.

Further evidence that the participants may not have experienced structured career development at school could be found in the interview results. When a participant says: "Teaching was not my ideal choice of a career" or "I was really good in the sciences, but I chose humanities instead" or "I just ended up in teaching", it is implied that their decision-making processes were not only based on logical reasoning or awareness, but a combination of processes (Krieshok et al., 2009). Secondly, the process of educational training for the participants was conducted in progressive phases. While there could be many reasons why the participants opted for this seemingly fragmented career path, it is an

indication that exposure to career guidance and counselling when the participants were growing up was limited. Amundson et al. (2010), did not find literature to suggest a criteria of career choice in recent years. Therefore, the statement might apply to the participants in the study because there were no standards for career choice other than consultation with parents or significant others.

From the findings of the study, participants assert that parents, former teachers and supervisors' suggestions largely influenced their career decisions. The participants' claims appear to be in line with career co-construction or construction theory, which states that an individual constructs career meaning within a social context (Chope & Consoli, 2007; Patton, 2007; Patton & McMahon, 2006). The supposition is that the participants made their choices based on their social backgrounds. However, they relied on consultation with others regarding their career paths (Amundson et al., 2010).

In the current study, given that the retired educators were also transitioning from the industrial era to the information era, which is referred to as post-modernity (Savickas, 2007), it is possible that both protean and boundaryless career concepts played a role. Protean careers are influenced by values and identity, while boundaryless careers are flexible and adaptable, indicating the timeliness of careers (Briscoe & Hall, 2005). The participants may have chosen to be educators based on how educators were valued or the status placed on teaching as a profession. Secondly, the participants may have chosen the career because it was an easy option, since they had no career guidance, which brings us to the question of why the participants pointed out the need for relevant career development programmes.

The participants highlighted the experiences in their career paths as the reason why Botswana should have appropriate career development programmes. Literature argues that career development programmes should be comprehensive in order to address the different facets of career development (Gysbers & Henderson, 2012). These facets include career guidance, career education and career counselling (Gysbers & Henderson, 2012; Gysbers et al., 2009; Savickas, 2012). Career guidance and career education are necessary to equip the individual with the necessary skills to make appropriate career choices based on the world market (Niles & Harris-Bowlsbey, 2002). The statement suggests that the individual will have information about the different careers and the skills for a career search. Career counselling intervenes to assist an individual to make reflections and complex decisions with regard to his or her career (Maree, 2013). It can be deduced from the statement that certain adjustments and transitions may need to be made during one's career development with the assistance of a professional counsellor. However, continued career development through different school or workplace programmes is likely to increase psychological growth and adaptability (Hartung et al., 2008; Savickas, 2013). Therefore, the complexities brought about by these transitions are likely to be reduced because the individuals are likely to be equipped with the skills to handle such challenges.

The participants were professionally exposed to pedagogical knowledge and skills through what is usually referred to as continuous professional development or staff development. Loughran (2014, p. 3) posits that professional development should be an “ongoing process of learning, development and change driven by players central to that work”, rather than assuming it is upskilling educators to perform and drive some policy reform action. Professional development by implication refers to a deliberate and consistent practice of continuous learning. Therefore, it is an aspect of the career development of an individual which is provided at a professional level. In addition, the learners themselves must drive the practice of learning. Furthermore, it could be said that professional development as part of career development is not meant to be a once-off need the organisation satisfies.

Professional development should bring attitudinal change and belief in an educator and successful experiences ensure that the behaviours that brought about the change will be repeated (Guskey, 2002). The suggestion from this statement is that professional development should bring about lifelong confidence in the educator. Therefore, professional development, as suggested by participants in the study, should be well thought through, targeted, planned and executed (Borko, 2004; Loughran 2014). It follows that achieving professional development includes long-term training and short courses offered to working personnel. According to Guskey (2002), professional development should try to systematically bring about change in contextual practices of educators, their principles and their approaches for appropriate education outcome. The learning outcomes of learners is what is referred to as an appropriate education outcome, and it is what is deemed important.

It seems that professional development has resulted in participants’ passion and creativity to support learner education in schools. Further assumption could be that the participants had the drive to be innovative in delivering their duties as educators. Consistent with the participants’ claims, Reiman and Johnson (2003), citing the work of Kelly, Rogers, Maslow and Combs, presumed that a responsible educator has an accurate understanding of the self, will be creative, is open to learning and new experiences, and is guided by his or her professional values. The educators’ exposure to varied learning contexts brought about originality, resourcefulness and the motivation to perform effectively as an educator.

In addition, from the participants’ points of view, a passion for their work as educators ensured that all learners were cared for, regardless of where they came from. Consistent with literature, other than behaviour change for educators, the primary concern for professional development is to ensure that educators are inclusive (Taylor et al., 2011). The implication from this statement is that exposing teachers to different skills and knowledge empowers them to deal with the heterogeneity of learners. Gender, learners with different abilities and learners from different social backgrounds are examples of how heterogeneous learners can be.

Participants in this study claimed that when they first took on certain responsibilities as educators, they lacked confidence. They highlighted a few examples where they seemed to lack the confidence to perform certain tasks. Participants lamented on their discomfort in specialised areas because of the lack of professional development, which was consistent with highlights from literature (Gibson & Roche, 2014). Although reference was made to specialisation in the health field, Gibson and Roche (2014) found that lack of knowledge in an area of speciality would have a significant impact on professional delivery. However, it could be mitigated by specific skills training and continuing professional development structures.

The other examples where participants experienced a lack of confidence include the time when the educators first joined the education system, teaching itself and taking leadership positions. Consistent with the literature, the nervousness of transitioning into an educator role is taken for granted because being an “educator involves much more than applying the skills of school teaching in a new (and different) context” (Loughran, 2014, p. 2). The inference is that being an educator cannot only be taught at pre-service level. Consistent and continuous learning is needed for an individual to eventually feel confident as an educator. Hence, there is a need for professional development practices to enhance and further develop the skills acquired at pre-service level (Sundli, 2007). The implication is that the acquisition of certain competencies may need to continue at in-service level for educators. The reason may be that pre-service training did not necessarily develop these skills to the appropriate standards for effective career performance.

The participants indicated that competencies that seemed necessary for their career development included leadership, teamwork, interpersonal skills, dedication, commitment, motivation, love, and communication, listening and counselling skills. In addition, engaging in professional development activities seems to have influenced participants’ construction of knowledge and the attainment of other skills, such as organisational skills, teaching and learning, and policy and programme development. In line with earlier studies, the retired educators in this study affirmed that they had gained knowledge and skills, which led to their growth, competency and professional fulfilment (Kelcey & Phelps, 2013; Law, 1999; Taylor et al., 2011). Professional development is not only significant for behaviour change and skills development, but also for keeping abreast of developments related to the career, adhering to standards, establishing more resources and networks, as well as managing and monitoring professional activities (Guskey, 2002; Law, 1999; Reiman & Johnson, 2003). Kelcey and Phelps (2013) found that the main outcome of professional development is enhancing the knowledge of educators, hence anticipating good learning outcomes from learners.

Although there was no significant statistical correlation between age and experience from the results of this study, Ericsson (2006) posits that experience influences performance, which enables an individual to be an expert. In other words, the longer one practices as an educator, the greater the

likelihood that one would acquire the abovementioned skills. Ericsson (2006) does not argue that all experts have many years' experience, however, most experts have more experience than someone who is not regarded as an expert. Therefore, professional development inspires confidence and “self-efficacy” in educators (Taylor et al., 2011, p. 86) because they would potentially have the skills to address educational challenges.

Perhaps as a result of developing some confidence and a comfortable self-image from engaging in professional development activities that advanced their knowledge and skills, the retired educators are likely to be adaptable. According to Savickas (1997), adaptability ensures that professionals are able to conduct expected tasks, as well as effectively deal with unexpected occurrences relating to the profession. The inference of this statement is that, once the educators have developed these skills beyond pre-service, they are likely to solve problems easily.

Furthermore, Savickas (2011a, p. 11) states that: “In the pursuit of self-directed values, the individual uses the two meta competencies of identity and adaptability to chart a course through the work terrain; together, the meta competencies give individuals a sense of when it is time to change and the capacity to change.” The interpretation of this statement may be that, as individuals search for meaning and personal guiding principles, it is important to understand that their uniqueness and inner strength can help them overcome many challenges. Furthermore, it seems that educators must first be aware of themselves (self-awareness) and then enter careers that would be meaningful to them (Ohler & Levinson, 2012) in order to make it easy to adapt to professional needs.

From the preceding discussion, it is clear that professional development is important for developing competencies, changing an individual's attitude and values, and enhancing professional service delivery. With thirty years' experience, the participants had likely gone through some professional development activities, whether for a specific purpose or for personal development. The literature confirms the study's assumption that retired educators have a wealth of accumulated knowledge and skills. From the findings of this study, the skills that the retired educators were assumed to possess include the following:

- Values, principles or standards for education
- Self-awareness
- Self-identity
- Adaptability or flexibility
- Self-confidence
- Knowledge of the profession (attitude and behaviour)
- Creativity
- Openness to learning
- Leadership skills

- Organisational skills
- Policy reforms and implementation skills
- Management skills
- Monitoring and evaluation skills
- Counselling skills
- Interpersonal relationships skills
- Resource for networking
- Specialised skills
- Technical teaching and learning skills
- Motivation for the field of education

6.3 EDUCATORS WHO HAVE EXPERIENCED INSPIRATIONAL LEADERS

In this section, I discuss how participants experienced their leaders, and who they regarded as inspiring mentors and role models. My deliberation makes reference to literature that corresponds with, contradicts or is silent with regard to the findings of the study. The contradictions and the silences in the study are also highlighted.

The low Cronbach alpha coefficient score for “mentoring” from the analysis of the survey questionnaire indicated that it was an unreliable construct. A qualitative exploration of participants’ views on mentoring, using focus groups and individual interviews, indicated that the participants expected mentors to be mother or father figures. The metaphorical claim of a mentor playing a parental role is consistent with Ehrich, Hansford and Tennent (2004, p. 519), whose definition of the original denotation of the word “mentor” refers to “a father figure who sponsors, guides and develops a younger person”. The conclusion is that participants seemed to expect guidance and support from their leaders. Similarly, Sanfey et al. (2013) reiterate that mentoring is similar to parenting in many respects. The mentor’s psycho-social and professional support, empathy, professional development and role modelling appear to be central to the meaning of mentoring (Ehrich et al., 2004; Palmer & Darwin, 2009; Thurston, D’Abate & Eddy, 2012).

Likewise, Mullins (1999) agrees with the assumption that mentoring roles come with leadership. In other words, it seems that leaders should occasionally offer mentoring to others. Therefore, the participants’ expectations were justified based on the literature that is available thus far. According to Sundli (2007), supervisors in the early 1970s were expected to promote harmony and balance in mentoring situations in order to promote the mentee holistically and for “self-development”. Sundli (2007) suggests that to achieve a mentee’s complete growth, the environment needs to be conducive to a mentoring relationship in ways that are especially comfortable for the mentee. In contrast, Chopra and Kanji (2010) argue that a mentee needs emotional intelligence abilities to develop holistic personal, professional, social, political and economic worlds. According to Chopra and Kanji (2010),

emotional intelligence connects both thinking and feelings. The assumption from the statement is that how an individual feels is likely to influence how that individual thinks and vice versa. Emotional intelligence can also refer to understanding one's emotion in relation to others and being able to use this understanding for effective decision-making (Stein & Book, 2011). The inference is that, to be able to successfully make decisions that affect an individual or other people, understanding the consequences of feelings that these decisions could cause is helpful.

The participants asserted that leaders who had an impact on them, in addition to functioning as mentors, were inspirational because they got everyone on board (Joshi, Lazarova & Liao, 2009). The implication is that the participants felt that they were part of a team because they could be heard. Bringing everyone on board means teamwork, believing in your team's ability to perform well, and above all, role modelling and communicating expected acts for goal achievement (Mumford, Antes, Caughron & Friedrich, 2008). It is inferred that an inspirational leader shows teamwork skills when he or she can direct in an exemplary way, as well as communicate what should be done. Mumford et al. (2008) emphasise that an influential leader must continue to do so through maintaining control, while simultaneously allowing participants to take initiative that would result in the desired outcomes. The implication here is also that mentees need to feel they are part of a team because they can contribute to the decisions made for the expected result. It also seems likely that more impact is made on the mentees when they observe positive consequences of their contributions. Joshi et al. (2009) further claim that a leader who effectively communicates the values and vision that are necessary in a certain framework will have followers with a sense of confidence to perform necessary tasks.

In addition, an inspirational leader who communicates team goals and appreciates the team's abilities is likely to energise his or her followers. This enhances interpersonal skills (Joshi et al., 2009). It can be deduced from the statement that mentees appreciate understanding the intended direction of the organisation. In addition, it seems that the mentees' social and interactive skills are enhanced when they are trusted.

The participants' views seem consistent with the literature in their assertions that inspirational leaders should be knowledgeable. Inspirational leaders cannot motivate their teams unless they are experts in the field and they may even have training in both leadership and mentoring (Mumford et al., 2008; Strange & Mumford, 2002). The assumption from this statement is that an experienced and erudite leader is likely to elicit interest in the profession from those he or she mentors. In addition, training to be a leader and mentor is emphasised by both the literature and the participants. According to Chopra and Kanji (2010), inspirational leadership can be enhanced to ensure well-adjusted individuals who are leaders themselves if it is supported by emotional intelligence abilities. The conclusion of Chopra and Kanji (2010) is that for a leader to be considered inspirational, he or she should have certain competencies. With the earlier definition of emotional intelligence in mind, the leader should possess skills to relate both thinking and emotion for the holistic development of a mentee.

Other than being skilled and knowledgeable, the literature highlighted other individualities with regard to mentoring that contradicted the study's findings. The study's findings could not conclude whether the participants' mentors were the same sex as them. In contrast to the study of Dworkin et al. (2012), where females tended to be mentored by females and males by males, it seems that in this study, participants had both male and female mentors.

In addition, the findings of Dworkin et al. (2012), that most mentors and mentees share similar cultural backgrounds, differ from the findings of the current study. The participants in this study indicated that there were few local Batswana teachers when the participants taught at schools. Therefore, their mentors were from diverse cultural backgrounds, such as Europe and other African countries. Consequently, a mentor does not need to come from the same cultural background as the mentee. However, both studies agreed that the mentor and the mentee usually worked for the same establishment. It should be noted that these two studies were conducted in different countries with different demographics. Different eras of mentoring should also be considered. Therefore, in the next few discussions, I take a closer look at what mentoring is, based on the participants' assertions and the literature.

The participants in this study indicated that they had limited informal mentoring experiences. Thus, based on this limited practice of being in a mentoring relationship, the participants' contention that not all retired educators would be skilled in mentoring is consistent with the literature (Dworkin et al., 2012). Furthermore, mentoring is believed to be a relatively new phenomenon in educational strategies (Sundli, 2007). Therefore, there could be fewer mentors in one particular area (Sanfey et al., 2013). The implication is that if there are fewer people mentored in a specific area, there is likely to be fewer individuals who would develop the skill of mentoring. It would also follow that people who were not mentored may find it difficult to mentor others. The situation of the unavailability of mentoring is further confirmed by Palmer and Darwin (2009), who state that, although mentoring is deemed important, it is not easily accessible and therefore only available to a few. On the contrary, the participants also indicated that they looked up to a number of individuals who acted as mentors because they helped advance their professional development. In addition, the participants emphasised the need for learners and young professionals to make use of all the available human resources within their grasp as mentors rather than competitors. The participants' claim is consistent with Sanfey et al. (2013). They argue that the fewer mentors there are, the more a mentee should look for various mentors with different skills. Moreover, the participants' claim of multiple sourcing of mentors is further aligned to the literature, which means that aspiring professionals may have to make use of multiple networks of mentors for professional growth, especially given the fact that not everyone is competent in mentoring (Palmer & Darwin, 2009). Although the retired educators in the study suggested that they had limited mentoring, the deduction from this discussion is that they are likely to have had informal mentoring, rather than structured mentoring experiences.

Mentoring can be structured or unstructured, or it could come from informal or formal leadership. Taylor et al. (2011) posit that leadership may be informal when an individual deals with someone who does not have designated authority over others. The insinuation of the statement by Taylor et al. (2011) is that mentoring is formal and likely to be structured when the relationship is between two people where one is deemed to have more authority over the other. Effective mentoring programmes should have structures in place to address both the needs of the organisation and the individual (Dworkin et al., 2012). The inference from the statement is that it should be clear how mentoring relationships would benefit both the mentee and the development of the system in which it is being applied. Consistent with other findings, the participants suggested that there should be frameworks for mentoring programmes. According to Dworkin et al. (2012), both mentors and mentees need training to ensure a successful relationship. Consequently, to achieve the mentoring relationships' intended outcomes, both the mentor and the mentee should understand their roles and expected results. The implication of these findings is that whether formal or informal mentoring is in place, outcomes should be expected from the relationship.

Based on the discussion above, I posit that mentoring has always been available in the education profession, regardless of whether it was formal or informal, structured or unstructured. Whether mentoring was formal or informal, the career stage at which the mentoring made an impact on the individual seemed to be important to the participants. The participants in the study indicated that the mentoring that influenced them came earlier in their careers. The following are examples of these influences:

- A participant reflected that his love of teaching was brought about by being introduced to the field of teaching.
- A participant who was still young and straight from university was requested to teach a Standard 7 class with the assistance of the school principal.
- On return from further education management training, another participant was appointed as school principal immediately after completing the in-service training. However, the deputy school principal at the school was audacious in assisting the participant to assume the role of principal.

The participants' experiences are consistent with the findings of the Pathways Study, where 44% of respondents found that their mentoring relationships were most important early in their careers and 32% felt that it was most important in the middle of their careers. About 20% of the sample pointed out that it was most valuable to have a mentor during their first job (Dworkin et al., 2012, p. 365). The implication is that mentoring takes place throughout one's career.

Based on the discussion thus far, literature does not address the fact that all people need mentoring at all career stages. Participants in this study regard leaders as mentors and the literature posits the fact that mentoring expectations come with leadership (Joshi et al., 2009; Mullins, 1999; Mumford et al., 2008; Sundli, 2007). Therefore, if a leader is a mentor and exemplary behaviour is expected of him or her, it might follow that the person needing this exemplary behaviour may actually be at the epitome of his or her career. For instance, a participant who had experienced all levels of the education system and was at the highest level retired because the leadership did not support the participant's values as an educator. In other words, the participant no longer felt that the leadership truthfully furthered the needs of the system. Dworkin et al. (2012) suggest that legitimacy is one key attribute of a good mentor. By implication, if leaders act as mentors as the participants in the study and the literature suggest, then it is an attribute that is expected of any employee at any stage of his or her career. There are other benefits of good mentoring.

Consistent with the literature, the participants felt that the benefits of positive mentoring processes increased the confidence with which they conducted work-related tasks early in their careers, since their career standards and work ethics were developed (Thurston et al., 2012). In other words, early on in their careers, the participants formed individual work standards based on the mentoring they received. In terms of the importance of mentoring, the participants' claims were in line with the literature. It suggests that, when structured appropriately, mentoring could do the following:

- Foster employees' talents and groom them for leadership positions
- Validate an individual
- Provide guidance and training on how the organisation works
- Give insight on issues within the areas an employee is not privy to

(Dworkin et al., 2012; Sanfey et al., 2013)

Mentoring helped the participants to gain an in-depth understanding of what the profession entails. Moreover, both the participants and the literature agree that greater career satisfaction, improved working relationships, improved institutional commitments and enhanced work performance can be realised from positive mentoring (Thurston et al., 2012). In other words, it seems that career satisfaction can be enhanced by mentoring. It also seems that interpersonal relationships can be improved by a mentoring relationship. Furthermore, the benefit of structured mentoring is that the professional development of a mentee happens within a network of empathetic environments, where both the mentee and mentor are motivated (Ehrich et al., 2004; Palmer & Darwin, 2009). The implication is that the mentee learns his or her profession in a safe setting and he or she is guided and supported by someone who is willing to do it.

In conclusion, the literature confirms that mentors should be knowledgeable, empathetic and promote professional development for the self and the organisation. The leaders functioning as mentors should

be team players and communicate the team's vision effectively, rather than their own. The literature was silent on how mentoring in the early 1970s (Sundli, 2007) was much the same as now. Participants in this study sought mentoring from anybody in the field of education, regardless of their area of speciality. Sanfey et al. (2013) agree that mentees should not be limited. Since there are only a few mentors in any specialised area, mentees should widen their scope of mentors. This is in line with career construction theory where both personal and environmental determinants inform meaning, which results in lifelong learning.

Although literature emphasises the need for lifelong career development, there is limited knowledge on the career development of retired educators. Current literature does not address the fact that, even though the findings seem to confirm that mentoring for educators is expected from the early to mid-level career stages, the participants seemed to regard a leader as a mentor at any stage of the individual's career. Therefore, regardless of the career stage, leaders should continually show empathy, because the education system deals with various emotional concerns.

6.4 RECOMMENDATIONS FOR FUTURE EDUCATION PROGRAMMES

In this section, I deliberate future recommendations for education systems. These recommendations are based on the ways in which retired educators' knowledge and skills can practically be made available to future career development programmes. The participants' views will be linked to available literature.

6.4.1 Database of retired educators and technology

The study's participants felt that there should be a database for retiring professionals. The database should include their knowledge, skills and contact details. The knowledge and skills in the database should not only include educators' formal qualifications, but also the professional development activities they went through.

The participants also emphasised that all retired educators should be part of the database. The participants' view that knowledge recovery can be costly, depending on when it is conducted, is consistent with earlier claims made by Hoffman and Hanes (2003) and Hoffman et al. (2007). The implication of this statement is that, rather than waiting for educators to retire, there should be a system that ensures that knowledge banking is conducted systematically through a framework. Knowledge audits and the documentation of experts' narratives can be conducted earlier in an educator's career and be stored in user-friendly and modern ways (Hoffman et al., 2007) in order to capture tacit knowledge for future generations. The implication is that the competencies of retired educators can be captured in modern ways to make them relevant to young people. In addition, Thilmany (2008) emphasises the use of structured exit interviews with departing retirees, the use of

audio-visuals to capture moments and web-based systems as ways of collecting and retaining knowledge and skills.

Participants also suggested that succession planning needs to be clearly communicated and executed. According to the study findings of McQuade et al. (2007), there should be a three-month succession planning phase for retiring educators. Retiring educators should be assigned employees who are likely to remain in the organisation longer, based on their ages. Therefore, it is implied that education systems must be aware of the people who are likely to retire. Given that public employees' early retirement is 45 years of age in Botswana (Botswana Government, 2008), knowledge auditing, narratives and succession planning should start earlier for educators, and should continue until the educators retire. The participants' views were consistent with McQuade et al. (2007), who concluded that, after such documentation and converting such knowledge into learning material, the collected knowledge could be used in career programmes.

Mentoring is linked to succession planning. The participants suggested mentoring as a strategy to capture and manage knowledge and skills. Numerous sources state the benefits of mentoring. Mentoring could be a good way to pass on skills, as it should be conducted by an expert who is trained in mentoring (Mumford et al., 2008). It is also a good way to pass on skills because it should be conducted under non-threatening conditions (Ehrich et al., 2004; Palmer & Darwin, 2009).

Furthermore, mentoring that is conducted correctly with a clear framework and clear measurable outcomes, as the participants suggested, can enhance both personal and organisational performance (Thurston et al., 2012) and personal growth (Palmer & Darwin, 2009). It could also be an appropriate knowledge and skills capturing and management strategy, because it is critical to boost educator confidence in both early and mid-career phases (Dworkin et al., 2012).

Participants believed they had the skills to offer, such as, leadership and mentoring. Mentoring is much more than ensuring that mentees adhere to knowledge and skills standards. Mentors also need to provide emotional support because the profession is amass with emotional issues. The literature confirms this (Hargreaves & Fullan, 2000). Mentoring has been implemented in industries such as medical care and engineering, because of the complex nature of these careers. Hargreaves and Fullan (2000) posit that mentoring has become accepted as a professional need because a patient may die, structures can collapse or people may give up on learning. This is caused by poor professional judgment. Therefore, it cannot be assumed that a newly appointed teacher or principal can make good judgments without good mentoring.

In terms of how the knowledge and skills of retired educators can be utilised, participants suggested that there should be policies and frameworks to support, structure or formalise the use of such skills. The World Bank (2008) report on addressing the needs of an aging population and Maroba et al.

(2006) seem to support the presence of policies that stipulate how older people can benefit the work environment and benefit from the work environment.

6.4.2 Dissemination of findings

Participants suggested that this study's findings should be disseminated to a wider audience, especially leaders in the education system. The dissemination of a research study's findings is likely to influence both policy and practice. According to Whitty (2006), there have always been heated debates between educational research, and policies and practice in many countries. He highlights that the quality, relevance and lack of dissemination of the educational research findings are often debated. "The ability to seek out, critically evaluate and integrate appropriate evidence from research is recognised as an important aspect of development and innovation in professional practice" (Williams & Coles, 2007, p. 186). The implication is that evidence-based practice is key to the development and improvement of practice, as decision-making is informed (Wilson, Petticrew, Calnan & Nazareth, 2010). This seems to be in line with career construction as advocated by constructivist theorists. Some of the benefits of sharing the findings include the impact that study findings can have on research itself, as well as on private and government sectors (Houghton et al., 2009). These authors also mention wider publicity for the findings as a benefit. The understanding is that the wider publicity research findings have, the more useful they would be to both the researchers and society.

It is clear from studies that the dissemination of research findings has more advantages than disadvantages. However, how the dissemination should be done is a challenge, which implies that there should be frameworks for dissemination, as participants suggested. A study by Wilson et al. (2010), which examined the frameworks that can be used for knowledge transfer, suggests that the framework should include relevant and ready-to-use information. The study also suggests that the flow of how the findings can be used should be clear.

Furthermore, the literature argues that how the audience intended to receive the knowledge, what knowledge would be relevant and how this knowledge is likely to be used should be considered (Graham, Tetroe & Group, 2007). The Knowledge Translation Model is defined as "a dynamic and iterative process that includes the synthesis, dissemination, exchange and ethically sound application of knowledge to improve..., provide more effective...services and products, and strengthen the ...system" (Graham et al., 2007, p. 936). Although this model is based on the healthcare system, it can be applied to educational settings. For instance, instead of improving health, one could improve education, and instead of providing effective health services and products, one could provide effective education services and products to strengthen the education system, rather than strengthening the healthcare system.

6.4.3 Consultative or reflective forums

Participants suggested consultative or reflective forums as a means of recording their experiences. According to the participants, educational forums in areas of speciality are likely to bring improvements in those areas, as confirmed by the literature (Penny & Coe, 2004). From the findings of the study, the participants' areas of expertise, which include policy development, training, leadership and mentoring, can be improved for actively employed educators. Therefore, alternative roles for retired educators can be identified in a consultative forum (Price, 2003). Consequently, it cannot be assumed that retired educators have certain skills. However, an interactive forum can determine the strengths of the retirees that can benefit career development programmes. Cook-Sather and College (2009) agree that consultative feedback aims to improve pedagogical services with regard to its structure and organisation. This statement implies that educational instruction and its application can be improved consultatively. Therefore, effective consultative processes should enhance areas in which the retired educators are experts in order to improve career development programmes, while helping retired educators maintain a healthy sense of self (Price, 2003).

Career development entails decision-making processes. Consultation in educational settings involves the decision-making of different stakeholders who can provide novel perspectives. Therefore, all those responsible for the collective development of career programmes are likely to contribute (Mompoti & Prinsen, 2010; Wynberg, Shroeder, Williams & Vermeulen, 2009). It may be deduced from the statements above that decisions made in a consultative manner can assist in bridging the gaps between theory and practice. In addition to the fact that Botswana is a democratic state, participation for development in a consultative way is embedded in the Botswana tradition through the *kgotla*²² setup (Mompoti & Prinsen, 2010).

Finally, with regard to consultative and reflective forums, the study's findings are consistent with the literature, because "participatory methods are increasingly being used in development work at grassroots level in Africa" (Mompoti & Prinsen, 2010, p. 627). Therefore, the implication is that Africa appreciates the benefits of consultation for progress in initiatives. It is also worth noting that, unless there is a clear plan for the need of the consultation or reflection, the process may not give valuable results (Cook-Sather & College, 2009). In other words, in order to get expected outcomes from a consultative forum, there should be clarity on what it intends to achieve, as well as how it should be achieved. The leadership may sometimes overlook the appropriate processes of consultation and take something that is likely to cause conflict to the people (Mompoti & Prinsen, 2010).

The conclusion is that consultative forums mean collective decision-making with all players taking accountability, and that theory and practice are brought closer together. The literature and the study

²² *Kgotla* is a traditional setup or court-like setup where decisions are made collectively through the coordination of a chief.

data do not seem to mention that sole decisions may cause conflict, absolve some players from accountability, as well as result in the shifting of blame and ineffective educational services. The participants' views of consultation are consistent with career construction and pragmatism that encourage the co-construction of meaning and reject absolute truth (Biesta, 2010; Feilzer, 2010). Pragmatism allows for multiple philosophies to find solutions to challenges, and career construction emphasises the use of both inner and outer resources.

6.4.4 A professional association of retired educators

The participants felt that there should be a retired educators' association to ensure that their skills are harnessed in both an honourable and a valuable manner. Berger (2014) agrees with this by claiming that professional associations must advocate for the interests of their members. In other words, a professional association of retired educators would consider the needs of retired educators. It can be presumed from Berger (2014) that an association of retired educators can ensure that its members are not taken for granted. The association can therefore decide where, when and how members can participate in the development of the profession. Professional associations are usually voluntary organisations with members sharing a similar or specialised knowledge (Markova, Ford, Dickson & Bohn, 2013). The retired educators share different specialities within education.

Furthermore, the participants' views on the benefits of associations are consistent with other studies. Benefits of professional associations include professional development and recognition, social structure and networking, helping members to make sense of their world as they develop both their social and professional identity through sharing similar experiences, members having access to professional knowledge through different interactive forums and through publications, paid membership and employment (Markova et al., 2013). From these statements, it can be assumed that professional associations are likely to increase the physical, social and professional longevity of retired educators as they continue to contribute to the development of education. In addition, Greenwood, Suddaby and Hinings (2002) state that the main roles professional associations play is conceptualising some changes in the profession, planning and authorising the changes, as well as ensuring dissemination. According to Markova et al. (2013), professional associations must provide value to attract members. What this study can contribute based on the articulated literature above is the professional development of retired educators, the sharing of experiences and the construction of meaning in a structured method.

6.5 RETIRED EDUCATORS' RETIREMENT ISSUES

In this section, I discuss the reasons the participants retired, as well as how they engage themselves after retirement. Participants highlighted reasons other than age as determining factors for retirement and volunteering as the main post-retirement activity. The findings from data are discussed in relation

to the literature. Alignments, contradictions and silences in both the literature and the data will be identified.

In this study, it was not specifically asked why participants had retired. However, the reasons they retired emerged as they narrated their career experiences. When the participants retired from active employment as educators, their work experience and what they would actively do after retirement influenced their reasons for retiring.

People retire for different reasons. However, the most common reason for retirement is that people have reached the mandatory retirement age in accordance with their country's statutes (Botswana Government, 2008; Udjo, 2011). A significant finding from the survey was that 57% of the respondents ranged between 51 and 60 years of age, while 29% ranged between 61 and 70 years of age. The experience with focus group discussions and individual interviews was similar.

The finding was significant because it revealed that most educators in Botswana retire much earlier than the mandatory age of 60. However, considering the dynamics of the work environment today, it should not be surprising that workers move from one assignment to another (Savickas, 2007; Savickas, 2011a). It is deduced that educators can retire at the age of 45 years and find other opportunities as retired educators. It is also not uncommon to find that developing countries would push workers out for early retirement in order to deal with unemployment challenges (Udjo, 2011). The implication is that there is a possibility that the retired educators in the study may have been encouraged to leave earlier than they would otherwise have wished to for various reasons. On the other hand, developed countries are trying to find ways to keep their aging population in the field for longer (Bishop, 1999; Udjo, 2011; World Health Organisation, 2002; Yang & Meiyen, 2010). The implication is that Botswana is not yet experiencing an aging population and, therefore, the participants may have decided to leave the service earlier on their own volition or were encouraged to leave.

Other than taking advantage of an Act that allows for early retirement (Botswana Government, 2008), the participants had challenges with value conflicts. Most of the retired educators in the study felt that they were no longer making a visible and positive impact on the organisation's development because they could not reconcile their principles with leadership demands. Consistent with the literature, if participants no longer deemed themselves to be part of a team (Joshi et al., 2009), they were bound to leave the organisation, as they would no longer identify socially and professionally with it (Markova et al., 2013). The participants' views were that if they could no longer use their professional knowledge and skills to further the growth of their organisations, they were better off retired. The participants attributed their retirement to the MoESD's lack of progression. This view of participants is consistent with other studies, such as Burgess (2005, p. 325), who suggests that "because a significant amount of knowledge is embedded in individual employees, communication of knowledge among members is a critical aspect of knowledge transfer". The assumption is that it gives meaning to the participants if

they feel that they are contributing to their own development and that of others. They still had this need to be productive after retirement.

The participants in this study affirmed that they spent more time on non-professional activities or activities that did not relate to their careers. Their views can be aligned to Schreuder and Coetzee, (2011), where individuals in the disengagement stage of development at 65 years of age and beyond begin to shift their energies to home and family or other life domains. In other words, people may want to retire and do something completely different from what they did before retirement. For instance, during the individual interviews, one participant clearly pointed out that when he retired he wanted to do something completely different to his work as an educator (Ind 15).

However, the participants claimed that their knowledge and skills were constructed and co-constructed to create meaning, as educators were resources in the different areas in which they engaged (Clayton et al., 2005). The meaning behind this statement might be that, even though the retired educators in the study occupied themselves with activities unrelated to the professions they had occupied prior to their retirement, they claimed to use the skills acquired from their careers to pursue those activities. Monetary gain was one of the reasons given for spending time on non-professional activities. Opare and Addison (nd) point out that there is usually a likelihood that retirees will look for contract jobs after retirement. This could be true because most of the participants were relatively young, as they had not yet reached the mandatory retirement age. They also claimed that they were still physically and mentally active (Schreuder & Coetzee, 2011). In other words, the participants could still be employed to continue their professional activities at their age.

The participants wished they could be engaged in professional activities with some remuneration to support their livelihoods. Consistent with the literature, according to a study on professional women's retirement adjustment (Price, 2003), retirees engaged in role expansion jobs. For instance, people who were teachers could replace their professional job roles with similar roles like mentoring children in schools, mentoring teachers for continuing education programmes or supporting teachers (Price, 2003). Other studies indicated that retired emeriti and professors of universities continued to participate in professional activities such as research, authorship, publishing articles and other works of creativity (Dorfman, 1981; Dorfman, 1985; Dorfman, Conner, Ward & Tompkins, 1984). The inference from this statement is that retired educators at all levels can engage in many professional activities after retirement, including contract work.

The participants in the study claimed that Botswana's education systems seemed rather inclined to engage foreign educators for contract work, rather than retired educators in the country. The participants also felt that the education system in Botswana would rather forget retired educators and pretend that they did not exist, when they could be the human resource the system desperately needs. However, consistent with the literature, the participants engaged in voluntary activities because they

wanted to belong and continue to feel productive in society (Dixon, 2007). The implication is that retired educators in the study will continue to benefit from engaging in activities. As supported by the literature, the participants volunteered their services to communities to avoid being lonely (Opare & Addison, nd; Price, 2003).

Studies point out that there are mixed feelings with regard to retirement. One of them is the fear of feeling alone and forgotten (Dixon, 2007; Dorfman et al., 1984; Kim et al., 2005). It seems that the retired educators' feelings that they are likely to be forgotten is consistent with the literature. I found this gap in policies and Botswana's career development programme because I could not find current literature that is consistent with utilising the skills of retired educators.

From the discussions thus far, it is evident that some effort, in terms of knowledge and skills development, was made to invest in the retired educators' personal and professional development, hence they are a valuable link in human resource development (Leburu-Sianga et al., 2000). The participants reported that whether the activities had financial rewards or were just undertaken to keep them physically and mentally healthy, most of the activities were performed voluntarily. For instance, during the interviews, participants pointed out that they used their resources to travel to and perform voluntary activities, some of which felt like full-time jobs.

The literature confirms that retired educators can continue to be professionally productive in various ways. However, there seems to be an understanding among retired educators across studies (Dorfman, 1981; Dorfman, 1985; Dorfman et al., 1984; Opare & Addison, nd; Price, 2003; Steer, 1973; Udjo, 2011) that policy-makers, colleagues, the community and retired educators themselves think retirement means doing nothing, being lonely and no longer contributing to development. For instance, Dorfman et al. (1984) posit that professors appreciated being involved in working on the retirement plan for the university they worked for, while Price (2003) states that retired teachers can do jobs similar to those they did before retirement. In contrast, however, Sargent et al. (2011) advance that people's thinking with regard to retirement should change from the decline and disengagement stance to a more positive outlook.

The age of the participants in the study and their developmental stage of career development is indicated at the maintenance stage (Hartung, 2007). According to Hartung (2007), individuals at this stage are still wondering how else to make meaning in their careers. The fact that there is literature that supports the knowledge and skills of retired educators seems contradictory to the general view that retired educators are in the decline mode. Therefore, I theorise that a retired educator has a lot to offer in the professional world where he or she does not seem to be fully appreciated and the non-professional world to which he or she seems to be relegated.

6.6 SUMMARY AND CONCLUSION OF THE CHAPTER

In the context of career construction theory, participants constructed their selves, their professional selves and their identities. The literature confirms a wealth of knowledge and soft skills as a result of exposure to a learning context that was conducive to career development (Ben-Peretz, 2002; Borko, 2004; Guskey, 2002; Kelcey & Phelps, 2013; Rowan-Kenyon, Perna & Swan, 2011; Taylor et al., 2011). The findings suggested characteristics of a mentor, as well as the benefits of good mentoring (Anderson & Shannon, 1988; Philip & Hendry, 2000; Ramanan et al., 2006; Sanfey et al., 2013; Sundli, 2007). However, there seems to be a small difference between structured and informal mentoring with regard to its benefits (Ehrich et al., 2004; Sanfey et al., 2013; Thurston et al., 2012).

The literature supported participants in terms of the different ways in which knowledge and soft skills could be captured, reconstructed and managed in concrete ways that can benefit career development programmes (Farah & Al-Yahya, 2009; Haarmann et al., 2009; Hoffman et al., 2007; Hoffman & Hanes, 2003), such as professional associations, mentoring programmes, contemporary technology and consultations.

The participants' reasons for retiring and the continued process of making sense of the world they live in are consistent with the literature (Kim et al., 2005; Price, 2003). However, there is some silence in literature and there is a need to highlight the progressive outlook of retired people without assuming that retirement means no longer being productive (Sargent et al., 2011; Schreuder & Coetzee, 2011; Udjo, 2011). In addition, there is some silence with regard to the effective use of the retired educators' knowledge, skills and self-awareness. The finding that there is no significant correlation between soft skills and career adaptability may be critical. The implication is that it does not necessarily mean that an individual who is aware of himself or herself can effectively complete relevant career developmental tasks.

In this chapter, I discussed the findings of this study in relation to the relevant literature. The study's findings showed how alignment, contradictions and silences in the literature highlighted its contribution to the professional development of retired educators. The contribution entailed a structured method to inform development programmes, based on retired educators' experiences and construction of meaning.

In the next chapter, I attempt to answer the research questions and make conclusions based on the study's findings. I also make recommendations for policy, practice and research in education.

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CHAPTER 7

CONCLUSIONS AND RECOMMENDATIONS

7.1 INTRODUCTION

In the previous chapter, I discussed the study's findings in relation to existing literature. In this chapter, the final chapter of the study, I give an overview of the study, reflect on the process and make recommendations. The purpose of my enquiry was to explore and understand how the knowledge and skills of retired educators can be harnessed. Through the use of a conceptual model, I also wanted to find out how these competencies can be incorporated into career development programmes. The conceptualisation of the terms career development, retired educators, career construction, experiential knowledge, skill, harness, career and knowledge management, which are used in the study, are detailed in Chapter 1.

The subsequent discussion attempts to respond to the primary research question by answering the secondary research questions (Section 7.4). However, prior to answering the main research question (Section 7.5), I provide an overview of the research, highlighting the preceding chapters (Section 7.2), followed by a summary of the study (Section 7.3). After answering the research questions, I draw the main conclusions from the study (Section 7.6), followed by reflections on the study's possible limitations (Section 7.7) and contributions (Section 7.8), as well as the participants' reflections on their experience of the research (Section 7.9). I conclude the findings and make recommendations for policy, practice and research in education.

7.2 OVERVIEW OF THE CHAPTERS

In Chapter 1, I presented the study by discussing its background and significance. I also justified the need for this enquiry. I postulated that retired educators had acquired a great wealth of knowledge and skills during their careers and that the acquired knowledge and skills seemed to get lost upon their retirement. The study's purpose was to explore means by which the competencies of retired educators could be harnessed and appropriately stored for career development programme enhancement. The research questions that guided the study on how these competencies could be achieved were indicated. One primary research question and three secondary research questions and what they intended to investigate were explained. The conceptual framework that directed the study followed the research questions. The theoretical direction from career construction theory (Savickas, 2012; Savickas, 2013), career development programmes (Goodman & Hansen, 2005; McMahon, 2006), retirement and career development (Udjo, 2011) and knowledge management in career development (Farah & Al-Yahya, 2009; Hoffman et al., 2007; Thilmany, 2008) were central to the conceptual framework.

I explained my pragmatic assumptions that led to a mixed-method sequential research design (Creswell, 2014). I concluded Chapter 1 by positioning myself within the study and contextualising the key concepts.

In Chapter 2, I elaborated on the available literature with regard to career development. I advanced the theoretical transitions of career development as a discipline that originated with the vocational approach of Parsons in the 1900s, right up to the life design theory of Savickas in the 21st century (Hartung, 2010b; Savickas, 2012). I debated the knowledge and skills acquired during the educators' careers, as well as the current methods of knowledge management. I also discussed what would be possible issues for retirement, while relating it to career development.

Chapter 3 evaluated the epistemological and ontological assumptions of pragmatism and the mixed-method paradigm, as well as the methodological paradigm. I discussed my reasons for using a mixed-method sequential design. I evaluated the appropriateness of pilot testing my instrument (questionnaire) before its use. I elaborated on the non-probabilistic methods used to select the participants and the hermeneutic methods of data collection and analysis. Furthermore, I highlighted how the data was triangulated and expanded on ethical concerns, while ensuring that quality research was conducted. I highlighted how the study could mitigate the difficulties I encountered.

In Chapter 4, I presented the results of the analysis of the quantitative phase of the study. I reported on the results of the pilot survey with reference to the biographical data and data that related to the participants' career development. I described the results of the main survey in terms of what I reported on the pilot survey and included further constructs used in the analysis. Differences and relationships between career development constructs were indicated as a result of inferential analysis.

In Chapter 5, I described the results of the study's qualitative aspect. The four themes that emerged from the thematic analysis of the data were indicated as meaningful experiences for retired educators, educators experiencing inspirational leaders, recommendations for future education programmes and retired educators' retirement issues. The participants' descriptions and claims were authenticated by verbatim excerpts from conversations with the participants, as well as my documented observations and reflections on the research.

In Chapter 6, I reported on the interpretation of the integrated results of chapters 4 and 5 in relation to the literature. I expounded the similarities between the data and the literature, as well as the contradictions and silences that emerged from both the literature and the data. The inconsistencies, contradictions and silences that occurred highlighted the study's contribution to filling the gaps in career development knowledge.

7.3 SUMMARY OF THE STUDY

I set out to find out how the retired educators' competencies could be harnessed and used in career development programmes. The study's findings determined that the implementation of frameworks that articulate how this knowledge and these skills of the retired educators could be used as a key strategy. Based on their expertise, the retired educators can be engaged directly in schools and workplaces. However, their engagement should be guided with specific outcomes that would benefit either party. Creating databases of retired educators' expert knowledge could be an important method of knowledge management. Furthermore, the study determined that retired educators have varied and specialised knowledge, such as policy reforms, mentoring and leadership. Databases, consultative meetings or retired educators' engagement in career education should be directed at a specific need. Specificity of outcomes will encourage retired educators to continue offering their services. When they succeed, it will give the institution a reason to continue seeking the retired educators' services. In the next section, I make conclusions based on the findings to explain this summary further.

7.4 FINDINGS ACCORDING TO THE RESEARCH QUESTIONS

This research is based on a primary research question, as well as three secondary research questions detailed in Chapter 1. I use the study's findings to answer the secondary research questions in subsections 7.4.1 to 7.4.3 and address the primary research question in Section 7.5.

7.4.1 Secondary Research Question 1: What experiential knowledge and skills are important for career development?

In this study, the retired educators appeared to have experiential knowledge that extended beyond pedagogy (chapters 2, 4 and 5). The retired educators that participated in the study said that they had learnt the values and standards of the education profession and the behaviours and attitudes that accompany these principles. Self-awareness in relation to one's role as an educator and society, decision-making skills and autonomy were indicated as important competencies retired educators had developed. These competencies influenced the participants' ability to adjust to the world of work as educators. Moreover, the participants attributed their success to adaptability, self-assurance, resourcefulness, open-mindedness and good work ethic (chapters 4 and 5). The retired educators that participated in the study regarded communication, mentoring and leadership skills as significant skills for successful work in education.

The participants indicated that the number of years they had worked determined the extent of their experience (chapters 4 and 5). The average age for the retired participants in the study was 61 years, while their average work experience was 30 years. Some 85 to 100% of the participants had at least a diploma qualification and, at most, a PhD qualification in education.

Most of the participants acquired their higher-level professional qualifications in stages, where they continued their studies while working. After completing a diploma, most of the participants worked for a number of years and then pursued a bachelor's degree qualification. The participants seemed to appreciate the value of education, since they seemed to learn with intent (Chapter 5). In their later years, the purpose of their further learning was much clearer to them than it was during their years in pre-service training. It also emerged that the longer a retiree worked as an educator, the more experienced he or she was when compared to someone who has worked fewer years (Chapter 6). New employees are viewed as apprentices and employees who have been practising the profession for a long time, such as retired educators, are regarded as experts. However, it was not conclusive that the older an individual retiree is, the more experienced he or she would be, as there was no correlation between age and experience in this study (Chapter 4). Age may not necessarily equate to experience if the participant was not exposed to situations that provided experience. The participants in the study who decided to retire because they did not have specific training in their area emphasise the point that an individual may have reached retirement age, however, they may not have acquired significant experiences.

Experts are likely to be knowledgeable about the ethos of the education system in operation (chapters 2 and 5). The retired participants had acquired more knowledge on what the education profession intended. The findings assert that the education profession is not just about being able to teach. It is also about understanding the goals of teaching and learning, as well as the system's vision. Educators learn selflessness and understand that the learner comes first. The participants pointed out that if the learner was not central to the educator's work, it defeated the point of being a teacher. The study's findings show that an educator's attitude and behaviour is important and can be learnt. The participants indicated that they learnt to be expert educators because they were empathetic to the needs of the learners and other educators. It was not enough just to know the vision of the education system. The participants learnt who they were, both personally and professionally.

The retired educators stated that their understanding of the "self" (Chapter 5) was central to their success as educators. The "self" implies one's consciousness of one's own traits, strengths, areas of development and values as a unique person. The "self" is related to how the individual sees himself or herself, not only as a unique individual, but in relation to other people who may or may not be in the same profession. Self-identity was important for the attainment of a meaningful career for the participants. However, the participants highlighted that they found meaning in self-discoveries that boosted their self-esteem. A positive self-appraisal by the individuals enhanced their confidence and heightened their productivity and proficiency. Self-identity and professional identity enabled retired educators to succeed, as they managed to clarify their values in their learning contexts. It seemed that being well adjusted both personally and socially added to the participants' career success. Adjustment

might have been brought about by the confidence the participants had, which was acquired through learning certain competencies as an educator.

The retired educators in the study felt that their emotional competencies influenced their success as educators. The emotional competencies that emerged in the current study encompassed leadership abilities, teamwork, interpersonal skills, dedication, commitment, motivation, a love for their profession, as well as communication, listening and counselling skills. In addition to the independence and proficiency they had as educators, they claim to have acquired organisational skills, teaching and learning, as well as policy and programme development expertise, which seemed to have helped them adjust throughout their careers as educators.

Furthermore, the participants said that awareness of their knowledge and skills guaranteed that they would effectively use them to benefit themselves or others. Their appreciation of their strengths, values and traits seemed to influence learners' and other teachers' positive achievements. Furthermore, it appeared that self-awareness enhanced the retired educators' passion for being successful in their careers. The retired educators in the study appeared to have developed decision-making skills, flexibility and adaptability to adjust in the changing world of work. They gained these skills from unstructured career pathways and good informal mentoring (chapters 5 and 6).

During the study, the participants arguably pointed out that their success came from modelling their behaviour on people who had mentored them (role models) throughout their careers (chapters 4 and 5). The participants indicated that their parents were their role models when they were growing up (Chapter 4). The findings also suggested that former teachers and other people were the participants' career role models. It emerged from the findings that career counsellors influenced few participants to enter the education profession. Furthermore, exposure to inspiring leaders advanced their leadership and mentoring skills, which helped the retired educators to successfully mentor others in similar situations. The participants in the study seemed to expect their leaders to be mentors and to take the role of a parent. Based on this expectation, the retired educators seemed to have developed empathy and supportive skills from concern for learners and other educators.

In conclusion, the retirees in the study gave the impression that their success was due to the acquisition of critical knowledge and understanding the vision of the education system, as well as its values, principles and standards. The participants also appreciated the profession beyond instruction. The retired educators in the study seemed to discover who they were and how they relate to others. From the findings, the understanding of the self and others seemed to heighten their adaptability or flexibility, self-confidence, creativity and open-mindedness to learning behaviours. Mentoring, inspirational leadership, organisational management, policy implementation, monitoring and evaluation, counselling, resources for networking and specialised skills also appeared to be necessary for the participants' career development. The findings indicated that there was no significant

difference between how males and females responded to soft skills and career adaptability constructs (Chapter 4). There was no statistical correlation between soft skills and other constructs, such as career adaptability, career guidance and counselling, knowledge management and mentoring, as indicated in Chapter 4.

7.4.2 Secondary Research Question 2: What experiential knowledge and skills acquired through workplace learning would the retired educators want to see developed in young people?

From this study, it emerged that the participants felt that mentoring and other professional development activities as part of their career growth, were responsible for the knowledge and skills acquired through workplace learning (chapters 2, 4 and 5). The retired educators in the study wished to see that the competencies they acquired from being mentored, mentoring and participating in professional advancement activities are developed and enhanced in young people. The implication is that mentoring and professional advancement activities could enhance the career growth of the young people. It emerged from the study that mentorship involves mentoring relationships where a mentor supports both the professional and personal development of the mentee. The mentor can skilfully direct appropriate professional development in the mentee. Professional development refers to the acquisition of professional knowledge, attitude and behaviour relevant to an educator's success.

For the career development of young people, the participants wished to see young people as leaders with mentoring skills. In other words, the participants asserted that leaders should learn how to support others psycho-socially and professionally. In addition, the participants wished that leaders could be empathetic. According to the findings, leaders whose mentoring skills are central to their leadership help mentees to develop holistically. Moreover, such leaders will be role models and communicate practices intended to achieve the expected results. The retired educators in the study postulated that some professional career knowledge is better imparted to others when it is demonstrated, rather than just talking or reading about it. Therefore, from the participants' point of view, communication is a skill that incorporates demonstrating desired behaviour and supporting the growth of another individual in a non-threatening way.

It emerged from the findings that some soft skills are critical for young people for their career development. The participants seemed to suggest that contemporary educators are not motivated to be educators (chapters 5 and 6). Furthermore, a highlight of the study was that current educators appear to regard the education profession as another job rather than a "calling". The participants stated that one has no reason to be an educator without the motivation to teach. Hence, young people should be motivated to be educators. Interpersonal skills are also significant for an educator and it should be advanced in young people. The findings seem to propose that the teaching profession requires an

educator to be able to relate well to others. The study also found that interpersonal relationships are central to the life and success of the educator. The centrality of interpersonal relationships is also highlighted in one's construction of a career (Hartung et al., 2008).

Understanding that the education profession extends beyond pedagogy was also found to be essential for a career in education. The implication might be that being a good instructor might not be enough for a successful career. According to the findings, to develop both a personal and a professional identity, an educator needs to have in-depth knowledge about the profession. Therefore, it may be important for young people to have comprehensive knowledge about the education profession, which includes having good interpersonal relationships and impetus to educate.

Findings also suggest that mentors should be knowledgeable with regard to mentoring, and should promote professional development for the individual and the organisation (chapters 2, 4 and 5). The leaders who should be mentors should be team players and effectively communicate the team's vision rather than their own. The study determined that it is critical to ascertain whether the mentor is skilled, because, although individuals may have gone through similar experiences, it cannot be taken for granted that they are equally skilled in areas such as mentoring. In addition, leaders who function as mentors should be confident and inspirational.

The findings seem to suggest that mentoring should start early in one's career. It should start during an educator's career preparation and continue until the mid-career stages (chapters 2, 5 and 6). The findings suggest that learners in schools can learn to construct their careers by being mentored by retired people so that they can begin to relate their experiences to what they wish to be, based on the different career stages and from the narratives of the retirees. In addition, based on the participants' experiences, early-career mentoring seemed to grow motivation in the profession. Based on the fact that the participants regarded their leaders as mentors, I posit that mentoring is important at all career levels. For example, some participants retired because there seemed to be conflict of values between themselves and the leadership (Chapter 5). The deduction from such findings is that educators in mid- and late-career stages are more established in their professions and any conflicting beliefs could have been challenging. The degree of mentoring is likely to differ for different career stages. From the findings, it can be further reasoned that closer, structured mentoring is needed during the early-career stages, but mentees are likely to need more autonomy and less structure in the later career stages.

In conclusion, I addressed the second secondary research question in this section. The findings suggest that leaders should be knowledgeable mentors in terms of their professional standards. Mentors should also be good communicators, they should be empathetic, relate well with others, be team players and inspire mentees. Mentoring seems to be a career-long exercise for educators.

7.4.3 Secondary Research Question 3: How can the acquired experiential knowledge and skills of retired educators specify career development aspects?

Several findings from the study suggest how the competencies of retired educators can be captured and managed for future use in career development programmes. These include creating databases of expert knowledge and best practices of all educators, active and retired (chapters 2 and 5). In addition, policies to support the active participation of the retired educators, mentoring, succession planning, consultative forums and professional associations for retired educators were suggested as ways in which the experiences and skills of retired educators could be harnessed for career development programmes.

These strategies are as follows:

- Databases should be established that are technologically up to date, in terms of which expert knowledge and skills of retired educators can be captured and managed for continuous use as and when required. Audio-visual aids were recommended as part of the establishment of databases. The participants proposed that the databases should not only include the educators' qualifications, but also the assignments they had participated in that are likely to develop specialised skills. It was suggested that all educators – from the classroom to the highest office in the education system – should be included in the database. It was observed from practice that officers who were vocal or highly recognisable in society were likely to be profiled, leaving out their counterparts who were not well known. The findings advocated that the best practices should be highlighted.
- Succession planning and mentoring relationships should be encouraged for employees to shadow eligible retired educators in order to transfer soft skills and knowledge. The findings proposed that succession planning can start at least three months before an incumbent retiree leaves, while mentoring can happen at school level, early in the career, or in the middle to late career stages. Both succession planning and mentoring should be structured and directed with clear roles and outcomes for both the mentor and the mentee. For instance, mentors should be knowledgeable in the area of mentoring and they should be good communicators. In addition, both the mentor and the mentee should be trained on mentoring relationships to avoid unnecessary expectations. From the literature (Chapter 2), mentors and mentees have certain roles to play. For example, a mentor might play the role of a professional supporter, but does not wish to be judged on personal aspects. There might be a conflict when the mentee is not aware of this and expects the mentor to be exemplary in all spheres of life.
- Retired educators' narratives can be captured and stored in databases. Exit interviews were not highly regarded as a way of capturing expert knowledge. From the findings, it was recommended that exit interviews were conducted by means of an interview of at least four

hours (chapters 2 and 6). With the help of software, a pictorial representation can be made of the narrative of the person leaving, where information required for the organisation can be organised in terms of a specific subject. According to Thilmany (2008), the pictorial representation of one's interview is referred to as mind mapping. In addition, the findings suggest that retired educators can directly participate in career development programmes by narrating their career stories to groups of students. The direct involvement of students (and employees) with role models can hypothetically heighten the growth of the students or employees with regard to their careers. Students are likely to reflect on their experiences and be more focused with regard to their likely future careers as they compare their experiences to those of the retired educators.

- It emerged from the study that there should be structures, frameworks and policies that guide the harnessing and banking of the knowledge and skills of retired educators. The study concluded that the engagement of retired educators is currently haphazard. Hence, the competencies of the retired educators are not effectively utilised.
- The lack of effectiveness, as asserted by the participants in the study, could occur because a retired educator who may be requested to perform a certain function may not be an expert in that area. Participants gave examples of known leaders with poor professional records. The implication was that a poor leader could not motivate apprentices (Chapter 5). In addition, the participants pointed out a situation where teachers were asked to act as mentors at schools just because it seems like a good idea and because people volunteered to do so, not because they can mentor. Retired educators advanced that some people who requested to mentor at schools could not communicate effectively. It therefore materialised from the study that there should be structures and policies in place to guide the expectations of both mentors and mentees. This will include which experts are able to provide a particular competence. The assumption is that it would be easy to utilise the skills of the retired educators effectively when there are guiding principles to be followed.
- The study's findings concluded that disseminating these findings publicly will advocate the utilisation of the human resources that are retired from education (Chapter 5). The participants in the study voiced their concern that retired educators out there might not be aware that they are a valuable resource for the education system. It was apparent from the findings that retired educators may sometimes want to hide from their colleagues. The study found that when people retire, they are no longer a valuable resource for the organisation they were working for. Therefore, they try hard on their own to find ways of staying active. However, they find themselves involved in activities that are not professionally related to what they did prior to

retirement. Therefore, publicising the findings is likely to elicit interest in continuing the career development of retired educators.

- Consultative forums, as suggested by the participants, seemed likely to enhance the collective decision-making of all those with interests in the education system. Consultative forums are also another way in which the knowledge and skills of the retired educators can be captured, reconstructed and managed for use in career programmes (Chapter 5). During these consultative settings, retired educators can share their specialities, such as standards of education, policy development and leadership experience that inspire others to become educators. The study found that the database can have specialisations based on the results of consultative forums, so that the desired results can be obtained. Specialisations could be based on who participated in education reforms or policy development to assist in new education reforms. Another specialisation that emerged from the study was engaging retired educators who are professional counsellors for specific educational concerns.

- The participants in the study proposed a professional association of retired educators that would take care of the needs of both retired educators and the education system (Chapter 5). According to the findings, an association can potentially put structures in place to guide the involvement of the retirees. In addition, a professional association of retired educators is likely to safeguard the continued development of retired educators in a variety of ways. The participants suggested that the development of retired educators could be through their participation in training and professional activities, such as substitute educators and contract workers. Networking with other retired professionals locally and internationally emerged as a way to continue to advance the education profession.

- The participants volunteered their services in different spheres of society, such as in schools and other areas that need the services of educators. The participants volunteered to teach and lead groups in the community. The retired educators in the study seemed to volunteer their services because they believed they were still active members of society. In addition, the retired educators appeared to volunteer their services to ensure longevity. Retired educators also postulated that they were actively advancing the country's economic growth. The findings suggest that retired educators can be substitute teachers or can stand in for teachers who are unable to teach. They cannot only mentor learners, they can also mentor leadership across all levels of the education system. However, the purposes and outcomes of volunteering should be clear to the institution and the volunteer, as explained in Chapter 2.

In this subsection, I attempted to answer the third secondary research question. I summarised ways in which the knowledge and skills of retired educators can be elicited, captured and used in career development programmes. Availing of guidelines and policies appears to be critical to knowledge

capture and the management of retired educators' competencies (Chapter 5). A professional association could also ensure the availability of guidelines for retired educators to participate in career development programmes. A database of experts' knowledge and skills can delineate the retired educators' expertise in terms of likely mentors for different areas, such as leadership, counselling and policy development. Narratives of retired educators can be resources for schools and consultative forums. Specific outcomes and planning are central to all the proposed methods. In the next section, I attempt to answer the primary research question.

7.5 THE PRIMARY RESEARCH QUESTION: HOW CAN THE EXPERIENTIAL KNOWLEDGE AND SKILLS OF THE RETIRED EDUCATORS BE USED TO INFORM CAREER DEVELOPMENT PROGRAMMES?

The study's findings confirm that most participants retired after reaching management and leadership positions as educators in their institutions (chapters 4 and 5). The participants in this study included deputy principals and heads of department in schools or educational parastatals²³, as well as heads of sections and divisions within the MoESD. Other participants had reached deputy and permanent secretary²⁴ levels in the MoESD. Some participants led large-scale educational projects. All participants were assumed to be strategic thinkers if they were leading schools, institutions or national educational projects. Therefore, whether they had specialised training or not, they had to find skills to help them adapt to the demands of changing assignments within the education system. Participants included counsellors, inspirational leaders, mentors and policy development specialists, or they could have acquired these skills by other means. Lastly, participants were either professional teachers or they had spent most of their lives in an education setting. Therefore, the participants' assertion that they are experts in different fields of education might be justified.

Furthermore, the findings from the study confirm that retired educators have accumulated knowledge and skills as a result of teaching and learning, mentoring, being mentored and engaging in professional growth programmes during their working years. These aspects seemed critical for both personal and professional development. Personal development implies self-awareness, identity development and the clarification of an individual's values. Moreover, personal development implies an awareness of others in relation to the participants' roles as educators. On the other hand, professional development implies that the individual begins to appreciate the value principles of the profession, as well as its standards and behaviour. Professional development implies that the individual can identify with the education profession. The participants may not have had a name for the soft skills they developed over time, but they seem to have been successful as career educators because of some of the soft skills they had acquired. For instance, inspirational leaders should be able to bring everybody on board, which may not occur through autocratic or authoritarian leadership, but by utilising emotional competencies. This was more likely to happen in an environment where mentoring, coaching and counselling were priorities. Therefore, it is implied that these soft skills enabled the retired educators to take actions that not only benefitted themselves, but also other people because the actions made sense.

²³ Parastatals are organisations that have a certain percentage of autonomy in their governance. However, they are partly governed by the state. Although parastatals have some independent structures, they are guided by government statutes.

²⁴ A permanent secretary level is the highest professional position an educator can attain in the MoESD.

The results of the study indicate that meaning-making results from creating and recreating meaning from experiences throughout an individual's career. The inference is that what was meaningful to the participants was consistent with what they believed in. Any deviations from those beliefs required individuals to make further reflections on their experiences and change their thinking about the same experiences. The participants may change their view of the world based on their perceptions of themselves in relation to their backgrounds.

The participants in this study were formed personally and professionally. This enabled them to find meaning in their careers as educators. Their appreciation of their uniqueness, their values and their personality traits instilled confidence in them. This confidence was reflected in their creativity and proficiency in conducting their duties as educators. The knowledge and skills used by the participants to adapt to and succeed in their environments were captured in different contexts of learning and were managed in ways that allowed them to be utilised meaningfully. From the findings of the study, there are suggested ways for capturing and managing competencies of retired educators.

The study's findings seemed to suggest that evidence-based educational practices, where findings of studies on retired educators are disseminated to the larger society, could enhance career programmes (Chapter 5). Publishing the findings could possibly make policy-makers, other retired educators and nations aware of the gap with regard to specialised expertise in career programmes that retired educators could perhaps fill. The study found that mentoring, peer mentoring or pairing learners with retired educators are possible strategies for enriching career development programmes. Some learners may appreciate having someone they can look up to when developing their careers. Young professional educators could also be paired with expert retired educators for their career advancement. From the findings, it seemed there were few mentors in workplaces. Hence, retired educators could be engaged as mentors for newly appointed, teachers, leaders or policy programmers.

Succession planning, where educators are paired for at least three months with those who are likely to retire from professional service, was suggested as being critical in imparting experiential knowledge for career growth. It emerged that succession planning rarely takes place in workplaces. For instance, participants in the study asserted that their leaders seemed happy to see them go. Exit interviews seemed to replace succession planning, even though the study found that exit interviews are often not conducted appropriately. The study concluded that mind mapping for exit interviews and narratives of retired educators could be effective ways of capturing and managing knowledge and skills. Both mind mapping and soliciting career stories from retired educators need enough time. The findings of the study suggest that there should be appropriate planning, legislature or guidelines to support knowledge capture and management. Furthermore, conclusions from the study posit that knowledge capture should be conducted early to avoid the cost of knowledge recovery.

Linking to the above discussion, succession planning and mentoring could, for instance, be implemented for leadership, organisational management, programme and policy development, and communication skills. These soft skills can be passed on experientially. Good mentoring seemed to be central to the retired educators' positive career development. It may have been informal and limited for most participants, but coupled with inspirational leadership, mentoring seemed to motivate and inspire innovation and elicit the desire from the participants in the study to be educators. It is evident from the research that educators need mentoring throughout their careers. This assertion is based on the fact that the participants associated inspirational leaders with good mentors. Hence, mentoring can be provided for everyone in the education system, from the classroom to the highest office. The degree of mentoring may differ based on the career stage an individual is at. The study discovered that learners need mentoring to help them construct their future careers, while new educators need mentoring to instil in them professional confidence. Recently qualified educators seem to require close and structured mentoring since the study showed that they are still in the process of both personal and professional growth (Chapter 5). In other words, they are still trying to find what is meaningful to them. Furthermore, based on the assertion that mentors were seen as leaders, the implication is that educators in the middle and late career stages require some mentoring, even though they may be more autonomous.

The study also concluded that retired educators' narratives from exit interviews or consultative forums can be audibly and visually captured and stored in ways that are appropriate for the post-modern era to enable retrieval at any given time. The implication is that there should be databases for appropriate storage. Consultative or reflective educational forums are recommended as places where retired educator experts can interact, and targeted information and skills can be harnessed. In other words, retired educators who were experts in one area should be in consultation at any given time. For instance, retired educators who were inspirational leaders should have their own conference. In addition, retired Grade 3 teachers can meet separately, rather than having all retired educators discuss an aspect of teaching they may not be experts in. From the findings, consultative forums are consistent with the African tradition of collective decision-making processes. The study found that African stories provide a comfortable way in which most Africans communicate their experiences (chapters 2 and 5). This study also agrees that stories are a method people use to reflect on and derive meaning from their experiences (Chen, 2007).

Professional associations seem to be a possible way of keeping retired educators professionally active after retirement. It is assumed that a dedicated association could effectively cater for the needs of retired educators and the country's human resource needs. The implication is that retired educators can continue to liaise with one another, while narrating their experiences and developing new ways of tackling educational challenges. A professional body seems to have a stronger advocacy power, locally and internationally, in comparison to individuals.

The study proposes frameworks and policies that would guide the processes of knowledge capture and management in terms of retired educators. The need for guidelines stems from the fact that only a few retired educators seem to be actively engaged in career development programmes. The study also found that best practices came from the majority of retired educators who formed the education system and not a few leaders. The inference is that all retired educators, implementers and policy-makers should be profiled for their experiential knowledge and skills, acquired during their professional development.

The study concluded that professional development practices for educators were critical in the acquisition of competencies for career growth. The study suggested that professional development means all the processes and activities that encourage an individual's professional growth. The study further argues that professional development should not be assumed to mean that individuals should be hastily trained to implement a specific policy recommendation. According to the findings, professional development – as a strategy for career development – should be directed and should suit the individual's professional and personal needs.

With regard to the earlier discussion in this section, the retired educators seemed to make meaning by discovering their uniqueness in relation to others. Furthermore, if being an educator is much more than just pedagogy, it can be inferred that the interest of the individual should be taken into account when planning his or her career development programmes. From the findings of the study, professional advancement programmes include short- or long-term training, attending conferences, networking and mentoring relationships. The study also found that these professional development programmes for career growth provide an opportunity for individuals to learn from interactions with diverse philosophies different from their own. In addition, individuals are likely to appreciate advances in their profession. By inference, the various viewpoints would possibly assist an educator to verify his or her career blueprint.

In relation to the discussion above, retired educators appeared to have retired from professional work because of conflicting values with existing education structures, rather than because of age. Most of the participants retired between 2000 and 2010. The average age of the retired educators who participated in the study was 60, which is the compulsory retirement age in Botswana for public service employees. The finding confirms that the educators in the study retired much earlier than the mandatory retirement age. As a result, policy-makers may have to face the challenge of an unforeseen early loss of expert knowledge and skills. They may also face a lack of competence in active educators. Furthermore, the findings assert that the participants sought professional work after retirement, whether it was paid work or voluntary work. The participants contended that society seemed to assume that retirement means that an individual is no longer capable of proficient work. This assertion was a concern for the participants and the study because the age of retirement is a fluid number to suit the needs of an organisation, system or country (Sugarman, 2012).

The inference is that most retired educators may not be at the decline level yet, and keeping educators engaged professionally may actually increase their longevity as active and productive citizens, which is likely to reduce their dependence on the government. The study concluded that the career development of retired educators should not be assumed to decline, as Super's career development theory suggests. It is merely in another phase of development. However, I suggest that the post-retirement phase of development is based on the needs of the retired educators to ensure lifelong career development for all people.

In conclusion, the experiential knowledge of retired educators can be incorporated into career development programmes in several ways. These include professional development activities, mentoring and succession planning, and the mind mapping of exit interviews or narratives of retired educators. In addition, legislature that guides the use of retired educators' knowledge through their professional association and consultative meetings can be used to harness competencies for career development programmes in schools and workplaces.

Retired educators' mentoring of students and young professionals is a way in which young people can learn from the retired educators' wealth of competencies. Retired educators' potential experiential knowledge includes an in-depth understanding of the philosophy of education and knowledge of how to use self-awareness for creativity and expert performance. Databases of retired educators' competencies and best practices in an educational context could act as a referral for career programmes. The skills the retired educators probably acquired, as identified in the study, include leadership, mentoring, policy development, and teaching and learning. Furthermore, employing the practical concepts of career construction for capturing and managing retired educators' knowledge and skills by collecting their narratives and suffusing these in career development programmes could assist with individuals' lifelong learning. If retired educators simultaneously contribute to and benefit from career development programmes, this study could help to achieve lifelong career development for everyone.

7.6 REFLECTION AND DISCUSSION OF CERTAIN ASPECTS OF THE STUDY

In this section, I reflect on certain aspects of the study. These aspects include, the methodology in Subsection 7.6.1, the conceptual framework in Subsection 7.6.2 and the main conclusions of the enquiry in Subsection 7.6.3. I further reveal possible limitations and contributions of the research in subsections 7.6.4, and 7.6.5 respectively.

7.6.1 Methodological reflections

In this study, I followed the paradigmatic assumptions of pragmatism, as stipulated in Chapter 3. Pragmatism as a paradigm allowed me to use the methods of enquiry that were relevant for a comprehensive investigation. In-depth exploration and acquiring a bigger picture of the research question was more important than focusing on the differences between the methods of enquiry (Creswell, 2009; Creswell, 2014). I used mixed-methods sequential explanatory design as a methodological paradigm that supports the pragmatic view of conducting research. I enhanced my ability to acquire in-depth, rich information and data to answer the research questions through a mixed-method approach. A single method could not possibly achieve this (Creswell, 2010). However, the use of mixed methods as a methodological design is still debated, since more work is required to determine the quality and validity of the design (Ivankova, 2014).

I found the sequential explanatory design to be relevant to the study, because the quantitative method allowed preliminary exploration of the concepts before the qualitative approach (Muskat et al., 2012). I used non-probabilistic methods of sampling for both the quantitative and qualitative phases. I used a questionnaire, in which I used descriptive and inferential analysis to collect data from retired educators for the quantitative phase. The statistical analysis assisted in the exploration of the experiential knowledge and skills that influenced the success of retired educators. The exploration of the constructs, as explained in detail in chapters 3 and 4, was essential for possibly focusing the study and directing the focus group discussions and face-to-face individual interviews.

Although most researchers prefer sequential designs, starting with the qualitative approach and followed by the quantitative approach (Ivankova et al., 2010), I found that the explanatory design offers options on how to deal with constructs. For instance, mentoring appeared unreliable when tested objectively, but it emerged as an important construct to discuss in the interviews. Certain assumptions could also be rejected or confirmed immediately in the first phase. Furthermore, both the pilot and the main survey indicated that the participants were much younger than I had hypothesised. The majority of participants resided closer to Gaborone, Botswana, rather than in the city, where the study took place. The mixed-method design allowed for a triangulation of results (Johnson et al., 2007). For instance, the two methods highlighted the fact that retired educators are still very active members of society, who would like to continue being productive and contribute to the development of society. It must be noted that this study was inductive, descriptive and interpretive (Morse, 2010).

Insight gained from the analysis of the survey (detailed in Chapter 4) was constructive in sampling for the qualitative phase of the study, as well as providing a basic understanding of career development concepts. The sample for the qualitative aspect that was nested in the quantitative sample was based on a selection criteria that was described in Chapter 3. In order to answer all the research questions as detailed in Chapter 1, the sample for the qualitative aspect of the study was required. The mixed-

method approach used in the study most likely provided the participants with the opportunity to consider the needs of the study in depth (Johnson & Onwuegbuzie, 2004). The study possibly enabled the participants to think more comprehensively, since all participants selected for the focus group discussions and the individual interviews participated in the survey.

The data was sourced from retired educators who could be contacted in Gaborone. Data collected through interviews, research journals, as well as field notes/reflections was used for analysis (Chapter 5 and Appendix M and N). The analysis for the qualitative phase was not restricted to a single method of analysis. The reasoning was concluded both inductively and deductively (Creswell, 2013). The themes obtained from the thematic analysis were continuously checked against the data, as espoused by Creswell (2013). Although the survey was used to answer the first secondary research question and find a sample of retired educators for the qualitative phase, I found that some findings in Chapter 4 were beneficial for triangulation. The results of the experience and age of the retired educators in Chapter 4 were triangulated against those in Chapter 5. Therefore, the triangulation was emphasised across the methods rather than within a method.

However, a mixed-method approach posed a few challenges. I found this approach very time consuming, demanding and expensive to conduct (Johnson & Onwuegbuzie, 2004). It was time consuming and demanding because I needed to appreciate the basics of each method. I needed to understand the methods of data collection and analysis for both approaches fully. I had taken for granted that I only needed to comprehend the qualitative approach, which carried more weight. The fact discussed in this paragraph added to the time and finances I required to conduct the current study.

To reduce the expenses brought about by a mixed-method approach, an online survey was considered for sampling. An online survey was also considered to get a larger sample and respondents from different strata of retired educators from private, public and NGOs. However, from the pilot study, I realised that most participants had retired to the villages (Chapter 4), where there was limited internet connectivity and it seemed likely that the retired educators would be technologically challenged. This finding was confirmed in Chapter 5 (also see Appendix J). Although self-directed sampling was used as a faster and more reliable method of selecting the study's participants, in the final analysis, mixed methods remained an expensive approach.

The quality, validity and reliability of the study were determined separately for each method (Ivankova, 2014). Expert inquiry and determining the reliability of the constructs through Cronbach coefficients were some of the ways of determining the study's quality. I used continuous self-reflection to appreciate how I experienced myself in the study (Saukko, 2005). I also asked some interview participants to verify the transcripts of their recorded interviews (Cohen et al., 2011).

7.6.2 Reflection on the conceptual framework

My conceptual framework highlighted the fact that the context of learning is informed by the theory of learning, programmes of career development and knowledge, as well as soft skills from experiential learning from the environment. Based on the study's findings, I found that career development programmes and other areas of professional improvement in education may have overlooked knowledge capture (and reconstruction) and the management of retired educators' tacit knowledge and soft skills. Reconstructions of retired educators' narratives can be harnessed in different settings through different means so that these narratives are tangible for use in educational settings.

Figure 7.4 represents my proposed conceptual model for career development. It can be used to incorporate the knowledge and skills of retired educators in career development programmes. The model has three components: knowledge capture and management (K), career construction theory (C) and career development programmes (C). The components are shown as separate components, but, in reality, they are expected to operate as a single entity, each aspect informing the other. The theory of career construction stipulates that, depending on what the counsellor is trying to discover, aspects of the theory that work for him or her can be employed.

Therefore, in the Tri-KCC conceptual model, I propose the use of subjective and narrative discourses (or short stories/interviews) in knowledge and skills capture (and reconstruction), as well as management in tangible means as per the suggestions of the participants in the study. Life design was discussed in detail in Chapter 2. Savickas (2012) demonstrated how life design lets people construct meaning from their experiences, deconstruct those experiences and reconstruct them again until they have co-constructed something meaningful within their context. Eventually, the individuals will take action based on these co-constructed meanings. However, a similar process is proposed for harnessing the experiential knowledge and soft skills of retired educators, bearing in mind that career development fits into the reconstruction of knowledge and skills.

Retired educator experts' tangible knowledge and skills can then be used for career development programmes where learners will reconstruct their own meanings as they map their career paths. Career development programmes are expected to use both theory and experiential learning for learners to construct meaningful career paths for themselves by learning from retired educators.

7.6.2.1 Critical tasks for the Tri-KCC conceptual model

From the study, the following appear as some of the critical tasks for the Tri-KCC conceptual model of career development. I discuss these tasks and highlight the implication the conceptual model has for career professionals.

- **Drawing frameworks that guide the involvement of retired educators by all institutions or organisations that require the knowledge and skills of the retired educators.** The framework should consider the expected outcomes. For instance, the framework should guide how the retired educator (as the mentor) should expect to help the institution and the retired educator's expectation of what the mentee should do to make mentorship beneficial to both. Furthermore, the incentives for both the mentor and the mentee from the exercise should be broadly stated in the framework and specified at activity level.
- **Identifying knowledge and skills in the retired educators.** The current study indicated that being a retired educator does not necessarily make one a good mentor, leader or teacher (chapters 2, 5 and 6). Therefore, it is critical to identify the expertise of the different retired educators or what they can actually offer. At a superficial level, the work of the retired educator before retirement can act as a first step in identifying the skills they could have. Secondly, the retired educators' professional training, short courses and their curriculum vitae can enhance the build-up to what soft skills and knowledge the retired educator has. Institutions without adequate resources for the next task stop at these two tasks in engaging retired educators.
- **Capturing the knowledge and skills of retired educators.** Managing the expert knowledge of retired educators can occur simultaneously with knowledge capture. However, I separate this task in this discussion to draw closer attention to what should happen. Several methods have been suggested in the study as ways in which the knowledge and skills of retired educators could be harnessed. Based on the fact that the theoretical influence of the study is career construction, which stipulates how people make meaning of their experiences when they reflect on them, narratives are central to the task of knowledge capture. Direct narratives of identified, knowledgeable and skilled retired educators can be captured and used at the same time. For instance, retired educators can be direct mentors to students, newly employed leaders or induct newly employed teachers. Perilous to the knowledge and skills capture of retired educators' narratives is the use of professional knowledge capturers. A skilled mind mapper for exit interviews, or a career professional who could map identified competencies during consultative forums, would be necessary.

- **Managing retired educators' competencies.** Managing knowledge refers to both the use and storage of competencies. A database of expert knowledge can be developed for effective use after the retired educators' capabilities have been professionally captured. For instance, a retired educator who is knowledgeable and a good communicator can be identified as a mentor. However, until they have been identified as such, it would not be ideal to request him or her to mentor other people. A professional association for retired educators was suggested as another way to effectively manage the competencies of retired educators (Chapter 5). According to Berger (2014), professional development associations play a critical role in the development of adults. Therefore, the retired educators are likely to take specific roles within their associations, which are in line with their strengths. The retired educators can be engaged in training, mentoring, coaching or short professional contracts where their knowledge and skills are required. Indirect use of the competencies of the retired educators can be in the form of their documented career stories or videos of their career narratives.

Elaborating on the above discussions, what seems to be highlighted is experiential learning as a method of knowledge and skills capture and management. The supposition of experiential learning as a way of capturing and managing expert competencies seems to fit in well with career construction. Mentees of the retired educators are likely to construct, deconstruct and reconstruct their experiences to suit their career ambitions. In addition, experiential learning implies that there is co-construction of knowledge and meaning of the mentees' careers with retired educators. Experiential learning as a method of knowledge capture and management led to my next discussion on the implications of the Tri-KCC conceptual model for career professionals.

7.6.2.2 Implications of the Tri-KCC conceptual model for career professionals

Career development programmes and professional mentoring or succession planning programmes can make use of the Tri-KCC conceptual model in different ways. The disintegration of the extended family structure and the advent of HIV and AIDS in Botswana meant that learners had few to no role models (Ministry of Education, 1996). The concept of role models with regard to career development can be brought back through the use of the Tri-KCC conceptual model of career development. Role models to learners are "cognitive constructions based on individual needs, wants and ambitions" (Gibson, 2004, p. 134). In other words, learners determine who can be their role models based on their aspirations. Based on the definition of Gibson (2004) of role models, learners in educational institutions and employees in organisations can read, watch or listen to the career narratives of retired educators and make meaningful constructions for themselves. The learners and employees can identify and assign themselves a mentor or role model they deem suitable for them. The mentees can therefore link with locally available mentors through available expert databases. In this case, the career professional only coordinates the process of identification and linking retired educators to databases,

while the learners or employees are central to the choice of their career development. Career development is likely to follow an African and local perspective (Mkhize, 2004).

Career counselling and development is likely to continue for retired educators as they continue to offer their competencies to younger generations. Professionals who are interested in the career development of educators post-retirement can use the Tri-KCC conceptual model of career development to assist them. For instance, feelings of apprehension for educators are likely to be reduced at retirement knowing that they will continue with their career development. Job placement officers and organisations hiring new employees can benefit from the use of retired educators for skills and knowledge development and transfer to younger generations. The statement implies that expert retired educators can reduce the burden of institutions and organisations inducting and teaching newly employed educators the skills required. Hence institutions will be able to get young, energetic employees who have been mentored or who are being mentored as they start to work. The argument is that, as learning institutions and organisations benefit from the knowledge and skills of retired educators, the retired educators would be kept professionally active in a way that benefits them.

The teaching of guidance in the classroom or at an educational institution can be influenced through the Tri-KCC conceptual model. Career consciousness of the learners can be developed by giving them an opportunity to reflect on their career ambitions with reference to the retired educators' experiences (Hartung, 2007; Maree, 2013). According to the authors, learner constructs act as important ingredients for exploration and needed change, therefore, enhancing their career adaptability. Peer mentoring or mentoring by retired educators can be a developmental strategy that can be employed where the mentoring relationship is not forced, but amicable for the mentor and the mentee. Literature posits that coaching and exposure is likely to lead to professional development while role modelling and friendship can possibly foster personal growth, both of which will lead to lifelong learning (Gibson, 2004; Patton, 2007).

The career counselling aspect based on the life-design model cannot be overemphasised. Learners can be exposed to a retired educators' database earlier and, in addition to the concept of the career construction interview, have an added resource that is local and that they can relate to. The concept can be used to help learners identify what drives them, which is likely to heighten their confidence, since they would have control over their career development (Savickas 2011a; 2011c; Savickas & Hartung, 2012).

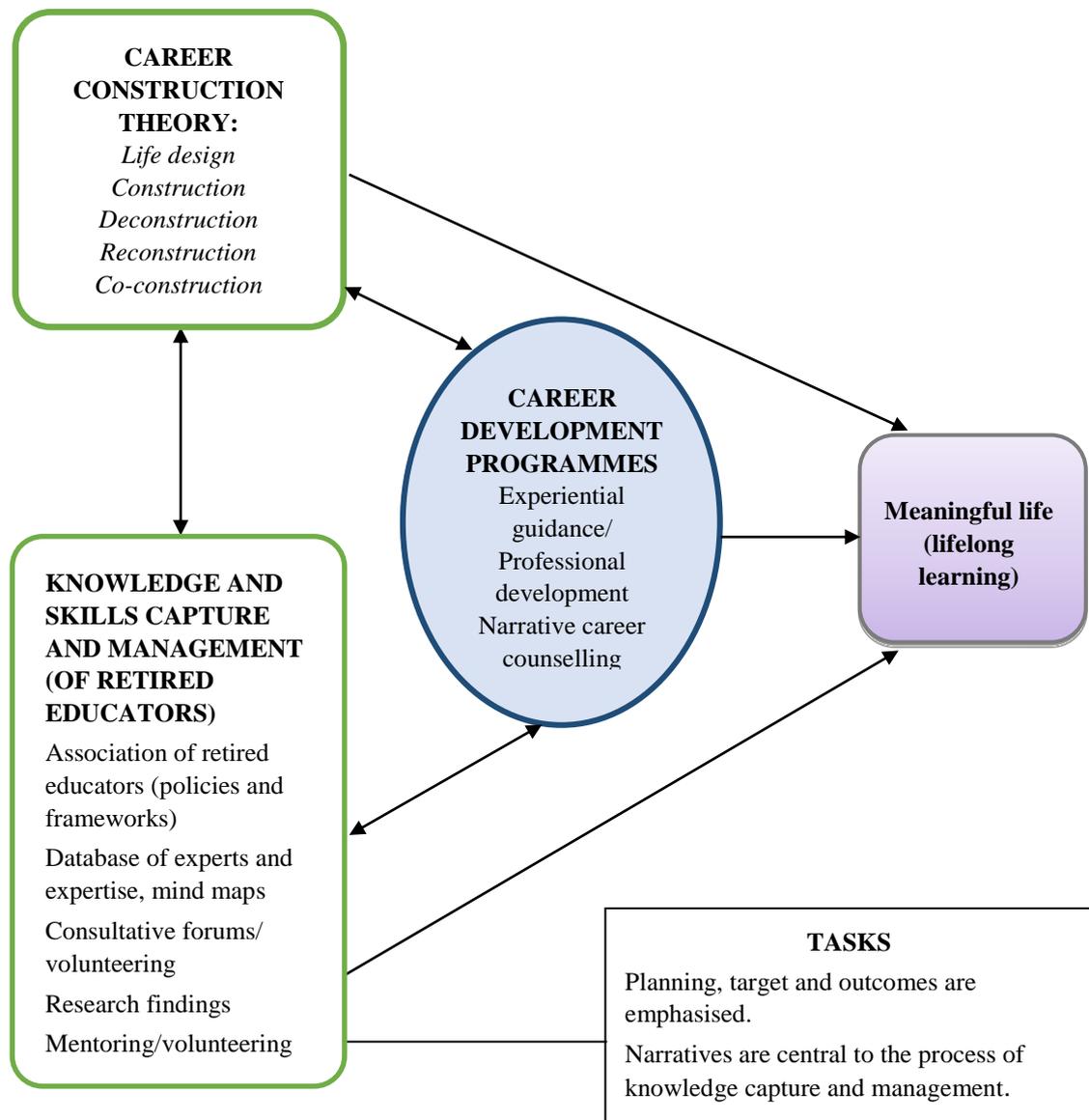


Figure 7.4: The Tri-KCC conceptual model for career development

7.6.3 Main conclusions drawn from the study

The study determined that retired educators seem to have acquired a great wealth of knowledge and skills during their careers as educators. It emerged from the findings that, beyond pedagogical knowledge, an educator needs to develop the attitudes and behaviour expected of an educator. It was suggested that the retired educators in the study possibly acquired in-depth knowledge of the profession’s philosophy throughout their careers. It appeared from the study that an educator develops the correct attitude and behaviour over time and it cannot be learnt in a single training session at the pre-service level. In addition, the study found that the participants had seemed to discover their “self”, in other words, their personal and professional identities.

It emerged from the study that the retired educators regarded meaningful experiences to be experiences where self-discovery boosted their self-esteem. It follows from the study that positive appreciation of the participants motivated their work as educators and enhanced the retired educators' autonomy and proficiency. Moreover, the study concluded that self-esteem is a life concept. The implication was that individuals need to have assurance throughout their careers. The assurance may differ according to career stages, based on the individual's level of career development.

The study also concluded that certain significant experiences had negative effects on the participants and led to their retirement. For instance, some participants felt that gender concerns played a role in their career progress, while other participants suggested that they disagreed with their leaders' view of education and it forced them to retire. In relation to this discussion, the study's results indicate that meaning-making results from constructed, reconstructed, deconstructed and co-constructed experiences throughout an individual's career. Whether an experience is significant or not is based on how the retired educator reflected on the experience. I believe that some participants experienced complex situations in their late career lives (Maree, 2013). It is possible that these experiences could not be reconciled with the individual's internal ability to adjust to the world of work and he or she decided to retire.

It also occurred from the study that the retired educators acquired their skills and knowledge through professional training at pre-service level, as well as through skills development in the workplace. Some critical soft skills that the study identified included emotional intelligence, interpersonal, counselling, leadership and mentoring skills. The interaction with different environments, which provided a certain context of learning where an individual continuously reflected on his or her uniqueness as an individual, may have supported the learning of these soft skills. Furthermore, important skills included educational reforms, as well as policy development and implementation. Therefore, retired educators are likely to enhance the continuous acquisition of these soft skills in career development programmes, whether it is at educational institutions or at other workplaces.

In terms of the discussion above, it developed from the study that policy frameworks, which could also be guided by a professional association, are critical if the competencies of retired educators are to be effectively utilised. Databases of all retired educators and their competency profiles should follow the presence of guidelines. The capture of knowledge in consultative forums, for example, retired educators' narratives, will require expertise from knowledge capturers and professional career counsellors. After this process, databases to store retrievable data on the expert knowledge and skills of the retired educators could be developed. The study highlighted the fact that mentoring and succession planning can influence career development programmes when there are clear and specific outcomes. In addition, the practical concepts of career construction can be employed to capture and deal with retired educators' knowledge in ways that benefit career development programmes. These

practical concepts of career construction seemed to be consistent with the idea of Africanising methods of career development to make them relevant to the needs of the people.

Educators retired long before the mandatory retirement age of 60. Educators' retirement at the epitome of their careers (Hartung, 2007) may suggest unforeseen consequences for the loss of expert knowledge and skills in the education system. Therefore, the findings confirm that a lack of succession planning and mentoring will result in retired educators leaving with all the skills they acquired in 30 years. It is a concern that these retired educators claim that they were not acknowledged by the organisations that employed them for all these years. Furthermore, as they were at the epitome of their careers, retired educators have a reason to seek other professional activities after retirement.

7.6.4 Limitations of the study

The current study presented certain limitations and challenges. Some challenges were covered in Chapter 3. Sachs et al. (2003) confirm that all studies experience various challenges. Some challenges could be related to quality (Section 7.6.4.1), while others could be logistical, such as sampling (Section 7.6.4.2). Other restrictions may affect the researcher (Section 7.6.4.3), while others may be due to bias (Section 7.6.4.4) from different sources and the scope of the study (Section 7.6.4.5).

7.6.4.1 Quality criteria

Researchers (Creswell, 2014; Johnson & Onwuegbuzie, 2004; Onwuegbuzie & Leech, 2007) have discussed how difficult it is to ensure quality in mixed-method studies, and I found that establishing validity in a sequential mixed-method study was a limiting factor. However, to mitigate this limitation, I ensured the validity of the method's quantitative aspect separately by using the correct sampling method, assessing the consistency of the items in the instrument (internal validity) and comparing constructs to those of experts in career development (content and face validity). I ensured rigour in the qualitative phase, as well as in the second sequence of the study, by collecting and interpreting the rich data in a systematic and traceable way (Ivankova, 2014).

7.6.4.2 Sampling of participants

Although the sampling processes were correct, they did not adequately capture other strata of retired educators who were in private institutions and NGOs. Given that I used non-probabilistic methods of sampling for the quantitative aspect and a small sample for the qualitative aspect, the sampling procedures in this study limited the possibility of it being generalised (Maree & Pietersen, 2010). I attempted to make the results transferable by ensuring that they were trustworthy and dependable, as I followed a rigorous process of sampling, data collection and interpretation (Ivankova, 2014). My

procedure included providing thick, rich data that the readers could use to decide whether to trust the results and transfer them (Creswell, 2009; Creswell, 2014; Creswell & Miller, 2000).

7.6.4.3 Researcher position

In Chapter 1, I explained my position as a researcher. I also detailed my proximity as a researcher in Chapter 3. Participation in this study highlighted a number of concerns. I was wary of three critical issues when I started conducting the study. I am both an educator and a professional counsellor. I was an employee of the MoESD in Botswana and was in a leadership position. As a counsellor, I was faced with the challenge of staying in the role of researcher rather than counsellor when the participants seemed to be overwhelmed by emotion. There were situations where the participants knew me as both a counsellor and a leader, in addition to being an educator.

After the interviews, some participants expected me to counsel them. Furthermore, as a woman who was also nearing the early retirement age, as stipulated by legislature, I may have related too closely with the retired educators' assertions (Appendix M). To minimise the challenge of staying in the researcher role, I followed the suggestion of Fontana and Frey (2008). They suggested taking the empathetic stance, in contrast to studies that suggest that a researcher should be neutral when conducting interviews. In addition, I referred the participants who needed counselling to the counselling centre with which I had made prior arrangements (Appendix C). Furthermore, I consulted with my supervisors regularly.

As an employee of the MoESD, I was constantly worried about the authenticity of the results that I would obtain. I wondered if the participants' responses would be based on what they thought I wanted to hear (Appendix J) or whether they would be reserved because I was an employee of the MoESD, which they wanted to continue to support. Sugarman (2012) posits that it may be an advantage or a disadvantage to have similar qualities to one's clients. It would benefit me as a researcher to get critical information about how the retired educators really felt, while it implies that I could also collect data that would draw the incorrect conclusions. To mitigate this, I emphasised the issue of voluntary participation and attempted to build and uphold trust between myself and the participants by letting them know about the confidentiality agreement (Lewis & Ritchie, 2003). The participants had to give consent to take part in the study (Appendix E).

7.6.4.4 Possible sources of bias

My reasons for conducting the study may be a source of bias as much as they were motivation for the study. I had anticipated that the retired educators had a wealth of knowledge, which the study confirmed. I had also assumed that the retired educators would be much older than 65. My hypothesis of retired educators being older than 60 was rejected and I realised the rate at which expert knowledge

was leaving the education system. The pilot and the main surveys possibly reduced likely biases I would have had if I had conducted a purely qualitative study. In addition, continuous expert advice from my supervisors was critical during the study.

7.6.4.5 The scope of the study

The study focused on the thoughts of retired educators with regard to their career experiences. Both the survey and the interviews focused on the retired educators. I wanted to learn from their experiences. Based on the needs of the current study, I believe the retired educators answered my research questions adequately. However, I think the study would have benefitted from the participation of selected leadership figures in different educational institutions. These leaders could possibly have provided a different view and triangulated the findings further.

7.6.5 Possible contributions of the study

In this section, I explain the study's probable contributions to society. Firstly, the study could contribute to knowledge expansion in the area of career development for retired educators. Secondly, the Tri-KCC conceptual model of career development is likely to assist with knowledge capture and management. Lastly, it is hoped that more research in this direction will result from this study.

7.6.5.1 Knowledge expansion in the area of career development for retired educators

It is hoped that, from this study, schools, training institutions, workplace career development programmes and policy developers will not make assumptions regarding the skills retired educators have. Hopefully, this study's findings will encourage career development programmes to engage retired educators. The identification of retired educators' experience and skills is not enough. A targeted, structured and outcome-defined method of utilising this wealth of skills and knowledge should be developed. This statement has implications for mentoring and engaging retired educators in different aspects of development in the education profession. Therefore, the study not only stipulates the knowledge and skills likely to be found in retired educators, but builds a knowledge base of how this knowledge can be harnessed, concretised and made available for consumption in educational settings that intend to improve on their career development programmes. The study's findings suggested reasons why educators retire and how they spend their time after retirement.

Lifelong learning is another aspect related to knowledge development. Although studies indicate that all people should have access to career development, there are limited studies on the career development of retired educators. From the findings, the retirement age for most countries is a legislative strategy to address the concerns of unemployment among young people. Based on the finding that educators retire early and the assertion that retired educators feel disregarded, there is no

mention in literature of how the retired people are taken care of regarding their career development post-retirement. From other studies, retirement seems to be stereotyped by declining productivity. This study highlighted the retired educators' young age and the loss of expert knowledge.

Contrary to other studies, mentoring seems to be limited to early and middle career stages. The study's findings posit that leaders are expected to be mentors, therefore, their supervisees by implication are their mentees. Therefore, mentoring was seen as a concept that needs to be addressed throughout an individual's career. Mentoring is likely to be intense for learners or newly employed professionals and could be reduced in the later career stages.

The study highlights the participants' claim that self-awareness, which boosts self-esteem, enhances meaning-making because it heightens productivity and proficiency. Therefore, this finding contributes to the knowledge of career development with regard to the importance of self-awareness. This aspect can also be studied further to establish why self-awareness enhances production and efficiency. It also emerged that self-esteem should be boosted throughout an individual's career and, therefore, an individual's entire life.

7.6.5.2 The Tri-KCC conceptual model of career development

The study proposes a Tri-KCC conceptual model that would potentially benefit training institutions, schools and workplaces in terms of their career development programmes. The Tri-KCC model puts together knowledge capture (and reconstruction) and the management (research and practice) of retired educators, career construction theory: life design paradigm (theory and practice) and career development programmes (policy and practice) for the likelihood of meaning-making or lifelong learning. The study identified different ways in which the knowledge and skills of retired educators can be captured and managed. These include succession planning, mentoring, exit interviews, narratives of retired educators, databases of expert knowledge and skills, documentation of and banking best educational practices, consultative or reflective forums, a professional association of retired educators, sharing the study's findings and the development of relevant policies and frameworks. Continued research on capturing retired educators' knowledge can further inform other strategies.

The use of retired educators' narratives is central to most of these methods. The use of narratives or stories is consistent with, not only the traditions of African settings, but the theory of career construction, which considers how retired educators gain knowledge and meaning. Therefore, the Tri-KCC conceptual model for career development posits that the theory of career construction should inform how this knowledge is captured. For instance, the use of interviews requires a professional career counsellor to be present for making reflections that can bring out unwanted emotions in retired educators.

Career counselling is likely to ensue for anyone who reflects on his or her life experiences. The likelihood of counselling is brought about by what motivated the retired educator to succeed, which may be traumatic experiences (Maree, 2013; Savickas & Hartung, 2012). The inference is that retired educators may not have completely resolved some emotional concerns that originated during their careers. Therefore, reflecting on their experiences during an interview might cause these emotions to surface. In such cases, a professional counsellor should be available to follow up on these hidden emotions. The participants' reflections during the study may further reveal this implication, as indicated in Section 7.6.

Career counselling is an aspect of comprehensive career development programmes, and narratives can be a method of adding meaning to individuals' careers. Therefore, it is hoped that each educational institution will begin to view their retirees as potential human resources.

7.6.5.3 Additional research direction

Finally, the study will potentially point out further research direction. For instance, new research can be specifically conducted on educators in the government or private educational institutions or sectors. A similar study can be conducted for retirees from other professions or it can be based on gender or age. In addition, knowing the characteristics of a mentor, such as communication skills and knowledgeability, a researcher can explore how these could be identified to engage mentors by using both subjective and objective tools. Lastly, research can be conducted on why self-discoveries that elevate someone's self-image impact positively on his or her work.

7.6.6 Participants' reflections with regard their participation in the study

Retired educators had different feelings about participating in the research interviews. Reflecting on their experiences as educators, elicited feelings of happiness, anger and frustration. Some participants pointed out that they had never talked about their experiences.

Some participants saw the study as an opportunity to reflect on the good work they had done in the education system. They said that they may not have realised that, had they not gone through the experience. Participants seemed to be excited about the legacy they had left behind, regardless of what made them decide to leave.

On the other hand, some participants seemed quite emotional about their experiences as educators, and requested referral for counselling (Chapter 5), while others were referred based on their experiences and the realisation that they had not dealt with certain issues. Some participants felt driven to retirement when they were not ready for it. While reflecting on their experiences, some participants said that they felt appreciated when they were requested to share their career experiences.

From these reflections, I posit that some participants were still trying to find meaning in their lives. However, some appeared happy with their careers as educators and they believed it was a result of good coaching in the profession. Finally, based on the findings with regard to their age, some participants were actively looking for income-generating options or were generating an income themselves.

7.7 RECOMMENDATIONS

In this section, I make submissions for policy, practice and research in education. Policy frameworks and mentoring are recommended for both policy and practice, while mentoring across the life-span and similar studies for different professions and specialised education studies are proposed for further research.

7.7.1 Policy

The following are ideas for policy development in all areas dealing with the professional development of employees:

- **Policies and frameworks should be established to support, structure and formalise the use of retired educators' knowledge and skills.**

These policies and frameworks guide what should happen and not happen, who can be engaged and who cannot, as well as on what grounds actions are taken. Policy experts from the retired educator community should be part of the development of these frameworks. Any educational body can determine its expectations of relationships with its retired educators and that should also be documented. In addition, clear outcomes when engaging retired educators should be specified, whether the retired educator is engaged on a voluntary basis or not. Achieving the outcomes is likely to motivate the retired educator more and encourage the institution to engage the retired educator again, as the study's participants suggested.

- **A database of retired (and in-service) educators should be established.**

The database should encompass the educator's pre- and in-service educational or professional training. The professional development training, as defined by Loughran (2014), together with the projects and assignments individuals were engaged in, should be identified and documented. With the help of experts, as in the case of retired educators, and knowledge capturers and managers, the likely skills from these experiences should be documented and saved in easily accessible databases. Narratives of exit interviews performed by expert interviewers and best practices should be banked as well.

- **Experts in the area of knowledge capture and narrative career counsellors should harness retired educators' experiential knowledge and skills.**

Mind mapping for exit interviews lasts at least four hours, hence, it cannot be rushed or conducted by an individual who does not specialise in interviews or mind mapping. In addition, exit interviews and narrating may elicit painful memories only an expert in knowledge capture or narrative career counselling is likely to address effectively. Retired educators are clear about what they can do such as in-service development of young professionals rather than learners in schools. Therefore, retired educators should be placed appropriately to benefit from their expertise.

- **Guiding frameworks with possible expected outcomes for mentoring and succession planning are recommended.**

In terms of mentoring and succession planning, structures that address the needs of the organisation and the individual should be in place. Both mentors and mentees should be trained in the mentoring philosophy to ensure a successful mentoring relationship. Mentors and mentees would know what to expect from a mentoring relationship. Therefore, a mentoring relationship should address a specific need. Consequently, it should be directed so that it can have the desired effect and achieve the expected outcomes. For instance, in professional development, mentoring may focus on a single aspect, such as how to advance in the profession, or how to be an inspiring leader or teacher to the contemporary learner. The implications of these findings are that, whether formal or informal mentoring is in place, outcomes should be expected from a mentoring relationship. This is consistent with the participants' suggestions that clear and documented policy and frameworks, rather than just tradition, should guide mentoring programmes.

- **Frameworks should be established to guide professional development.**

According to Loughran (2014), professional development should be well thought out, planned and executed, taking into consideration the needs of the individual, and it should be targeted (Borko, 2004), as suggested by participants in the study. In other words, development is likely to be meaningful if it addresses a specific aspect deemed important for the growth of the individual, and if it is designed in relation to the organisation's demands.

- **Career development should be provided to all citizens.**

From the study's findings and consistent with literature, career guidance and counselling are considered a lifelong process. It is therefore a life project (Cochran, 2007) in which all individuals engage. It is recommended that career guidance programmes should be available to individuals throughout their lives (Zunker, 2006). From the study's findings, it is clear that retired educators have expertise that may be lost to many educational contexts, and engaging them will require them to be kept psychologically and cognitively active until they can no longer offer their services.

7.7.2 Practice

Recommendations for practice include the following:

➤ **Educational institutions should directly engage retired educators.**

This should be based on a clear framework of operation and expected outcomes. Career development programmes in schools can engage local retired educators and other professionals. These programmes could also use individuals who may have worked in their locality and are known for particular skills to mentor targeted groups. For instance, an inspirational leader may be requested to help conduct a workshop on inspirational leadership for various leaders in the school system. A great Mathematics teacher could be requested to assist a class that is struggling with the subject. Other examples of mentoring include peer mentoring, elderly or young mentors, or “big brother” or “big sister” mentoring where learners are encouraged to choose their preferred mentor. The groups can include students, teachers, parents, school management or leadership figures. Learners are expected to rethink their exploration with regard to their future careers, while workers would have an opportunity to reflect on their career experiences. However, the school is not exempt from doing its groundwork with regard to drawing guidelines and frameworks for engaging retired educators or other professionals and the expected outcomes in terms of the school and the retiree.

➤ **Mentoring should be provided throughout an individual’s career and the mentor should not be limited to his or her area of speciality.**

The implication is that workplaces should have structures in place for mentoring, whether the mentoring is formal or informal. Retired educators can offer mentoring to all newly employed professionals. The study found that there are limited specialised mentors. Therefore, other mentors from different specialisations could be engaged. Regardless of the employee’s stage in career development, he or she needs empathy from leaders because the education system deals with various emotional concerns. The degree of mentoring will differ for each career stage. Learners in schools should be mentored by retired teachers and other education specialists. Based on the number of retired educators who participated in the study, many institutions can be covered.

7.7.3 Research

The following are suggestions for further research inside and outside Botswana:

- More research with regard to retired educators can be narrowed down to retired educators in different specialised areas in the education system. For instance, research could be done on how to effectively use the skills of retired counsellors in the education sector.
- Research can be expanded to all retirees in the different industries to ensure that valuable human resources in the country are utilised. Other ministries outside the MoESD can use a similar or enhanced method to conduct similar studies.

- Mentoring throughout an individual's career and the impact it has on meaning-making can be examined. Some participants retired because their leaders were no longer showing exemplary behaviour and this conflicted with the participants' values. Further research on mentoring can study how to constructively engage a mentor and not assume that everyone is capable of being a mentor.

7.8 CLOSING REFLECTIONS

I set out to find out how the experiential knowledge and skills of retired educators can inform career development programmes. The study's findings confirmed the assumptions that retired educators have a wealth of knowledge and skills that were constructed, reconstructed and co-constructed from their career experiences in different contexts over many years. I also assumed that retired educators would be 65 years of age or older. However, I did not anticipate that the participants would be relatively young retired educators. From my observation, I saw young retired educators as a policy concern, because of the likely loss of critical skills and knowledge. The study's findings suggest that policy-makers should actively engage in succession planning, mentoring and other means of effectively capturing and managing expert knowledge. Knowledge capture and management can possibly be achieved by employing methods that use the narrations of the experiences of expert retired educators. This knowledge should be stored in such a way that it can be easily retrieved.

Retired educators are resources for career development that we can no longer ignore. I advance that, given the right attitude and environment, retired educators can be the mentors and role models that governments and organisations claim are non-existent. Competencies such as communication skills, interpersonal skills and inspirational leadership are components of career growth. Therefore, by using the retired educator's personal signature strengths appropriately, reformation of career development might be achieved (Ebersöhn, 2006). It may be time to consider career growth post-retirement and rightfully conduct discourse on lifelong career development.

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APPENDICES OUTLINE

Appendix A:

University of Pretoria Ethics Clearance Certificate

Appendix B:

Ministry of Education and Skills Development Permission to conduct stud

Appendix C:

Letter requesting counselling from University of Botswana Counselling Centre

Appendix D:

Letter to the participant

Appendix E:

Participant Consent Form

Appendix F:

Questionnaire and framework aspects

Appendix G:

Focus group interview guide

Appendix H:

Example of individual interview (4) Transcript with colour theme coding

Appendix I:

Example of individual interview (16) Transcript with colour theme coding

Appendix J:

Example of focus group interview () Transcript with colour theme coding

Appendix K:

Colour coding guide

Appendix L:

Example of table of themes development

Appendix M:

Field notes

Appendix N:

Study journal

Appendix A: University of Pretoria Ethics Clearance Certificate



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE

DEGREE AND PROJECT

INVESTIGATOR(S)

DEPARTMENT

DATE CONSIDERED

DECISION OF THE COMMITTEE

CLEARANCE NUMBER :

EP 12/06/01

PhD

Harnessing experiential knowledge and skills of retired educators to inform career programmes in Botswana

Hildah Lorato Mokgolodi

Educational Psychology

19 September 2014

APPROVED

Please note:

For Masters applications, ethical clearance is valid for 2 years

For PhD applications, ethical clearance is valid for 3 years.

**CHAIRPERSON OF ETHICS
COMMITTEE**

Prof Liesel Ebersöhn

DATE

19 September 2014

CC

Jeannie Beukes
Liesel Ebersöhn
Prof K Mohangi
Dr Vanessa Scherman

This ethical clearance certificate is issued subject to the following condition:

1. It remains the students' responsibility to ensure that all the necessary forms for informed consent are kept for future queries.

Please quote the clearance number in all enquiries.

Appendix B: Ministry of Education and Skills Development Permission to conduct study

TELEPHONE: 3655469
TELEX: 2944 THUTO BD
FAX: 3185167



REPUBLIC OF BOTSWANA

MINISTRY OF EDUCATION
AND SKILLS DEVELOPMENT
PRIVATE BAG 005
GABORONE

REFERENCE : E1/20/2 XXV (17)

22nd November 2012

Hildah Mokgolodi
P O Box 502452
Gaborone

Dear Madam/Sir

RE: REQUEST FOR A PERMIT TO CONDUCT A RESEARCH STUDY

We would like to acknowledge receipt of your application for research permit to conduct a study. This serves to grant you permission to conduct your study in the sampled areas in Botswana to address the following research objectives/questions /topic:

Harnessing Experiential Knowledge And Skills Of Retired Educators To Inform Career Development Programmes In Botswana.

It is of paramount importance to seek **Assent** and **Consent** from Ministry Of Education and Skills Development Official, Man and Women who retired from service between 2000 to 2010 in Gaborone, that you are going to collect data from. We hope that you will conduct your study as stated in your proposal and that you will adhere to research ethics. Failure to comply with the above stated, will result in immediate termination of the research permit. The validity of the permit is from **22nd November 2012 to 21st November 2013**.

You are requested to submit a copy of your final report of the study to the Ministry of Education and Skills Development, in the Department of Educational Planning and Research Services, Botswana.

Thank you.

E Ranganai
For/Permanent Secretary

**Appendix C:
Letter requesting counselling from
University of Botswana Counselling Centre**

**Faculty of Education
Department of Educational
Psychology**

17 July 2013

The Director
Careers and Counselling Centre
University of Botswana
Private Bag 0022
Gaborone, Botswana

Dear Sir/ Madam

REQUEST FOR REFERRAL SERVICES - COUNSELLING

I am a doctoral student with the University of Pretoria and in the process of conducting a study on the following topic: Harnessing Experiential Knowledge and Skills of Retired Educators to Inform Career Development Programmes in Botswana. The study intends to find out how the experiential knowledge and skills of retired people acquired over many years of working can influence career development programmes. The study gives retired individuals an opportunity to share their experiences and skills with others, especially the young people still developing their careers. It is hoped these contributions will add to the body of knowledge on career development using the experiential knowledge or learnt abilities of retired individuals.

The participants that the study intends to work with may have emotional upsets during discussions of their career development experiences and may need your assistance. I request that you be my referral place for any cases that may arise.

I hope for a favourable response.

Yours faithfully

Ms Hildah Mokgolodi
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Prof. Kesh Mohangi
Research Supervisor
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Appendix D: Letter to the participant

Faculty of Education
Department of Educational Psychology

17 July 2013

Dear Participant

I am a doctoral student with the University of Pretoria and in the process of conducting a study on the following topic: **Harnessing Experiential Knowledge and Skills of Retired Educators to Inform Career Development Programmes in Botswana**. Your participation in the study will greatly help me to conduct the study.

The study intends to find out how the experiential knowledge and skills of retired people acquired over many years of working can influence career development programmes. The study gives you an opportunity to share your experiences and skills with others, especially the young people, be they at school, tertiary or young professionals, who are still developing their careers. It is hoped your contributions will add to the body of knowledge on career development using your experiential knowledge or learnt abilities.

Your participation is required in completing the attached questionnaire, or being part of a focus group discussion or an interview or all three, which will be the main methods to be used in collecting data. Your voluntary participation is sought. Your permission is required to digitally record the interviews or discussions. Pictures absolutely necessary for the study will be taken. Your permission, therefore, is requested to use pictures taken for purposes of this study only. You will be giving your consent to fully participate in the study by completing the attached consent form.

You are free to ask any questions before signing the consent form. I hope to see you in the study.

Yours faithfully

Ms Hildah Mokgolodi

Student/Researcher

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Prof. Kesh Mohangi

Research Supervisor

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mohank@unisa.ac.za

Appendix E: Participant Consent form

- 1 Title of research project: **Harnessing Experiential Knowledge and Skills of Retired Educators to Inform Career Development Programmes**
- 2 I hereby voluntarily grant my permission for participation in the project as explained to me by
HILDAH MOKGOLODI
- 3 The nature, objective, possible safety and health implications have been explained to me and I understand them.
- 4 I understand my right to choose whether to participate in the project and give permission for digital and audio recording. I also give permission for the use of pictures that would be taken of me or my work during the study. I understand that the information furnished will be handled confidentially. I am aware that the results of the investigation may be used for the purposes of publication.
- 6 Upon signature of this form, I will be provided with a copy.

Signed: _____ Date: _____

Witness: _____ Date: _____

Researcher: _____ Date: 22/JULY/2013

Appendix F: Questionnaire and framework aspects



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

FACULTY OF EDUCATION
Department of Educational Psychology

Dear Respondent

QUESTIONNAIRE FOR RETIRED EDUCATORS

Thank you very much for taking the time to complete this questionnaire. My name is Hildah Mokgolodi, and I am a career counsellor with the Ministry of Education and Skills Development in Botswana. I am a PhD student at the University of Pretoria and this questionnaire forms part of a research study entitled “**Harnessing experiential knowledge and skills of retired educators to inform career development programmes in Botswana**”. I am interested in finding out how the career experiences of retired educators, acquired over many years of working, can inform career programmes in schools.

The study gives you an opportunity to share your experiences and skills with others, especially young people, whether they are in school, studying at a tertiary institution or young professionals who are still developing their careers. These experiences and skills will be collected and transformed, through the process of research, into material from which young people can benefit. It is hoped that your contributions will add to the body of knowledge on career development, using your knowledge or learned abilities as a result of your experiences as a worker.

As far as I am aware, there are no risks or discomforts related to the sharing of your career experiences and skills. A record of participants in this study will be kept. However, in this case, you do not need to write your name, but can do so if you would like to participate in the next part of the study, which will comprise a focus group discussion and interviews. This means that I will identify these questionnaires by numbers only and after they have been used, they will be securely kept where people other than me will have access to them.

Your voluntary participation in completing this questionnaire would be appreciated. You are required to **complete ALL 23 questionnaire items** as honestly as you can. The questionnaire is expected to take 35 minutes of your time.

Inclusion criteria: Individuals who retired from active employment as educators at least a year before this questionnaire is taken and proficiency in both English and/ or Setswana.

	Office use only	Framework (constructs & Definition)																				
Respondent number	V0	V0																				
Biography		Biography																				
1. Gender (mark the appropriate one with a √) <table border="1" data-bbox="957 500 1178 594" style="float: right; margin-left: 20px;"> <tr> <td>Female</td> <td>1</td> </tr> <tr> <td>Male</td> <td>2</td> </tr> </table>	Female	1	Male	2	V1	V1																
Female	1																					
Male	2																					
2. How old are you?years	V2	V2																				
3. What year did you retire?	V3	V3																				
4. How many years did you work?	V4	V4																				
Mark the appropriate one for questions 5–9 with a √.	V5	V5																				
5. What is your highest level of education? <table border="1" data-bbox="772 914 1178 1365" style="float: right; margin-left: 20px;"> <tr><td>Primary</td><td>1</td></tr> <tr><td>Junior secondary</td><td>2</td></tr> <tr><td>Senior secondary</td><td>3</td></tr> <tr><td>Certificate</td><td>4</td></tr> <tr><td>Diploma</td><td>5</td></tr> <tr><td>Bachelor's degree</td><td>6</td></tr> <tr><td>Master's degree</td><td>7</td></tr> <tr><td>Doctorate</td><td>8</td></tr> <tr><td>Postdoctoral degree</td><td>9</td></tr> <tr><td>Other (specify)</td><td>10</td></tr> </table>	Primary	1	Junior secondary	2	Senior secondary	3	Certificate	4	Diploma	5	Bachelor's degree	6	Master's degree	7	Doctorate	8	Postdoctoral degree	9	Other (specify)	10		
Primary	1																					
Junior secondary	2																					
Senior secondary	3																					
Certificate	4																					
Diploma	5																					
Bachelor's degree	6																					
Master's degree	7																					
Doctorate	8																					
Postdoctoral degree	9																					
Other (specify)	10																					

13. A number of skills and values are provided in the table below. Please rate their importance in your career as an educator using the following scale: **Not important 1 2 3 4 5 Very important**

Skill	1	2	3	4	5		
a. Ability to manage myself (time, emotions)						V13a	<p>Self –Awareness – being conscious of one’s abilities and areas of growth; one’s relationship with self and others. http://www.pilaralejandracortespascual.com Career Guidance Questionnaire “ORIENTAUNI”.</p> <p>Authors: Cortés, A., A. Arraiz, F. Sabirón, C. Bueno and A. Berbegal1. University of Zaragoza (2000)</p> <p>V13a, v13b, v13c, v13d, v13e</p> <p>Professional or Business soft skills</p>
b. Ability to put theoretical knowledge into practice						V13b	
c. Knowing how to plan and manage time						V13c	
d. Having the basic knowledge in order to devote myself to the profession						V13d	
e. Being sufficiently proficient in oral and written communication in my mother language						V13e	
f. Having suitable language skills in a second language						V13f	V13f
g. Having basic computer skills						V13g	V13g
h. Having the ability to learn new things						V13h	V13h Research soft skills
i. Ability to search for and analyse information from different sources						V13i	V13i
j. Ability to provide criticism (self and others)						V13j	V13j Adaptability soft skills
k. Ability to adapt to new situations						V13k	V13k
l. Capable of having new ideas						V13l	V13l

m. Knowing how to solve problems					V13m	V13m
n. Ability to work as part of a team					V13n	V13n
o. Ability to work with people					V13p	V13o
p. Ability to manage projects, people and an organisation, etc.					V13p	V13p
q. Predisposition to communicate properly with non-experts in the field					V13q	V13q
r. Valuing diversity and multiculturalism					V13r	V13r
s. Ability to work in a context different to Botswana (e.g. another African state)					V13s	V13
t. Ability to work independently					V13t	V13t
u. Having initiative and an entrepreneurial spirit					V13u	V13u
22. a. Would you say your experience is relevant to the future of education or the career development of your successors? Explain:					V22a	Knowledge Management (As in 14) V22a
b. What advice do you have for young people who would like to venture into education as a career?					V22b	V22b

c. What experiential knowledge do you think made your career successful?	V22c	V22c
d. What special skills do you think made you successful?	V22d	V22d
e. How do you think the current educators can tap into your experience to enhance their work?	V22e	V22e
f. How is your time occupied after retirement?	V22f	V22f
g. In one word, how would you describe you career as an educator?	V22g	V22g

Appendix G: Focus group interview guide

Focus-group discussion interview guide – semi-structured

“Harnessing experiential knowledge of retired educators to inform career development programmes in Botswana”

Introduction / Brief

The research team is exploring ways in which we can get and make use of the experiences and skills of retired educators. Given that you are a retired educator, we believe you are rightfully placed to have rich data in what you are skilled in and how it can be used. Your participation will help us get valuable information that would be used to influence career programmes at school level or for helping a growing professional in education in Botswana. The discussion gives you an opportunity to share your thoughts and opinions on career programmes in Botswana as you share the experiences of what worked and what did not work for you. You will not be identified by name to the responses you give, nor will it be made possible for anyone other than the researchers to access your responses. Please note that the responses you give will, however, be transformed in the process of research to be meaningful for the world out there. This is to encourage you to share unreservedly your experiences. I need to remind you that I will be recording the interview in order to accurately capture what you share. After we transcribe the interview, we will send it to you to verify. Please be reminded that your volunteerism in this exercise is highly appreciated.

(Name of participant for the purposes of the interview, a group picture).

Date: _____

FGD Group (age): _____

Place of interview: _____

Time: _____

Number of participants: _____

Guiding questions

1. Being retired as an educator, you would have gone through many experiences that may have changed your life in one way or another. Let us talk about those experiences you remember vividly.
 - a. What happened? How did it happen? How did you feel?
2. What skills did you learn from the experience? What meaning did the experience hold for you?
3. How relevant or not is your experience to the future of education in Botswana?
4. During your career as an educator, who was your role model? What skills did they have that appealed to you?
5. Many of us were not taught some soft skills going through school. What special skills did you acquire that made you succeed in your career?
6. Any specific ones that you think MUST be passed on to others?
7. How do you think an upcoming professional educator today can be helped to acquire these skills? How about a learner?
8. Have we missed anything?
9. How was the experience for you?

(Clarify, paraphrase in between. Continuously ask about the meaning behind what is being said is. Probe when necessary)

Appendix H: Example of Individual Interview (4) Transcript with colour theme coding

Interview number: 4			
Date: 12 August 2013			
Location: Her house in Phakalane			
Participant: Female 1			
P	Line	Discussion	Comments/themes
	1	Hildah: Ok, we are starting. Being a retired educator,	
	2	you would have gone through many experiences that	
	3	may have changed your life (sound of agreement) in	
	4	one way or the other. Let us talk about those	
	5	experiences that you remember vividly. Take me	
	6	through your career. From start of your work to the	
	7	time you retired.	
	8		
	9	I: Obviously, when I became, from, my first working	(Career dec-making)
	10	experience, I was never really um meant to be a	Never really meant to
	11	teacher. I never even did the training. I was training as	be a teacher
	12	you know it was just one of those things that you were	Teaching by default
	13	doing because it was default that I went into teaching.	Not excited about
	14	So even when I started teaching for me, it really wasn't	teaching
	15	an area that I was excited about. However, I think I	
	16	was very fortunate to find a certain gentleman, a	Inspirational leader
	17	Canadian gentleman. He was called Mr Met. This guy	Method of teaching
	18	was very inspirational in the way he taught. He was a	
	19	science teacher that I first met and I'm glad that it was	Changed view on
	20	that kind of person that introduced me to the teaching	teaching
	21	field because it changed the way I viewed the teaching	Highly structured ,
	22	area. He was a highly structured person, very	very dedicated,
	23	dedicated. He knew his subject and the way he	knowledge of subject,
	24	interacted with the students was just amazing. As a	interaction with
	25	new teacher, when you are lead by someone who	students (Work ethic)
	26	teaches like that, sooner or later you are copying the	Copying the leader
	27	person that is leading you because that is the only	
	28	thing you know at that time. So for me, that was a	Young (age)
	29	turning point in my life in the teaching profession and	
	30	from then on. Because I was much younger and	
	31	appeared smaller, there were kids when I had started	Terrified of bigger
	32	teaching who were much bigger than me and I used to	students
	33	be terrified. What I used to do, one of the things, was	(Confidence)

34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50	<p> just to befriend the big kids so that, in the end, they will take control of the class. If the class tries to be naughty, it would be those kids who would be instead of the teacher per say. It would be those kids who would be helping me control the class, so that's how I found that, eh, as I started it went along. At the beginning, I was interacting a lot there. During that time, there were obviously not enough teachers in our system, enough local teachers, so we had lots and lots of people from outside. We had lots of Zambians in particular and then a huge group of peace corps people and it was during that time that I begin to just learn a lot about the other cultures out there because we were interacting a lot with the eh Americans. We were interacting with, ah, people from the Netherlands and it was just like a little global village in Kanye </p>	<p>Teaching strategies</p> <p>Learners helped control class</p> <p>Foreign nationals</p> <p>Cultural diversity Interaction or exposure</p> <p>Little global village</p>
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Appendix I: Example of Individual Interview (16) Transcript with colour theme coding

Interview number: 16 Date: 28 August 2014 Location: My office, Gaborone Participant: Male 7				
P	Line		Comments/code	Theme
	343 344 345 346 347 348 349 350 351 352 353 354 355 356 357 358 359 360 361 362 363	<p>Hildah: I know it has been some time back, however, as you were telling me this, I just asked myself who were your role models as you were going through this challenges or this challenging responsibilities?</p> <p>Participant: No, remember, as I said at the beginning that, especially as one looks back at the beginning of one 's career in the teaching service, those days, there were very few people you can call role models, especially when you look at the local teachers and by large, you would be depending on people you find in the system, you know, maybe heads of departments, more like the school level. Of course, when one transfers from teaching to the ministry and really in terms of role models, I would say I find it difficult not to imply one person that I would say was my role model. I really feel I could refer to, you know, when Curriculum Development and Evaluation started, we found a new class of people in the then research and testing centre. These are people, who are well trained. They are American education training services and being taken for further training and you know, trained in Americans and for some reason it was redeemed as such for one to have a master's degree. You were to operate in the then research and testing centre.</p>	<p>Depended on people find in system</p> <p>People in research and testing</p> <p>Well trained</p> <p>Master's degree</p>	<p>Leadership</p> <p>Training</p>

<p>364 365 366 367 368 369 370 371 372 373 374 375 376 377 378 379 380 381 382</p> <p>421</p>	<p>I think these are people that, upon joining the ministry, one would know, could say be some kind of professional inspiration in terms of realising that this is not a closed field, there must be a scope for further professional development. Even though, in my case as I said, I had already taken a decision by that time I was a teacher, to go for further training, although not being aware of the professional avenues that will come later on. But, as I said, those were people I found in place, and I think they were quite helpful in terms of making one realise that there is a need to go for personal development training. But, really, I would not pinpoint one person. and I think in your questionnaire you have also asked that question Clearly one person, I can say that influenced my development in terms of professional development and, I think is not peculiar to me only, but to most people who went through the primary education that time, is my School Head. During those days, the School Head was a jack of all trades, a parent, role model, community leader and so on. I must say I am quite pleased that the gentleman is very much around. He is so so old, but still there in the village and those laid foundations are still in me.</p>	<p>Professional inspiration</p> <p>Decision for further training</p> <p>Personal development training</p> <p>School Head</p>	<p>Career decision making</p>
<p>422 423 424 425 426 427 428 429 430 431 432 433 434 435 436</p>	<p>Hildah: Wow, that is very interesting! We are coming close to the end of our interview. I would like to ask you then, you know, when I said you must have gone through many experiences as a retired educator, you said maybe, maybe not. How do you think we can use the skills of retired educators to inform programmes today? One that you just talked about is role modelling.</p> <p>Participant: Well, I suppose there is a loss of scope for harnessing that experiences. My only problem is that I don't think we got a formalised way of doing it and one for that matter is pleasantly surprised that somebody like you has seen the need to go into this type of research/project because there is a lot to share with you regard to policy review, policy formulation and I think that experience I had in the education system could have gone a long way in assisting further reform of the education system. One would</p>	<p>No formalised way of doing it</p> <p>Policy review, policy formulation</p> <p>Assist in further reform of edu system</p> <p>Data base for people</p>	<p>Use of retired educator experiential knowledge</p>

	<p>437 not be formalised, is not the kind of that can be formalised. It can 438 still be useful in terms of you know, once in a while looking back, 439 and say that, remember in 1977 when we had the first commission 440 report. These people who were at the examinations, who were at 441 Curriculum Development and Evaluation, who were at non-formal, 442 who were at educational broadcasting, who were at teacher training 443 and who were at secondary education, where are they, what are 444 they doing, can we have them reflect on the experiences back 446 then? If you do that, you are likely to avoid some of the pitfalls that 447 we encountered back then and basically you wouldn't have to re- 448 invent the wheel because if this was tried, under the RNPE of 1977, if it was tried and it was not successful, what are the pitfalls and how can we avoid those pitfalls?.</p>	<p>who were involved in major reforms Where are they? Reflect on experiences Avoid pitfalls encountered back then Wouldn't have to re- invent the wheel</p>	
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Appendix J: Example of Focus Group Interview (1) Transcript with colour theme coding

FOCUS GROUP DISCUSSION – 1: Participant 1 Li, 2 Aisy, 3 Katso, 4 Ron, 5 Leen, 6 Mily				
<u>ARCHITECTS BOTSWANA</u>				
<u>06.08.2013</u>				
P	Line	Excerpts	Comments/code	Theme
	444	Aisy: I don't know If it is a skill or not		
	445	but I worked under somebody, when I	Admired, firm,	Leadership skills
	446	started my profession. I admired	focus & patriotism	
	447	somebody who was firm, friendly but		
	448	firm, focused and very patriotic. So		
	449	concerned that is my nation, my		
	450	people. So concerned that the	Generation now	
	451	generation that is coming is just after	not concerned	
	452	money. Focused. And when I went		
	453	through my experience as an		
	454	educator, I noticed what that person		
	455	was talking about. The people	Listen,	
	456	coming out now are truly not so much	accommodate	
	457	concerned about developing another		
	458	human being. This young person to a		
	459	level where they will be like		
	460	themselves. I believe in producing	Empathy	
	461	and re-producing me, so I learnt the		
	462	skills and I still appreciate and learn		
	463	to listen and accommodate different		
	464	characters, and still see the beauty or		
	465	bigger part hidden by whatever scars		
	466	that I see in this person.		
	467			
	468	R: Would I be right to say that you		
	469	learnt empathy?		
	470			
	471	Aisy: Ee mma, yes, you are right.		
	472			
	473	Li: I want to talk about a colleague	Unbecoming	
	474	that I admired where I was teaching	behaviour (drunk)	
	475	in one of the schools. This gentleman	did not hinder	
	476	was a drunkard. He used to come to	appreciating good	
	477	school very early. He taught	work ethic. Work	
	478	mathematics after school and he	came first.	
	479	collects all the exercise books from		

<p>480 481 482 483 484 485 486 487 488 489 490 491 492 493 494 495 496 497 498 499 500 501 502 503 504 505 506 507 508 509 510 511 512 513 514 515 516 517 518 519 520 521 522 523 524 525 526 527 528</p>	<p>students and made sure that when he goes, he had marked all of them even up to 1600 hours. He will mark all of them and he will go drinking. The kids did not go to his class late. If the kid went late to his class, he was outside, and he was very strict. And the other teachers did not copy him. The English teacher could not have copied him because, as for English, you mark composition, akere, you cannot say I will mark and finish now. I used to admire him so much, classroom, ahh yeah yeah, he was number 1 for him.</p> <p>R: Work ethic also comes in. Also not focusing more on the negative. What it means, but more on the positive. So you were strongly attached to him – a strong skill – that is very strong for you Katso, that comes out?</p> <p>Katso: Work ethic, you know if I have not learnt to work to give all of myself, I wouldn't get this franchise to run this little shop that am running. Everything because, you know, you look and you say I worked so hard when in the public service, so why can't I just apply that strength in my business. So in every aspect of the business, you find that I am drawing from the experience that I had as part of the Ministry of Education and skills Development: communicating with people. I learnt to communicate with teachers and now I am using that skill to communicate to my customers. I want to know each and every one who comes to the shop, because I wanted to know all the names of the teachers I worked with.</p> <p>R: Thank You.</p> <p>Ron: the one that comes into my mind is ICT skills. This one I learnt by myself and am very proud of that.</p>	<p>Work ethic Apply Business</p> <p>Communicate skill critical for business post retirement</p> <p>ICT skills Proud of that</p>	<p>Mentorship skills</p>
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<p>529 530 531 532 533 534 535 536 537 538 539 540 541 542 543 544 545 546 547 548 549 550 551 552 553 554 555 556 557 558 559 560 561 562 563 564 565 566 567 568 569 570 571 572 573 574 575 576 577</p>	<p>When I completed at the university, there were very few computers and the only person who could use the computer was the lecturer in the department. So when I get to the field, the ministry provided us with some computers. Then I had to learn how to operate the computer to the extent that I even became tutor of tutors in the computer lab, and tutor of students in the computer lab. I went for a short course because I liked it, even at home, I encourage my children to have laptops, even my 6 year old son called it and say Papa, this is not a laptop, it is a notebook. At the present, I am still using it in tenders or tendering. You can't do without it right?</p> <p>R: I would just stop you at that one skill you learned. I like that more especially that given most of the retired educators went through their work period without ICT/technology. It only came up when you were about to retire/mid-career and you know openness to learning, you had to do with what you had.</p> <p>Leen: let me give you my last experience which I nearly forgot, but always wanted to share with other people. You know, I am from a very very small family. I am with my sister, we are only two.</p> <p>R: (Explained issues of confidentiality)</p> <p>Leen: Bagaetsho, when I completed my teacher training, the very year I completed, my sister was doing form 2 the previous year and she fell pregnant and she had to go to the cattle posts to live the traditional life and take care of the rest with the Aunties. When I was to start my work, my first day in teaching, I aah,</p>	<p>Skills training important. Most retired educators not computer literate.</p> <p>The professional life impacted on personal life or vice versa. (decision making process,</p>	<p>Training and skills development</p>
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<p>578 579 580 581 582 583 585 586 587 588 589 590 591 592 593 594 595 596 597 598 599 600 601 602 603 604 605 606 607 608 609 610 611 612 613 614 615 616 617 618 619 620 621 622 623 624 625 626 627</p>	<p>am I going to be a teacher if my sister was at masimo (the lands)? Will I be a proud teacher when my sister is at the lands? And that very moment, when I thought of it, I was staying with my auntie's brother. I sent one of my brothers to masimo to give my sister a note I have left for her. She did receive the note, read it and did as I said in the note. When she came, she found that I got her a space for form 3 as there were no space for form 2 and I told her that am very very sorry. At the end of the year, she got married. She was the only girl among the three boys. She got married, she passed form 5, went to university and aa, aah, aah, ladder ladder, ladder and now when I tell you, she is a director at Secondary Department –Perseverance, perseverance, perseverance!</p> <p>R: Thank you very much for sharing that, I think we have basically come to an end of our discussion. I know there is a lot we can discuss, it can take us 2 or 3 more hours here, but I think what we have discussed is quite helpful for the study. Do you think there is something we have missed? Anything or something that you would probably like to highlight? How was the experience?</p> <p>Leen: I feel like we can go to the next day, it's more like the session just started and we feeling more comfortable.</p> <p>Katso: This was a nice exposure for some of us. It was OK, good. It's only that we did not have much time to tap more on the knowledge from this group.</p> <p>Aisy: Have we touched on it as the way you loved? The education system can still get a lot of</p>	<p>experiential)</p> <p>perseverance</p> <p>Took longer to feel comfortable with discussion Not enough time to tap experiences from the group</p> <p>Is this what you wanted as a researcher? Retired educators need to be recognised</p> <p>Poor approach</p>	<p>Using experiential knowledge for career dev</p>
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<p>628 629 630 631 632 633 634 635 636 637 638 639 640 641 642 643 644 645 646 647 648 649 650 651 652 653 653 654 655 656 657 658 659 660</p>	<p>experience to especially help the young teachers if they would recognise this people, the retirees. It is important that the retired educators are involved in the system.</p> <p>Li: I am looking at this thing that has been introduced, education mentorship, the way it is approached. It is eventually going to discourage some people. There is something that is happening in school. Threats why the results are poor. It is through the young teachers learning knowledge can be injected in the young ones. If we started we were over 30, now we are just 7.</p> <p>Made the experience very painless. It was very informative. I liked the way you were paraphrasing intelligently.</p> <p>Ron: Capturing our experiences will be very important to the ministry of education. I stay in Oodi. Sometimes I ask myself, does Oodi school have computers, I have the knowledge, I can help them, not for money. These people loved their job. They are passionate about their job. Rona, we worked under situations where there was no money at all.</p> <p>R: We will continue talking after this as we have tea. Don't feel like you have to stop completely.</p> <p>Li: Like to meet, seeing new faces. I enjoyed the session so much. Education mentorship</p> <p>R: Thank you very much for your participation, I appreciate you coming from your busy schedules. Please network. I learnt from people who did it with passion.</p>	<p>due to lack of structure. Teachers threatened on poor results. (authoritarian leadership) Outcome not clearly outlined</p> <p>Have computer skills and wondering if the school I live next to can use these skills? (? Who should find out?)</p>	
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Appendix K: Colour coding guide

DATA ANALYSIS Colour Codes

- LEADERSHIP : N. BLUE
- TRAINING : RED
- SKILLS & KNOWLEDGE } : SKI BLUE / YELLOW
- RETIREMENT ISSUES } : GREY CONTEXT
- GUIDANCE & COUNSELLING : Light green
- CULTURAL DIV / CONTEXT : yellow
- Experiential Know - DEEP PURPLE

Appendix L: Example of table of themes development

TABLE OF THEMES, SUBTHEMES AND CATEGORIES DEVELOPMENT (20.10.2013)

(Individuals 4 and 8)

		DEFINITION	EXCLUSION CRITERIA	INCLUSION CRITERIA
THEME B	INSPIRATIONAL LEADERSHIP	A relationship in which the leader sets a vision and inspires others to act on it.	Anything outside the definition of leadership.	All that relevant to exemplary leadership.
SUBTHEME	MENTORING/ROLE MODELING	An intentional, nurturing, insightful, supportive and protective process of development of the mentee.	Experiences not relevant to intentional, nurturing, insightful, supportive and protective process of developing retired educators.	Experiences relevant to intentional, nurturing, insightful, supportive and protective process of developing retired educators
	<ul style="list-style-type: none"> • Hope through hardwork got promoted (18:41) • Worked as a team • Make it yours you fail, make it ours you win • Everybody needs acknowledgement. (18:81) • People engaged, ideas heard • Team spirit and consensus • Everybody felt they owned the decision • Pulled in same direction (18:95) 	<ul style="list-style-type: none"> • Very inspirational (14: 18) • Highly structured , very dedicated, knowledge of subject, interaction with students (Work ethic) (14: 23-28) • Emulate you as a leader, command respect, people should want to be like you. • Doing something worth doing (14:391-398) • Copyable people • Visionaries 	Thought: An inspirational leader is someone you would like to emulate and be like. It is someone who command respect, is visionary, highly structured, dedicated, works hard, is a team player.	

	<ul style="list-style-type: none"> • Leadership role – Passion, excite, get everyone to participate (I8:454) • Illegal as Head, only minister can • Was responsible, had to make decisions (I8:471) • Present environment, decisions to be referred upwards, no decision-making or taking responsibility • Never been a school head, cannot be a regional officer(I8:650) • Ministers have to be role models • He was such a disgrace • Assistant minister of Education? • What can he tell teachers? • Leaders are role models and need to be professional to argue the position (mentoring) (I8:669-690) • My junior was my hero • Experienced headmasters around • Who can best answer my question? • Inspired • Shared with team • Use role model resources around you. (consultation and not in competition/learn from the best) (I8: 697-728) • Clarity of roles, by both juniors and senior leaders • Everybody knew what they were doing 	<ul style="list-style-type: none"> • Encouraged development • Encouraged wayward thinking • Not a conformist, takes a strong leader to deal with me. • Exemplary leaders (I4: 521-534) • Supervisors able to deal with me, help with growth • Pleased me • Difficult person, delivered, worked with less supervision • Developmental discipline • Different thinking • Different schools of thought • Compromise • Let them loose • A lot of structure in education • Innovation does not equal conformity and means thinking widely • Fluidity, flexibility, thoughts and execution • Fly out, get to extremes • Rigid • Experiment with management styles • Many ways of doing things • Get out of comfort zones • Restricted in thinking • Lacks other perspective, hence no growth (I4: 541-619) 	<p>An inspirational leader encourages fluidity, flexibility and execution of thought. Everyone is directed and acknowledged under their leadership.</p> <p>They use all resources around their reach to lead rather than compete.</p> <p>The bottom line for an inspirational leader is personal and professional development of those under their care and are exemplary.</p>
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	(18:907-980)			
CATEGORY	PASSION FOR EDUCATION	Emotionally and value laden zeal to see some educational developmental success.	Experiences that do not relate to passion or lack of it for education, learners and educators.	Experiences that relates to leadership in which passion or lack of for education, learners and educators.
<ul style="list-style-type: none"> • Headmaster • Passionate and fierce • Responsible, make-decisions, with a team • Don't take directives If contradictory to goal • Clarity about goal/vision (18: 495) • Lead others from own experience (18: 636) • Things happened • Ministers had passion • Its not for me (knowing strengths & limitations and being honest about that) • Honourable (value) • Passionate about education • Decide (decision-making) • So it is not routine • Not an educationist (so can be objective) • Diplomatically (protocol) • Professionally able to act according to needs of profession • Asking questions, decision-making at leadership level • Asking important questions (the right Qs) • Talk with same passion • Team player(18:907-980) 		<p>Thought: People who operate under inspirational leadership are passionate and fierce about education. All in the leadership hierarchy “talk with the same passion”. Their leadership is based on principle, anything that attempts to disregard those principles or values is rejected.</p> <p>Decision making is responsible, objective and honest. Important questions are asked for the benefit of the organisation.</p>		
SUBTHEME2	LEADERSHIP TRAINING & EXPERIENCE	Both formal and informal training for a leader.	Anything outside of leadership relationship and training.	What relates to training in leadership? The experiences that would or

				exposed one to leadership. The length one took in leadership as experiences.
<ul style="list-style-type: none"> • Managing people • Easy with articulation of vision/ mission • We don't always see • Same end results • Lot of tension (conflict) • Not going at same speed • Set Processes • Check teaching prep • Check if delivering • Not prepared • Management challenge (I4: 274-294) • Assessment as time point out weaknesses • Not helping to develop others, no skills • Grow to what organisation wanted (312-320) • Management training for all in management/ leadership position • Short term training • Up scale • Exposed them • Training of leaders before placement • Destroyed by not having the skills (I4: 352-371) • Acted as deputy 	<p>Thought:</p> <p>The lack of leadership skills can potentially be destructive to both the leader and the supervisee. The supervisee's growth is compromised and tension or conflict between leaders and supervisees can result from not seeing the same results or having the same vision.</p> <p>Potential leaders and those appointed leaders must have gone through leadership training before resuming a leadership role. Training can be short term and one must be exposed to leadership beforehand.</p>			
THEME C	CONTEXT OF LEARNING	Factors, processes and interventions influencing learning of individuals be they at school or employees.	Anything else that is outside the context of learning or working.	Anything relating to the context of learning, and or working and what and how these are affected. (Includes, culture, gender, identity,

				policies, relationships).
SUBTHEME	1. CAREER DEVELOPMENT	Factors, processes and interventions influencing career behaviour of individuals.	All outside this definition.	As per the definition.
CATEGORY	1.a. Career decision making	The process of making an objective choice on what career (or jobs) to pursue in life.	Nothing on thoughts about careers.	Any aspect that implies a participant thought about the jobs, in other fields as well as in education, before and during their career. This may include the influence into the career, subjects chosen and feeling about being in the career itself. Programmes or processes used to empower people on careers.
	<ul style="list-style-type: none"> • Want a job which can give me time to travel (career decision making) • Influence not fully informed • Career chances • University my best grades 	Thought:		

<ul style="list-style-type: none"> Literature and history, still my passion Science is easy to do Not much reading Shortage of science teachers Wake up call (I8: 11-31) Worst thing I did career wise (I8 line 342) Never really meant to be a teacher Teaching by default Not excited about teaching (I4: 10-16) Glad ended in teaching by default Appreciate teaching for exposure into other areas Nagging thoughts about what if in career decision making (I4: 723-725) <p>1.b. Career programme</p> <ul style="list-style-type: none"> Never pushed academic, but excited students about everything, results followed Holistic Career development (I8:475) Pushing to develop children Create right environment (I8:598-613) 	<p>Participants got into teaching for different reasons. Education or teaching was not a deliberate career choice for some participants.</p> <p>A very strong career programme did not exist at school level. However, some schools pushed the development of the learner by exciting the learners and providing the right environment for learning. This took care of the academic performance of learners.</p>			
SUBTHEME	2. CONTEXT/ CULTURE	Factors, processes and interventions influencing career development or professional development.		
<p>Individuals 4, 8</p> <ul style="list-style-type: none"> Foreign nationals Cultural diversity Interaction/ exposure Little global village (I4: 43-49) Diversity of stakeholders (foreign nationals, different cultures, work ethic) (I4: 464-468) Exposure, international interactions Enriching to share challenging/success experiences (I4: 493-496) Community school (context) Differing views of learners from differing schools (I4: 40-62) Experiential learning Real terms, real life (I4: 131) Come out of the darkness Learners confidence boosted by new knowledge from relating experiences to real life situation Intrinsically satisfying why life changing 		<p>Thought: Interacting with diverse people of different nationalities and statuses is enriching to one's way of doing things and thinking.</p> <p>Experiential learning is the best way to empower learners. Experience of work for a few years and going back for further training gives a different perspective and approach to learning.</p> <p>The uniqueness of individuals is an aspect to be considered by any educator to make learning meaningful to especially learners with special</p>		

<ul style="list-style-type: none"> • I have grown • Contributed, saved somebody's life • Different kids, different backgrounds, need different handling • Religious, social backgrounds (I4: 174-195) • Appreciated slow learners/differently abled people • Mixed ability students • (Inclusion) • Experienced person • Experience the work environment • Approach studies in a different way • Easier for me during my degree period (I4: 226-239) • Conflicts of thoughts, educational level, understanding, social or religious background • Try and fail (I4: 681) • Zero fun in work. A different culture. • Was not about education anymore. Real job not done (I8) • I've had enough I quit (Values conflict, I8: 346) 	<p>educational needs or with disabilities.</p> <p>Because of the different backgrounds from which people come and the values they hold, conflict is inevitable.</p>
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Appendix M: Field notes

IND No/Date	Time	Location	Comments
1. 9 August	08:45 – 10:00	Participant's home (Mr)	<p>Interviewee seemed relaxed, but later pointed out that the recorder was a little distracting and he could not be himself.</p> <p>Themes: Appropriate training, research, openness to learning, mentoring in close proximity, attitudes towards professional development</p>
2. 11 August	15:30 – 16:30	Participant's home (Dr.)	<p>Themes: formal and informal training, experiential learning, diverse training, "I mattered", formal training for leaders, loneliness, "things that shaped my unique experience, identity issues and consequences, research skills, close mentoring, observation, self-reliance VS government dependency, devoted, confidence, learning needs diverse (what kids interested in)</p> <p>The interviewee encouraged me to ask more if I needed to go in-depth on another item.</p> <p>The interviewee suggested books to read: Who Managed my Cheese by Susan Jeffers, Feel the Fear and Do It Anyway Love, Medicine and Miracles.</p>
3. 12 August	08:00 – 09:00	Participant's home (Mrs)	<p>Themes: Let loose, appropriate training in leadership, differences in people</p> <p>The interviewee talked more after the interview. She raised a gender issue, where she was denied citizen's rights on further training on time because she was married to a foreigner and was likely to leave the country to the husband's country according to the officer in charge then – even though she was clearly a citizen.</p> <p>The interviewee was quite emotional she reflected on the past and remembered the injustices done to her and the hurt she endured. She expressed how angry she was. She cried after the interview when the recorder was switched off.</p> <p>I was tempted to intervene as a counsellor, but thought about my situation as a researcher. I related to what she shared as I used to be a science teacher and my training</p>

IND No/Date	Time	Location	Comments
			took a lot of time. After eight years of not going for further training, I decided to leave the sciences and venture into counselling. The participant's experience of a supervisor who did not assess her fairly based on the supervisor's misconceived idea that the participant was likely to leave the organisation at any time, was also a hurtful thing that taught her that leaders need appropriate training as leaders and should allow supervisees to be creative.
4. 12 August	17:00 – 18:00 pm	Participants home (Mr.)	Themes: Appropriate training, values, application of skills learnt in dealing with drug issues where he felt valued, team work, insecurities due to lack of training There was a reluctance to talk about the interviewee's time as a teacher, but there was pain talking about the lack of training at the level on which he retired.
5. 13 August	10:30 – 11:10	Participants office (Ms)	Themes: Fear of retired people, projects conducted at school level do not translated into any use after school like project management skills, training not empowering teachers with fearlessness and boldness, no work standards, retired educators' association or council, education system closed and not allowing for creativity The interviewee expressed frustration that input needed in certain committees are not acknowledged.
6. 13 August	15:00 – 15:45	Participant's office (Ms)	Themes: Got into the career by default, passion for the job, Innovative, challenging assignments, quality leaders, committees to inform service delivery, fear of retired educators' involvement peculiarly in Botswana, other countries' appreciation for retired people
7. 13 August	16:30 – 17:45	Participant's home (Mr)	Themes: Every child needed to be known in the school, passion, being there for the students A number of issues raised made me feel like stopping the participant as they felt beyond my comprehension. However, I appreciated being a researcher at the time and not a therapist. I could refer.
8. 17 August	09:30 – 10:10	Participant's center (Ms)	Themes: Long-term preparation, mother as a real role model

IND No/Date	Time	Location	Comments
9. 17 August	15:00 – 16:00	Participants' home (Ms)	Themes: Social construction, life skills more important than academic skills
10. 18 August	14:00 – 15:00	My office (Ms)	Themes: Mentoring, team work, each class known (learners known), dynamism brought about by foreigners
11. 20 August	14:00 – 15:30	My office (Ms)	<p>Themes: Professional development, discovered self, opportunity to grow, role model, transfers/ promotion, networks are good for professional growth, decisions made could break or make, key to life, PAINS – Policy vs student needs vs ethics of G&C to help, strengthen G&C decision making in schools, transference, hurt, burnout, maturity, frustrations, suicides not accounted for by the department, systemic challenges or unfriendly processes to customers, insensitive to needs of learners, political, parental, learner pressures made it difficult to manage, support of staff lacking, retirement is change, retired educators can write books, important resources, retired educators are experts, retired exit meetings, reward for motivation, can influence policy</p> <p>After the interview the interviewee expressed that the decision to retire was the most difficult decision ever made, never thought of it until faced with a leader who said she was nothing, never experienced such hate from an immediate supervisor, given too much responsibility and knew was capable but not appreciated or recognised, retired people are taken as spit, not appreciated, seen as no longer useful, relevant training needed, disgruntled leadership cannot groom proper leaders or supervisees, she didn't feel she mattered, still offered help after retirement</p>

Reflective notes from the field

I was aware of the fact that I had worked with some of the retirees and some were my supervisors and I could attest to their experiences, knowledge and skills. Just about to retire myself, I could not help but appreciate reasons for the retirees for leaving as some did not leave because of their age, but because the system did not accommodate them. It was even more frustrating that, even with the skills they had, the ministry of education was having difficulty appreciating these skills. Many trained human resources in the country are all going to waste.

Themes coming up very strongly for me are: Passion, appropriate training, appropriately trained leadership/management, teamwork, experiential learning to acquire skills, Retired educators' association/council or group to perform certain acts, mentoring, and supportive leadership.

Although the question of why the decision to retire was not asked until the 13th interview, it was clear why respondents decided to retire. Most, if not all, except one retired because of unsupportive leadership, lack of direction and no longer felt any challenge or growth in the workplace. Surprisingly, a good number retired not because of age, but of poor leadership.

Approaching retirement from public service at the time of these interviews actually made me realise that I shared the same sentiments of a lack of growth and no leadership direction or support for bettering myself. I feel that I no longer matter. I was aware of these feelings in myself and this helped me not to push how I felt, even though others' discussions were provoking me. I think I was helped a lot by the fact that I just wanted participants to tell their stories with little interruption.

Observations

Retired educators were less comfortable getting ready for the interview than completing the questionnaire. It was close to impossible to get retired educators in a group to complete a questionnaire. Therefore, I had to follow each one to their place for them to complete the questionnaires. Even to collect them, I had to follow them to their homes. The same went for the interviews. I had to call them several times, or more than twice to make an appointment to their homes or offices, if they were working, or to my office.

I observed that retired educators were busy making ends meet. A few in their 50s were working double jobs or consultancies, or were getting their cattle post working, while those in their 60s were looking for employment – so much so that some told me they now wanted to be paid to partake in studies. Some who said this did not participate and some said this after participating. Getting willing participants was not at all easy, but those willing were very appreciative of an opportunity to participate in anything because they felt forgotten. Across the spectrum, those in their 70s did not do anything that related to their previous work. Most, if not all, were involved in church activities, crime prevention, a few in the newly ministry of education mentoring system and subsistence farming.

Some retired educators thought they had disappeared from the surface of the earth and never read or written

anything.

As I was transcribing, I noticed how some interviews brought back the emotions I felt at the time of the interviews. I had interacted with different retirees at different times and I could not help but say how true what they were saying was even though I had to stick to my researcher position rather than my counsellor position. I had referred retired educators who needed counselling as a result of the reflection.

Appendix N: Study Journal

DATE	NOTES
28 January 2011	<p>12:00: Meeting with Dr Kesh Mohangi.</p> <ul style="list-style-type: none"> * Reminded me to keep a reflective journal and write all challenges, lessons learnt and new ideas arising throughout my study. * Suggested to me to read at the computer and do a backup of material written. * Submit all work done, even sections of work. <p><u>Reflection:</u></p> <p>A good review and meeting as it helped me to focus my sample to what was originally retirees. This made me lighter in terms of my work and I was beginning to believe I can now defend my proposal.</p> <p>I also appreciate the good working relationship between myself and Dr Kesh. It makes pushing myself easier and not painful as I've observed with other PhD/master's students.</p>
4 February 2011	<p>I got assistance from a PhD student (University of Florida, USA), who had come to collect data in Botswana, with installing end notes, which she didn't forget to mention several times that it would change my life.</p> <p>She questioned me on my study, which raised pertinent questions. Why 'why' and why 'say' certain things ... she advised me to create folders of each section so I can combine them all later. It makes working much easier. I started working on the research design, which she assisted me with.</p>
7 February 2011	<p>The one-hour session with the eminent divorce client improved my outlook on counselling using the narrative approach. This made me wonder if this could work in my study.</p>
12 July 2011	<p>In my understanding, according to Creswell, I couldn't start with a supplementary quantitative. I had had a discussion on my methodology or design with another doctoral student who said she didn't agree with Creswell so I could do as my research required. I reflected my thoughts on my supervisor who advised similarly to the doctoral student.</p>
	<p>I had a conversation with Prof Bergman on MMR. I shared with him the fact that I thought I had to necessarily follow a set way as stipulated by authorities such as Creswell. He pointed out however that the design is mine. I know what I want to do and I must follow first what I want then next was the design.</p> <p>A very fruitful discussion for I was stuck where I knew the quantitative aspect of my study was just exploratory and equal the bigger aspect.</p> <p>10:00: Met with Dr. Kesh.</p> <p>1. Note discussions with authorities in my field.</p>

DATE	NOTES
	<p><u>Reflection:</u> Feeling ready to defend my proposal.</p>
7 September 2011	<p>I had a meeting with both my supervisors to advice on what to expect for the defense!</p> <p>They emphasised that it is a learning process and I should allow myself to learn from the critics. I should relax and go with the flow.</p> <p>I don't know why I doubted taking it easy. I guess of fear of failing. Although I thought of what others and my employer would say if I did not do well. It's me I am most worried about.</p> <p>I had visited the Statistics Department at UP's main campus and got forms. However, I did not submit them immediately for my supervisors suggested the engagement of their colleague Dr Sherman in assisting me with the quantitative aspect of my study. I got in touch with her and she wanted me to work on it and send it to her for her perusal on way back from an overseas trip.</p>
October 2012	<p>The ethical clearance was finally completed.</p>
	<p>Dr Scheman had previously tried to assist me in developing the questionnaires before the defence. After the defence, I was no sure I wanted to continue with mixed methods, hence I took longer making consultations in order to make up my mind - about the questionnaire. I finally settled to do it as it would assist in reaching other retired educators outside the Ministry of Education and Skills Development, although it would be a bit of a challenge with snowball.</p> <p>However, while waiting, STATOMET responded.</p> <p>The delay in the questionnaire standardisation delayed the collection of data tremendously and I had an inkling I was unlikely to complete in 2013 as I had planned</p>
February 2013	<p>I met with Prof Elias Mpofu, who assisted with methodology and literature writing.</p> <p>I was almost stuck with literature and the way forward. I saw light in addressing what my study meant for career counseling.</p>
8 February 2013	<p>I met with supervisors (UP/Unisa) and statistics consultants to discuss what I was trying to address. I must say I was completely lost to the consultants' questions. However, both my supervisors, D. Vanessa and Dr Kesh understood what was being sought and came to the rescue.</p>
20 to 24 March 2013	<p>I attended the ACA conference in Cincinnati Ohio: I had more insight in career development and career counseling. AI attended workshops conducted by Mark Savickas, Mark Pope and Jane Goodman.</p> <p>I began to understand better what career construction was and how my study fitted in.</p>
6 August 2013	<p>Reflection on FGD1 6 participants showed up (one gentleman and five</p>

DATE	NOTES
	<p>females).</p> <p>Knowledge/skills</p> <ul style="list-style-type: none"> * ICT learnt * EQ skills learnt * Perseverance * Communication - approach * Passion for the job - not for the money * Openness to leaning and new things * Learning shouldn't be disrupted by teachers' presentation (dress and style) [old school of thought vs contemporary thinking. My question was, was it possible that the retired educators were not in sync with the new style of dress?] * Empathy <p>I was nervous at first, and there seemed a lot that the retired educators wanted to share. I debriefed with my supervisor after the meeting as it was my first research discussion.</p> <p>Provided tea and transport fair for those coming 30 km out of town, as incentives</p> <ul style="list-style-type: none"> * (Varied experience) * New professionals to use retired educators <p>- The mentoring programme need to be reconsidered.</p>
18 February 2014	<p>I presented my design and methodology to the PhD and master's research class of Prof Chilisa (my mentors at the University of Botswana). Although the review and critique was fantastic and an eye-opener in many aspects I had taken for granted. The following were key to think about:</p> <ol style="list-style-type: none"> 1. Which of my questions are being answered by quan or qual? 2. Sampling - separate sections, be clear for the quantitative questions 3. Link analysis to theory and methodology 4. Check if narrative can have a model, usually grounded theory is better used for models.

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