

**AN INVESTIGATION OF THE ATTITUDES
OF HIGH SCHOOL LEARNERS TOWARDS
LIFE ORIENTATION**

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DECLARATION

I declare that ‘*An Investigation Of The Attitudes Of High School Learners Towards Life Orientation*’ is my own work, that it has not been submitted for any degree or examination in any other University and that all the sources I have used or quoted have been indicated and acknowledged as complete references.

**Duduzile Mzindle Njozela
2011**

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ABSTRACT

An investigation into the attitudes of high school learners towards Life Orientation

This study aims to investigate the attitude of High School learners towards Life Orientation. Life Orientation is a new learning area that is being introduced into South African schools as part of curriculum transformation in our democracy. It is intended to equip learners with the skills to live meaningful lives in a society that requires rapid transformation.

Our country has seen many changes lately within the context of the advancement of democracy and education is not exempt from these changes. Parker (1998) argued that people who will survive in society are people who have the ability to receive and process information quickly. More than a decade later his comment still rings true.

This study of attitudes towards Life Orientation attempts to find out if knowledge that learners receive in Life Orientation is relevant enough to make learners live meaningful lives in a society that is so rapidly transforming.

The research was conducted in twelve high schools which were randomly selected in and around the Pietermaritzburg and Durban Areas. Triangulation of qualitative and quantitative data was used. Questionnaires were administered to high school learners and key questions which inform outcomes and the content that is covered in Life Orientation were used to:

- determine learners' attitudes towards Life Orientation through the use of questionnaires;
- establish the relationship (if any) between the nature of attitudes and respondents' response variables such as age, gender and learner performance; and
- determine the extent to which learners feel empowered by Life Orientation.

The status and practice of Life Orientation reveal that learners have a positive attitude towards Life Orientation but they appear to attach more emphasis and display more attitudinal reaction to such issues as HIV/AIDS, personal development as well as the career aspects of Life Orientation. Furthermore, the study revealed that aspects of life orientation that are peripheral to individuals such as the qualities of *Ubuntu* (communality) and tolerance were considered important only later in the life of learners.

The attitude of learners is influenced by the context they find themselves in. Educators were found to have contributed to the attitudes of their learners as interpreters of the curriculum. Lastly, findings also revealed qualitative development of wisdom in learners as they progress through their grades in their high school years.

The findings of the research require attention by the Education Department to deal with educators, so that they can impact learners' attitudes positively towards a desired outcome because they determine what is regarded as valuable knowledge. The need to place equal value on other aspects of Life Orientation requires strengthening in order to produce learners who will live meaningful lives in a society that requires rapid transformation.

ABBREVIATIONS

GNU	-	Government of National Unity
RDP	-	Reconstruction and Development Programme
COLTS	-	Culture of Learning and Teaching in Schools
RNCS	-	Revised National Curriculum Statement
DOE	-	Department of Education
SAQA	-	South African Qualifications Authority
NQF	-	National Qualifications Framework
LO	-	Life Orientation

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CHAPTER 1

BACKGROUND TO THE STUDY

1.1 INTRODUCTION

It could be hypothesised that a positive attitude is associated with a positive outcome in most situations. In terms of the attitudes of high school learners towards Life Orientation, it could be suggested that, whether the outcomes are positive or negative with reference to the learners' attitudes, both pose a challenge because factors outside of the learners' previous experience have impacted on their attitudes towards the new curriculum framework, as they are passive recipients of the curriculum and are not part of curriculum design (Luckett,1996). One can make this claim because concrete evidence has not been found concerning the effects of the interventions of the curriculum innovation that have taken place in our country.

A study of the attitudes of high school learners towards Life Orientation is one of the many studies that South Africa needs in its young democracy to assist learners to live a meaningful life in a society that is changing rapidly. *The Constitution of the Republic of South Africa* (Act 108 of 1996 as adopted on 8 May 1996 amended on 11 October1996 , Pretoria: Government Printer) provides the basis for curriculum transformation and development in South Africa. The preamble to the constitution states that the aims of the constitution are to:

- Heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
- Improve the quality of life of all citizens and free the potential of each person;
- Lay the foundation for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; and
- Build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

(DoE: Revised National Curriculum Statement School Policy, 2002:1).

The new approach to teaching and learning within the context of the new curriculum framework needs to play an important role in achieving these goals. Outcomes-based education forms the foundation of the curriculum change in South Africa and it allows learners to develop to their full potential because they are not just passive but active as they attempt to reach pre-stated outcomes.

Whilst policy states what needs to be done, educators in schools face a number of challenges in teaching and learning in general. In a study, (Rooths, 2005) on Life Orientation, it is revealed that educators face the following problems:

- Lack of support and equipment;
- Lack of time;
- Large classes;
- Learners' disruption; and
- General implementation difficulties between guidance and Life Orientation

Taking the above factors into consideration one may argue that learners indirectly experienced the results of these problems (Lubisi, Parker & Wedekind, 1998). The introduction of the new curriculum framework was one of the attempts to improve the schooling situation. This it does by setting outcomes to be achieved at the end of the learning process. The outcomes encourage a learner-centred and activity-based approach to education.

This study of the attitudes of the high school learners towards Life Orientation is an attempt to try to explore the authenticity of the optimism and/or the pessimism that learners possess towards the interventions of curriculum innovation in an attempt to improve their schooling experiences by exploring the action tendencies towards objects based on experiences (Eiser, 1995), in this case, the learning area is Life Orientation.

To put the study into perspective, at a macro level the outcome of this study will make a contribution by indicating to policy makers and stakeholders, the kind of citizens that this country is likely to have in future based on the display of learners' attitudes towards Life Orientation.

1.2 Motivation for the study

On a personal level, as a lecturer at an Institution of Higher Learning in Teacher Education I am interested in finding out whether or not one is relevant as a lecturer to one's students' clients, namely learners, as recipients of the curriculum. Institutions of higher learning are being challenged as privileged sites of knowledge production and Learning (Waghid, 2002:5). A study of *An Investigation into the attitudes of high school learners towards Life Orientation* starts from a position of enquiring into whether or not what we teach or facilitate for our students amounts to significant learning (Yelon & Weinstein, 1997 p.129). By significant I mean that programmes are benchmarked to enable students' to live a meaningful life in the twenty-first century. I believe that the quality of interaction with my students will have a bearing on the way my students will in turn interact with learners in schools.

If one considers the macro-dimension of the study, one of the problems that schools encounter is the destruction of the culture of teaching and learning. There are a number of interventions that have been introduced to try and address the problem in schools (Department of Education, 1997). The "Back to School Campaign" and the attempts to re-introduce a "Culture of Learning and Teaching in Schools" (COLTS) are recent interventions that were initiated by the Department of Education to try and address the problem. The old approach to teaching and learning did not encourage "deep learning" but rather a "surface" approach to learning (Lubisi, Parker, Wedekind, 1998). The old approach to teaching and learning was characterised by a uniform and predictable curriculum policy system, which was described as racist, eurocentric, sexist, authoritarian, prescriptive, unchanging, context blind and discriminatory (Jansen, 1998 & 1999).

On the other hand, the introduction of the National Curriculum Statement (Department of Education, 2001) is one of the interventions that have been introduced in schools to enable all learners to achieve their maximum potential. This is done by setting the outcomes to be achieved at the end of the learning process. The outcomes

are developmental as well as specific. Developmental outcomes envisage learners who are able to:

- Reflect on and explore a variety of strategies to learn more effectively.
- Participate as responsible citizens in the life of local, national and global communities.
- Be culturally and aesthetically sensitive across a range of social contexts.
- Explore education and career opportunities and develop entrepreneurial opportunities.

The kind of learner that is envisaged is a learner who will make a meaningful contribution to the transformation of education in South Africa. Furthermore it envisions educators who are qualified, competent, dedicated and caring. They will be able to fulfil all the roles outlined in the Norms and Standards for educators, which are to be:

- Learning Mediators
- Interpreters and designers of learning programmes and materials
- Leaders, administrators and managers
- Scholars, researchers and life long learners
- Community members, citizens and pastoral role
- Assessors

(Norms and Standards, 2000.)

Wedekind, et al (1998) argue that the identification and definition of knowledge areas is an important element in all curriculum development including outcomes-based curriculum development. Furthermore, they state that a selection of knowledge areas has always been a contentious issue because the choices make certain assumptions about knowledge such as “knowledge as given or as a blue print” vs “knowledge as negotiated” or the fact that knowledge is gained as people discuss issues.

Meighan (1997) argues that the defining, selecting and ordering of areas of knowledge has always been seen in relation to larger political, social and economic determinants.

Most often the question of purpose supersedes the issue of content. With reference to Life Orientation, the six school subjects as they were previously called were integrated into a whole to form what we now call the Life Orientation learning area. These subjects were atomistic in nature and had no relationship with one another. The school subjects that were integrated to form Life Orientation were:

- Life Skills
- Health Education
- Human Rights Education
- Guidance
- Religious Education
- Physical Education

(Department of Education, 1997a)

Life Orientation is a learning area that is offered as part of the new curriculum offerings. Traditional subjects that were related to and had relevance for other subjects, were integrated to form what we now call a learning area. The focus was on breaking barriers that existed between Theory and Practice (Parker, et al, 1998). The aim is to help learners not only to gain knowledge, but also to be equipped with skills to perform tasks in authentic situations.

Life Orientation is a learning area that is mandatory core learning for all learners in the Further Education and Training phase which was previously called high schools. Although it is a non-examinable learning area, it's very essence is about real life on a day-to-day basis. It is a learning area that enhances the practice of positive values, attitudes, behaviour and skills in the individual within a community.

One feels that the situation in teaching and learning could be better if learners as ultimate recipients of curriculum were somehow consulted in at least one of the processes of designing the curriculum. Currently, the new approach to teaching and learning is not making a meaningful impact in terms of delivering quality education which is the vision of the Education Department. One of reason for the neglect of learners could be that they occupy the lowest level in the bureaucratic ladder. Maybe the authorities think that learners do not have the capacity to articulate their feelings.

More often decisions are made for learners and not with learners. It is the opinion of the researcher that the current problems that arise as a result of the lack of a culture of teaching and learning could be minimised if learners were part of or had inputs into what was designed for them. This has prompted the investigator to want to find out about learners attitudes toward their schooling experiences using the learning area Life Orientation.

If one looks at the micro-dimension of the study, on a personal level one wants to be meaningful and relevant to one's students who are in direct contact with the high school learners that one is conducting an investigation on. With the current developments that have occurred in our country, the researcher wants to find out if meaningful impact has occurred through the Life Orientation curriculum. This study is one of the many studies that South Africa needs to assist educators to know if the changes that our country experienced recently are effective or not in the sense that they deliver quality education (Doe, 1997a). It will also help find out if current innovations in education in terms of the New Curriculum Statement make any impact towards equipping learners to live a meaningful life in a society that is rapidly transforming.

According to the National Qualifications Framework, which is set up by the South African Qualification Authority (SAQA), the first exit level for learners is Grade 9. At the end of this grade, learners receive a General Education and Training Certificate (G.E.T.C.). Learners are about 15 years old at this stage, if they started school at age seven. There are a number of pathways open to these learners. They have an option of either going into the world of work or to continue with the Further Education and Training (F.E.T.) (DoE,1997c). Although it is illegal for the learners who are younger than 16 years to be out of school according to the law. There are, however, those who have left schooling at a young age because of the scourge of HIV/AIDS which has ravaged our country (Rooths,1995). Its aim was to enable learners who are heading households to leave school with some form of certification. With this in mind, the researcher hopes that the study of the attitudes of high school learners towards Life Orientation will indirectly shed some light on understanding if learners are ready for the world of work, both psychologically and emotionally. This will be judged according to the attitudes that they will exhibit(Eiser, 1998).

The researcher gathered information using different characteristics such as age, gender, and school performance to ascertain emerging themes and other relevant and related issues that will be discussed later.

With the changing role of educators, which requires them to be designers of the learning programmes (Norm and Standards Policy Document, 2000) one feels that this research, which one hopes will be considered as one of the voices for the learners, would help with information assisting educators to know what high school learners' attitudes are towards Life Orientation.

The knowledge that the investigator will receive as teacher educator will indirectly help to improve classroom facilitation skills. It will also help on a larger scale to ascertain what needs to be done to help successful school leavers gain access to Higher Education and Training (Waghid, 2002). The knowledge that one will receive from this study will have relevance to a wider community of academics. Knowledge is broad and multi-faceted. It needs to be located within a certain paradigm. It is against this background that one wants to research Life Orientation as an area of learning. This is a learning area that is not in the forefront of pedagogic consideration because it is a non-examination subject, but it is, however, very important in the sense that it helps learners develop a positive self-image if it is handled well. This research is going to focus on only three of the different aspects of Life Orientation namely Life Skills, Religious Education and Guidance.

An investigation into the attitudes of High School learners towards Life Orientation will indirectly reveal the following:

- Whether or not there is a 'fit' between 'theory' and 'practice'. With the current developments that have occurred in our country, one wants to find out if what has been policy in terms of the current teaching and learning practices in the National Curriculum Statement achieve what they purport to achieve in terms of equipping learners with the knowledge, skills and values that are fit for the 21st Century.

- By being a voice for the learners on what they believe schools have done for them, learners will be given a chance to critically reflect on their schooling experiences by articulating their feelings using Life Orientation as an area of learning. Furthermore, the findings of this study will help the researcher to ascertain if change in the curriculum from the so-called ‘school subjects’ to ‘learning areas’ produces significant learning (Yelon & Weinstein, 1977 p.129) and whether or not that change is only structural.

One of the visions of the education department is “to provide learners with quality education which will equip them with knowledge, skills and attitudes to meet the challenges of the future” (DoE, 1997b).

Attitudes and beliefs are significant determinants of the way learners view teaching and learning, which to a greater or lesser extent are consciously articulated and hence not rationalised into a coherent whole (Clark,1992; Floden, 1986). There is thus a consequential conflict both on the side of the learners and what the department is doing. Underlying the causes of conflict vary from exclusion of learners input and/or lack of educators capacity to analyse the context of the learners. The result is that instead of producing learners who are enquirers, the system might produce learners who are part of the very system it has reverted to. Lack of clarity might also exist concerning perceptual, structural and contextual aspects of the school on the mind of the learners and one feels that this begs resolution. Macwab (2003) argues that peer group influence, behaviour and social contracts are, in a variety of ways, important determinants of attitudes.

1.3 Statement of the problem

The study seeks to answer the following questions:

- What are the learners' attitudes towards Life Orientation?
- Are the attitudes towards Life Orientation influenced by the respondents' characteristics such as age, sex and school performance?
- To what extent do learners feel empowered by Life Orientation?

1.4 Aims of the study

This study seeks:

- To determine the response patterns generated by the questionnaires designed to measure learners' attitudes towards Life Orientation.
- To establish any correlation (if any) between the nature of attitudes and respondents variables such as:
 - Age
 - Sex
 - Learners' academic performance
- To determine the extent to which learners feel empowered by Life Orientation.

1.5 Hypothesis

This study gathered information using an interpretive approach, in an interpretive/descriptive study; theories and concepts arise from the enquiry. They come after data collection rather than before it (Robson, 1995:19). The researcher regards this study as an hypothesis-generating and not as an hypothesis-testing one.

Hypotheses that arise from the study will then form the basis for future investigation in the continuum of enquiry.

1.6 Operational definition of terms

The following were used as operational definitions of the study.

1.6.1 Attitudes

Eiser (1995) defines attitudes as action tendencies towards any object based on experience. They are significant determinants of the way learners view teaching and learning. In this study action tendencies of learners were focused on Life Orientation. The word ‘attitude’ also implies beliefs or experiences. There are two streams of thinking which influence and affect attitude. A desirable one, which subscribes to the new curriculum framework is the one which argues that man has the capacity to be self-reflective and self-critical and can have insight to things (Katz, 2007).

Certain mindsets or views are developed as learners interact with things in their schooling environment. Learners’ attitudes as used in this study were what learners believed about Life Orientation traditionally known as school Guidance.

1.6.2 High School Learners

‘High school learners’ in this study means Grades 10-12 learners. These learners are at the end of the General Education and Training Band in Levels 1-4, according to the National qualifications framework (NQF). They are about 15 years old to about 21 years old by the time they finish the Further Education and Training (F.E.T.) phase. They have an option either to leave the system or go to the world of work at the end of Level 1 when they receive a General Education and Training Certificate (G.E.T.C.) or continue with their Further Education and Training, according to South African Qualifications Framework (SAQA) policy. Theories about cognitive

development (Piaget) and psychosocial development (Erikson) will provide in-depth understanding of high school learners as explored in the literature review.

1.6.3 Life Orientation

Life Orientation is an area of learning that is mandatory for all learners at Senior Phase and Further Education and Training. It is a learning area that assists learners to live a meaningful life in a society that is changing rapidly (DoE, 2002). It was traditionally known as Guidance. Both terms were used interchangeably. It is different from Life Skills because it integrates subjects such as Health Education, Life Skills, Guidance, Physical Education, human rights education and Religious Education (DoE, 2001). This learning area empowers the learner to live a meaningful life in a society that is rapidly transforming.

1.6.4 Learners' Academic Performance

Academic performance means the achievement of learners as it is reflected in the end of the year reports when educators in schools do summative assessment. This element of assessment can be internally or externally assessed and or moderated (Lubisi, Parker & Wedekind, 1998). In the old approach to teaching and learning, assessment was only done by the teacher. The new assessment practice is done by educators, as well as by peers. The researcher will adopt the assessment scale that is used by the Department of Education for summative purpose, it has seven assessment scales which determine performance of learners;

Assessment Grades		%
7.	Outstanding Achievement	80- 100
6.	Meritorious Achievement	70-79
5.	Substantial Achievement	60-69
4.	Moderate Achievement	50-59
3.	Adequate Achievement	40-49
2	Elementary Achievement	30-39
1	Not Achieved	0-29

1.7 Method of investigation

1.7.1 The Research Paradigm

This study involved a survey and its evaluation was interpretive and descriptive in nature. It captured data using structured questionnaire, in twelve schools of Durban and Pietermaritzburg areas in the Province of KwaZulu-Natal. Cluster samples in the two areas were drawn from Secondary and High Schools by means of random sampling with a fair distribution in gender. The researcher had a population of about four hundred learners. The total number of responses that were processed were three hundred and eighty five. The researcher reported on the findings based on the variables mentioned in the aims of study.

1.7.2 Method of sampling

The study was conducted with High School learners in Grades 10-12 in the two KwaZulu-Natal areas namely Durban and Pietermaritzburg. Schools were randomly selected in the districts mentioned above. The researcher wanted to gather data from Grade 12 learners because it was believed that the study would yield richer data as compared to that which would be collected from lower grades. The researcher was

advised to broaden the study to other grades because it might sometimes be difficult to gain entry to grade 12 learners. Policy (DoE, 1997a) states that schools work in phases, therefore broadening the grades was not a problem because the outcomes to be covered for the phase (Grades 10-12) are the same.

Respondents' responses were classified, as has already been explained, according to the characteristics mentioned in the aims of study, namely: gender, age and performance. Although schools nationally are homogeneous in terms of the curriculum, the researcher was mindful to distribute questionnaires equally in the two areas of KwaZulu- Natal. A copy of the questionnaire is included as Appendix A.

1.7.3 Proposed method of data analysis

The questionnaire had 35 questions which were divided into Section A and Section B. The first section required the respondent to provide personal details such as: gender, age, grade, race and level of performance in the last examination written by the learner. In Section B the investigator used a Lickert-type scale where respondents were asked to express their degrees of agreement/disagreement with the given statement on the scale of 1-5 for data scoring. Furthermore, the respondents were required to provide "Yes" and "No" responses to the questions in the questionnaire.

A mixed method was used to analyse data. Responses were analysed using SPSS both qualitatively and quantitatively. The pattern and sequence of the questionnaire was adopted as a logical approach to data analysis. The researcher adopted an interpretive analysis and reported on consistencies, inconsistencies and/or unique features that were revealed in the research findings in both qualitative and quantitative approaches. Whilst data was analysed using the pattern of the questionnaire the aims of the research were integrated into both the qualitative and quantitative analysis.

1.7.4 Procedure for the administration of the research instrument and control of confounding variables

Permission was requested in writing from the superintendents of Durban and Pietermaritzburg Regions. The researcher distributed questionnaires equally to Grades 10 to 12 learners between different sexes to get a fair distribution. There was a

briefing session before they completed the questionnaire. During the briefing session, respondents were told to answer questions as honestly as possible and that their responses would be treated with confidentiality. Collection of data was ideal in the sense that respondents answered the questionnaire at once and responses were collected at the same time. The researcher worked with Guidance/Life Orientation educators in each school visited.

1.8 Summary

It is the opinion of the researcher that the changes that took place in our country which are reflected in the New Constitution and National Curriculum Statements (NCS) have created certain mindset in the minds of South African stakeholders in this case high school learners. The purpose is to help free some of the potential of all South African citizens. This fact needs to be assessed and evaluated by all affected parties if we want to make meaningful changes in our country. Furthermore, it is the researcher's opinion that the problems (cited in Rooths, 2005; Hoyle & Bell, 2001, Wedekind, et al, 1998) that are experienced with the existing curriculum should have an impact on the learners. Outcome expectations of the programmes offered might not be owned by learners as they engage with the range of social issues in making a meaningful impact in the transformation of education in South Africa. This, one thinks, will have a bearing on the kind of learner that is envisaged by educators and related stakeholders as they engage with policy. One would wonder then if changes that are being implemented are structural or significant (Yelon & Weinstein, 1977).

It is against such background that the researcher wants to gain a broad indication of whether or not there is a 'fit' between what the Theory says, as reflected in the policy, and what is happening in practice (Harley, 1999) by investigating the attitudes towards Life Orientation of selected high school learners in two centres in Kwazulu Natal.

The 1976 political uprisings bear testimony to students wanting their needs to be met. Political changes came at a price because the system was insufficiently proactive. One would hope that the destruction of the Culture of Teaching and Learning in Schools

(COLTS) will be an alarm bell (Perkins, 1992) to politicians and education planners that we, as a country, have not reached the ideal as yet.

Policy makers have successfully carried out their mandate of setting a framework for teaching and learning. There was a lot of criticism by the stakeholders on the complexity of the New Curriculum Framework. This gave birth to the Revised National Curriculum Statement (RNCS). These attempts were made to make teaching and learning meaningful so that learners are equipped with skills, knowledge and values that would make them live meaningful lives in a society that is rapidly transforming.

This study will attempt to ascertain whether the intervention was successful or not. One believes that learners are indirectly interpreters of the curriculum statement (Harley, 1999). Moreover, the curriculum is designed for them and not with them because they occupy a low position in the bureaucratic ladder of the education system.

In an attempt to investigate the value of the knowledge that learners receive at school, the efficiency of teaching and learning will be reflected in what learners believe schools have done for them using Life Orientation as a generic learning area.

Research reveals that adolescents enter high school ill-equipped to select courses that would support choices they will eventually make (Benz, 1996). The main thrust of Life Orientation is to find out if learners will live a meaningful life in a society that requires rapid transformation, or not.

In schools we observed the destruction of the culture of teaching and learning. The blame is subtly put on learners because they are expected to respond to the innovations in the curriculum design. The challenge may be that the problem might be systemic or structural.

The call for learners to reflect on their schooling experience is a call to ascertain if there has been continuity, progression, and learner-centeredness in curriculum design (Wedekind, et al, 1998). Furthermore, it is also a call to ascertain the extent to which theoretical knowledge has impacted practical experience (Harley, 1999). All this will

help education stakeholders find out if learners will live a meaningful life in a society that requires rapid transformation.

Previous research of the relevant and related work done on the same or a similar study will be explored to justify its worth. This will be done using a theoretical framework as well as an empirical study that will hopefully inform the statement of the problem.

A complex scenario may be created as the individuals interact with their environment. Related aspects of Complexity Theory, which include holism, paradox, relativism and subjectivity, will be explored (Classen, 1998). These are just assumptions; empirical investigation will shed more light on some of the challenges that are facing local education.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Learners spend twelve years of their schooling without being evaluated as to how they feel about their schooling experience. They enter into a written contract that is neither communicated nor negotiated with them by the Education Department. In KwaZulu-Natal learners are promised to receive quality education that will equip them with knowledge, skills and attitudes to meet the challenges of the future (DoE, 1997 a).

Whilst policy makers and curriculum planners have such a good blueprint curriculum framework, there is, on the other hand, a cohort of the population that has not been consulted on this matter. Many South African researchers have been engaging in enquiries into the viability of Curriculum 2005 (Classen, 1998; Jansen, 1999; Brown, 1994; DoE, 1997 a).

It is the goal of the National Department of Education to provide learners with quality education that will equip them with knowledge, skills and attitudes to meet the challenges of the future (DoE, 2001). One has chosen Life Orientation because it is a learning area that is mandatory to all learners at school. Life Orientation as a learning area has integrated traditional school subjects that are related to each other and formed what is called an area of learning. This implies that the scope is now wider as opposed to traditional subjects, which were isolated entities and functioned as separate atoms in the composite education programme. (Lubisi, Parker & Wedekind, 1998).

It has been noted by the researcher that there is minimal study done which actively engages learners, especially in South Africa, to give them space to share their thoughts about what the system has done for them. There are only studies on school guidance (Dyasi, 1997; Lombo, 1994; Ntshangase, 1995), which is part of the

discipline of Life Orientation. The reason for that is that the new curriculum initiative is a new venture in South Africa. Perhaps, another reason for such neglect as has already been pointed out could be that learners occupy the lowest level in the bureaucratic ladder. The investigator is of the opinion that participation of all stakeholders is crucial in the assessment of the viability of any intervention. In fact, it is one of the policy imperatives.

The study of the attitudes of learners towards Life Orientation is in essence a study about attitudes towards the curriculum. Lubisi, et al (1997 p.42) asserted that “the teacher is one of the role players who influences and shapes what happens in the classroom, and that the state does not have absolute control”. Although the state attempts to exert its influence by determining the language of learning, prescribing the structures of the system, and also setting the syllabi, it has limited control over what happens inside the classrooms.

Fuller in Lubisi, et al (1998) has argued that teachers’ views and behaviours shape education differently from the way the state has planned. There are two reasons for this:

Teachers may sometimes hold a different view from that which the state wishes to promote in the schools.

Sometimes due to practical problems faced by the teachers in the classrooms, they can be forced to adjust to prevailing conditions and reject the ideas that the state wants them to promote because they seem “impractical”. (Fuller in Lubisi, 1998).

The implication is that the curriculum is not only received by those who are involved in its implementation but they also interpret it based on how they perceive it. This is passed on to the learners as ultimate recipients’ of the curriculum. It is important therefore that good teachers be in a position to interpret different aspects of the curriculum. This interpretive approach forms the basis for the successful implementation of the curriculum.

The Curriculum-as-experienced is different from Curriculum-as-Blueprint. It has been discovered that elements such as the learning environment, students interpretation of teachers teaching aims, colleagues interpretation and parent's interpretations, change curriculum. (Lubisi, 1998)

Taking the above issues as well as the context of this study into consideration, one is tempted to argue that these are also applicable to learners. The challenge is to determine whether or not the curriculum does serve the purpose for which it is intended. This interpretive view is concerned with the meaning that learners attach to what they receive as school knowledge. The meanings that learners attach to school knowledge can reflect whether they have a positive or negative attitude towards school-attained knowledge.

In conducting the *Investigation into the attitudes of high school learners towards Life Orientation* in terms of literature review, it seems fitting to explore the conceptual and theoretical frameworks which inform this study. Attitudinal exploration informs psychological development of the adolescence. The new approach to teaching and learning and curriculum development are also relevant to the study. The study of attitudes does not provide simple explanations and answers to the present research problem. One of the reasons is that attitudes are something that are not explicit, there are many factors that inform and affect attitudes. The researcher is of the opinion that complexity theory is relevant and related to the study for that reason. The theories which relate to adolescence which reflect both cognitive and psychosocial development will be discussed together with literature which relates to classroom activities such as teaching and learning.

2.2 Study of Attitudes

2.2.1 Introduction

The concept of attitude formation is based on an information-processing approach which also has to do with the way the individual makes meaning out of the information that he/she has processed. There is an evaluative aspect in making

meaning (Foulger, 1979). An individual thinks about what he/she has experienced before he/she forms attitudes about the issues that confront him/her. Furthermore, the individual goes through phases in attitude formation.

In the context of the present study, attitudes are how learners view Life Orientation, traditionally known as School Guidance. The relevance of attitude as a study features prominently in research studies related to non-intellectual factors influencing learning and achievement (Appana,1995).

There are many definitions of attitudes. Out of the many disagreements, the one definition generally agreed upon claims that “attitude entails a predisposition to social objects in which the individual interact with situational and other dispositional variables which guides and directs the overt behaviour” (Wright, 1997:2).

2.2.2 Approaches to the study of attitudes

Attitude is generally described as action tendencies towards any object based on experience. It has to do with beliefs that people hold about something. In this study attitude is what high school learners believe about Life Orientation that they received at school.

Katz (2007) identified two streams of thinking, which he argues determine attitude namely: “The Irrational Model of man” and “Ideology”.

2.2.2.1 The irrational model of man

This model subscribes to the idea that mankind has very limited powers to reflect and reason because we have short memory. Furthermore, he argues that there are factors that attest to this line of thinking; the power of hypnosis that is conducted under controlled setting, prestige of authority as well as numbers. In this line of thinking, people can either accept or reject an idea because it comes from a positive or negative source. There is very little capacity to be self-reflective and discriminating. It is argued that even if people possess considerable mental capacity, they are easily overwhelmed by emotional forces. Books on advertising exemplify this approach by emphasizing certain manipulating devices that appeal to irrational emotions.

It is argued (Eiser, 1995) that the above psychological level of thinking which contributes to holding or changing attitudes is regarded as traditional because it gives subjects little opportunity to demonstrate critical thinking. In the teaching of Life Orientation one would argue that this line of thinking subscribes to the idea that learners are passive recipients of knowledge and that they lack capacity to question things and they rely on educators to create and interpret what needs to be done in the classroom (Wedekind, et al, 1998).

2.2.2.2 Ideology

This stream of thinking assumes that human beings have a thinking capacity that they constantly use to make sense of the world around them. This line of thinking takes into consideration that the thinking capacity that mankind possess will assert itself over time because we are capable of being self-reflective, self-critical and have insight into things. Access to adequate information could further entrench the rational element. Katz (2007) argues that the present education system is based on the rational model.

The challenge therefore is to develop adequate channels of two-way communication, conferences, workshops where people are brought together to exchange and interchange their ideas in order to make sense of their environment. Katz (2007) states that although one may consider this stream of thinking to be desirable, it has however its own shortcoming in that the subject does his or her best to give rational meaning to an issue and that people see the world in terms of their own needs. Furthermore, they may want to interpret information on the basis of wishful thinking. It is not guaranteed that the increase in information could cause attitude change that is desirable.

2.3. Attitude change: persuasion and social influences

Woods (2000) identified “concern with self” and “concern with others” as two central motives that he argues generates attitude change and attitude resistance. The two elements are both formed by direct experience (DE). They predict future behaviour based on situations that are formed without prior experience. Reward and punishment can provide a form of understanding of reality (Eiser, 1998). The investigator further states that the motives have implications for information processing and that attitudes change in the public and private context.

Deutsch & Gerard, (cited in Woods, 1993) identifies dual motive schemes that they say differentiates between informational influences which involve accepting information obtained from others as evidence of reality and normative influence which involves conformity with positive expectation of another who could be another person, a group, or one’s self.

Chaiken & Stranger (1987) who are contemporary theorists on motives for attitude change and resistance identified three typologies, which have distinctive features but have a common thread:

- 1) Ensuring coherence and favourable evaluation of self.
- 2) Ensuring satisfactory relations with others given the rewards/ punishment they provide.
- 3) Capacity to understand what influences appeals.

Social influence researchers on the other hand assume that informational and normative motives are each associated with unique mechanisms that generate attitude change and unique forms of change. When participants were motivated to defend their positions, they selected arguments that supported their views and generated thoughts that were supportive of their positions (Eiser, 1995).

In the study (Woods, 2000) of reviews of research on attitudes, two areas of enquiry have been identified; message-based persuasion and social influence. In the persuasion approach, there is minimal input on the part of the recipients of the knowledge, whereas the second approach consists of information about the source's position including interaction among participants. There are however, aspects of attitudes explained as follows:

2.4. Aspects of attitudes

Tezer, et al, (1998) argue that an optimist accepts reality more readily than others and tries to take active, constructive steps towards correcting the situation when this is required. The opposite can be said of the pessimist.

An everyday notion of attitude (Hannula, 2002; Tezer, 1998; Eiser, 1995; Dlamini, 1999; Cowie, 2003; Zimbardo, 1970) is that attitude refers to someone's basic liking or disliking of a familiar target/object/aspect etc. This can be interpreted as pessimism or optimism in an individual. Research (Zimbardo, 1970) on optimism reflects a positive orientation towards life leading to managing difficult circumstances with less subjective stresses and less negative impact on physical well-being. With reference to the study of the attitudes of high school learners to Life Orientation, when the individual is placed within the context of teaching and learning, with time they exhibit attitudes that are either positive or negative.

This aspect of the study would not be complete, however, if we do not discuss the new approach to teaching and learning.

2.4.1 The preferred approach to the study of attitudes towards Life Orientation

The relevance of attitudes features prominently in research studies related to non-intellectual factors influencing learning and achievement (Appana,1995). There are many definitions of attitudes, out of the many disagreements, the one definition generally agreed upon is : "Attitude entails an existing predisposition to respond to social objectives which interact with situational and other dispositional variables, that guides and directs the overt behaviour of the individual".(Wright, 1997).

‘Attitudes’ as it is used in this study means an action tendency towards any object based on experience. In this study action tendencies of learners were based on the experiences that they have had with the study of Life Orientation. The word also covers views or experiences with the learning area called Life Orientation. Certain mindsets or views are developed as learners interact with their environment. The mental state that high school learners develop involves beliefs, values and dispositions to act in a certain way.

Having explored psychological levels regarding the reasons for holding or changing attitudes, the researcher is of the opinion that learners hold certain attitudes about issues that confront them and hence the study of the high school learners’ attitudes towards Life Orientation.

In the first approach to the study of attitudes, Katz (2007) argues that people change attitude in an uncritical manner under the influence of the prestige of authority and numbers, which means that people may either accept or reject the same idea depending upon whether it comes from a positive or a negative prestige source. Adolescents may be led to follow a certain line of thinking because most people prefer that particular approach.

The second approach states that the individuals can choose a certain line of thinking because they are rational (Mwamwenda, 2004). Cognitive structures, however, have strong influence on learning and the ways individuals perceive things that confront them. Learners do have a cerebral cortex that assists them to seek understanding as they strive to make sense of the world around them. The discriminating powers that individuals possess encourage them to be assertive over time. It is argued that the education system is based upon this rational model of thinking (Katz, 2007).

The intensity of the issues that confront individuals can lead to expressive attitudes, which are determined by the value attached to things and to self-image. Although the new information that the individual is confronted with can be totally unfamiliar, it is important that it needs to be related to the already existing knowledge (Mwamwenda,

2004). That can lead the individuals to have certain beliefs about issues that confront them. Changing or maintenance of attitudes depends on these motivational factors.

Attitudes can either be positive, negative or totally disinterested and entirely neutral. This will be identified through what they say about issues that confront them in sub-themes of Life Orientation, such as: *Ubuntu*, human rights, social responsibility, HIV/AIDS, and tolerance (Appendix A). It was argued (Katz, 2007) that attitude choices are varied, and they reflect concern with self and others. They are reflective of the varied understanding of reality.

Furthermore, one would argue that social influence was the line of thinking that was adopted in the design of the new approach to teaching and learning. In the introduction of the new curriculum framework, learners were required to process the information that is designed by the experts because it is globally credible (Lubisi, et al, 1998). Learners have received the new curriculum and they now need the opportunity to express their attitudes towards this new initiative in education. They can do this by attaching values to certain aspects (themes) of Life Orientation that they have experienced.

The designers of the old approach to teaching and learning required educators to pass on to learners a curriculum that was a blueprint and this left little or no room for them to be critical of what they said. This line of thinking is called the Irrational Model in attitude formation. The researcher is of the opinion that certain attitudes were developed in learners which critics said made them docile individuals who have unquestioning acceptance of authority (Meighan, 1997). Furthermore, the education system required learners to behave in a way that would benefit the employer in the workplace who, it is argued, have influenced the design of the curriculum which benefited them as owners of the wealth (Akinpelu, 1989).

The second approach (ideology) to the study of attitudes is self-explanatory and explicit because it states that the education system is based on the rational model. This, however, has much to be desired because one might argue that it is only educators who are given latitude to rationalize about what they regard as valuable

knowledge as interpreters of the curriculum in the classroom context (Lubisi, et al, 1998). This still leaves a gap in the sense that learners are not given a chance to respond in terms of how they feel about the new curriculum framework. The different interpretations could have an effect on the learners in schools, and the way they process information can be indicative of attitudes.

In the context of the classroom, the new initiative in curriculum innovation allows learners to be active in the classroom as they engage in the task in an attempt to reach a pre-stated outcome. Certain attitudes are created in learners' minds about what is offered to them. It can be said without doubt that the attitude that learners will exhibit will depend on the value that they attach to things and their self-image (Kartz, 2007). Ideally Life Orientation is supposed to equip learners with skills to live meaningful lives in a society that requires rapid transformation. There are certain attitudes that are developed in learners as they engage in the tasks in so far as Life Orientation is concerned. The investigator wants to find out if learners are just passive recipients of blueprint knowledge, which will merely perpetuate the status quo or does Life Orientation equip them in any significant way to address their needs in the postmodern world that is evolving around them?.

If one takes into consideration policy requirements, one can safely say that learners hold a rational ideology to attitude change or resistance. Research (Lubisi, et al, 1998) reveals that there is not always a "fit" between policy and practice. It means then that even if policy requirements may have certain stipulations, learners on the other hand may have their private interpretation of issues that affect them and they cannot communicate it to their educators.

If one were to choose which line of thinking is desirable in the approach to attitude investigation, one would have to admit that the second approach best suits this study because the study requires learners to reflect on what they think about in the learning area called Life Orientation.

Learners who were involved in this investigation were all adolescents. This stage in the life of a learner can be described as fascinating, challenging and complex as the

adolescent moves from dependence in childhood to independence in adulthood (Abrahams, 2005; Naidoo, 1994; Wigfield, 1997; Mwamwenda, 1995; Adams, Gullota & Markstrom-Adams, 1994). Furthermore, this period in the life of the adolescent is a period of gradual change, experimentation and preparation for what is to come (Berger, 2003; Gouws, et al, 2000; Adams, et al, 1994; Louw, 1993 cited in Dalzell, 2005).

The changes and challenges that learners encounter have a bearing on the disposition towards social objects, which they experience. Furthermore, reactions, which learners' exhibit, might also be dependent upon the characteristics which impact on overt behaviour.

It is important to note that, although the investigator explored them as entities, aspects of attitudes are interrelated and interdependent. Developments and problems encountered in one aspect of an attitude impact or can have influence on other aspects of the attitude (Gouws, Kruger & Burger, 2000).

High school learners are at a developmental stage which is called adolescence. There are crises that need to be resolved at each stage and in each phase of development which are both cognitive and psychosocial in nature. It is thus important to explore these two aspects of development in the adolescent.

2.5 Theories which inform adolescent development

2.5.1 Cognitive Development

2.5.1.1 Introduction

It seems appropriate briefly to discuss the stages and phases that high school learners experience as they try to make sense of their environment which has a bearing on attitude formation. Furthermore, it is important to note that in exploring this aspect of research, the focus will mainly be on the relevant and related cognitive development stages and phases.

Piaget (1971); Gouws (2000) and Van der Aardweg (1998) argue that an individual goes through a series of developmental phases or stages. Each phase or stage is informed by certain characteristics that need to be resolved by the individual as he/she tries to make sense of his/her environment. Furthermore, their studies reveal that physical and cognitive development accelerates markedly during adolescence. There are, however, theories that are critical of the notion that intellectual development is central to cognitive development because of the fact that not all adolescents are capable of attaining some level of intellectual development (Gillian, 1987; Ghuman, 1987).

In each of the phases or stages there is “a unique level of analysis, internal organization and understanding of environmental information and events (Siegel & Ranney, 2003, cited in Mwamwenda, 2004). Successful progression of cognitive growth relies on the conflicts that need to be resolved in each stage by the child as he/she tries to make sense of his/her environment (Donald Lazarus & Lolwana, 2002). Jean Piaget, a Swiss Psychologist, was a prominent theorist in cognitive development. He describes cognitive development as follows:

The development of a person’s mental capacity to engage in thinking, reasoning, interpretation, understanding, knowledge acquisition, remembering, organizing information, analysis and problem solving. (Mwamwenda, 2004:84.)

Piaget’s Theory stands out as a carefully documented analysis of one aspect of human development. Newman (1984) argues that his theory merits a special place in understanding children’s cognitive development. Furthermore they argue that his theory is based on intensive clinical and empirical investigation. Mwamwenda (2004) argues that Piaget’s theory is based on an international approach in that it takes into consideration maturational, biological and environmental factors. Furthermore, it has educational implications for teachers at all levels of education.

Piaget’s Theory has made a major impact on educational theory and practice. Mwamwenda (2004 p. 95) argues that “It is the duty of the educator to enhance and facilitate learners’ cognitive development in youth. What is learned at school is

closely related to what Piaget postulates”. There is a debate about the differences in the developmental stages and phases of cognitive development (Rice, 1984). It befits this study to start with a discussion of cognitive development because there are debates about the relative contribution of cultural and social influences. (Mwamwenda, 2004). The following are the stages of cognitive development as postulated by Piaget which are relevant to the high school learners:

2.5.1. 2 Concrete Operational Stage 7-10 Years (Late Childhood)

At this stage the child is capable of using a logical process in reasoning on the basis of the concrete evidence. It is argued that concrete does not necessary mean a physical object, but the term could mean that the child need not see or touch a physical object, but that the child could identify objects either directly perceived or imagined in order to solve problems (Mwamwenda, 2004 p. 89).

The above explanation means the newly acquired abilities allow the child to solve the problem using concrete objects only. On the other hand a preoperational child cannot solve the problem even if he/she is given concrete objects.

This stage of development is characterised by the following:

Identity: This concept refers to the fact that unless something is added or taken away from an object, the object remains the same (Mwamwenda 2004:91).

Reversibility: This concept is based on the fact that even if perceptual change may occur in an object, if it were reversed to its original form it would be the same as before.

The mental capacity of a child, who is at a concrete stage of operation is such that he/she is classifying objects in a logical manner. A concrete operational child is capable of classifying objects systematically in a logical manner. The child progresses to the highest level of development which is formal operations.

2.5.1.3 Formal operations (Adolescence and Adulthood)

In the context of the present study, cognitive development has a bearing on the development of attitudes because it requires individuals to reflect upon their stream of thinking as these individuals apply their thinking capacity to make sense of their environment.

Thinking at this stage of development is not only formal but also logical. Reasoning is only informed by the presence of concrete objects. Furthermore the adolescent can generate hypothetical reasoning in solving problems that may be encountered.

Cognitive development is important to the choices that learners make because it requires abstract thinking. This enables the learner to move from one way of thinking, which is literal and narrow in focus, to lateral and divergent thinking. Learners' own life philosophies can enable them to evaluate values advocated by parents and people who are related to them, objectively. Learners with cognitive limitations may be led to feelings of inferiority and the learners may not make wise choices.

Furthermore cognitive development in adolescence is characterised by the development of rationality, which replaces a literal way of thinking (Gouws, et al, 1994 p. 46). This intellectual development is obscured by dramatic physical changes taking place in the life of the adolescent. Gouws, (2000) argues that cognitive development has to do with knowing, including the following: perception, conceptualisation, insight, imagination, knowledge and intuition. Moreover, there are major cognitive advances that occur in the individual as he/she tries to make sense of the environment; logic, analysis and reasoning develops (Berger, 2003). It is, however, important to note that not all 15 year-olds are on the same level of cognitive development. Learners at this stage develop self-knowledge as well (Gouws, et al, 2000:37).

Rice (1984:170) argues that the study of cognitive development is the study of how thinking and mental processes change with age. The prefrontal cortex becomes more densely packed and efficient during adolescence. This physical growth results in the

adolescent's ability to plan his/her life, analyse possibilities and pursue goals more efficiently.

There are three principles of cognitive developments

- That an individual develops at different rates.
- That their development is relatively orderly.
- That development takes place gradually. (Woolfolk, 1998 p. 25.)

According to (Nel & Urban, 1990 cited in Woolfolk,1998) the cognitive dimension may be divided into categories that are referred to as intentionalities, i.e. memorising, perceiving, imagining and thinking. It is one of the developmental tasks that confront a learner and it awakens new ways of thinking.

The basic assumption in teaching and learning about cognition is that experiencing is an act of committing things to memory. If something within a person becomes problematic for instance, the individual uses memory as a cognitive tool to try and solve the problem.

Dewey, a prolific writer on the development of intelligence in learners argues that when the learner encounters a problem or a challenging situation, he/she begins to think. He/she does not think about anything else but thinks towards solving the problem. Thinking, according to him, is not an idle activity but it is goal directed in the sense that the individual thinks about something in an attempt to solve the problem (Akinpelu, 1989).

Some theorists argue that there is no general consensus on how a person goes about solving a problem. Thinking, according to them, consists of envisaging, realising structural features and structural requirements and changing a situation in the direction of improvement. Memory is thus an aspect of the cognitive dimension. It is always associated with learning. Even the learning of skills is associated with cognitive activity (Dalziel, 2005).

On the other hand, a number of researchers (Mwamweda, 2004; Woolfolk, 1998& Gouws 2000) agree that the adolescent's cognitive ability develops quantitatively as well as qualitatively. Qualitative refers to how cognitive processes operate, for example how a person proceeds in an attempt to solve a problem and to qualitatively change his/her thought processes as a person develops. In other words, the qualitative process refers to the nature and structure of thought processes.

Quantitative development takes into consideration the psychometric point of view as a characteristic that can be measured as an indicator of whether adolescents are capable of performing intellectual tasks and how they compare with adolescents of comparable age (Gouws, 1994:46).

Cognitive development as envisaged by Piaget "follows an orderly pattern which he argues that the stages are invariable" (Mamwenda, 2004 p. 84), meaning they emerge as described and no stage is skipped in the course of cognitive development. Each phase of development is distinct and it has certain characteristics. There are two important phases for each stage, namely formation and attainment. The former means that the schemes of cognitive development are rather unstable and disorganised while the latter means that cognitive schemes are well formed, stable and adequately organised (Mwamwenda, 2004).

Furthermore, the ages at which the various stages are attained vary among children depending on the maturation factors that interact with environmental influences. Piaget argues that maturation stages are estimates because some children attain stages earlier depending on environmental influences. Attainment of stages is said to be true except for the formal operational stage where research has shown conclusively that not many people are able to demonstrate the existence of such a stage. Piaget identifies four stages of cognitive development:

- Sensorimotor stage: 0-2 years (Infancy)
- Pre-operational stage 2-7 years (Early childhood)
- Concrete operation stage 7-10 (Late Childhood)

- Formal operation (Adolescence and adulthood)

The highest is reflected in abstract thinking (Piaget, 1969). Piaget also argues that not all children are capable of reaching abstract thinking. There are three characteristics of cognitive development in the formal operational stage of cognitive development that occurs from 11 years to adulthood. The characteristics are the following:

- The ability to solve abstract problems in a logical fashion as the adolescent begins to understand the relationship between concepts such as mass, energy and force;
- The ability to become more scientific in thinking by handling possibilities and hypotheses by means of reflecting on the past and projecting into the future, creating new and original ideas; and
- The ability to develop concerns about social issues and identity. The adolescent may begin to display a sensitive comprehension of the intention and behaviour of other people. In addition to this the adolescent may question and examine social political and religious systems.

(Gouws, et al, 2003; Woolfolk, 1998; Rice, 1990, cited in Dalzell, 2005 p. 34).

Formal operation is also characterised by metacognition, which is thinking about thinking, increases at this stage and causes the adolescent to arrive at his /her own conclusions (Berger, 2003).

The environment may play a significant role in the development of formal operation in cognitive development. If the adolescent is asked about his/her life goals. Educators or parents may have significant impact if learners are at a moratorium stage in as far as choosing a career is concerned. It cannot be ignored that adolescence may be foreclosed regarding an aspect of Life Orientation and have a moratorium in another

aspect for example. If a learner is given an opportunity to reassess his/her standing, a different identity status may develop because of the wisdom of choice, which can be made by an individual.

It is important to note that in as far as stages of cognitive developments are concerned, adolescent thinking moves from a concrete and literal way of thinking to rational and lateral ways of thinking which facilitate critical consciousness (Gouws, *et al*, 2000:38). At this stage the adolescent is capable of developing hypothetical and intuitive emotional thought. It goes without saying that as the social and environmental factors impact the life of the adolescents as they develop in thinking certain attitudes are formed. We shall now look at the role played by cognitive development in the life of the adolescent.

2.6 The Role of Cognitive Development

Attitudes have to do with the way the individual perceives things around him/her (Eiser, 1998). Perception requires one to apply one's mind to issues as one tries to make sense of the environment. Mwamwenda (2004) argues that cognitive development is a matter of biological maturation and general environmental experiences. It is through the use of this faculty of the mind that individuals make sense of the environment that impact on them. Adolescents will be able to engage in abstract thinking because their orientation is concrete. In a study Price Williams, (1962) cited in Mwamwenda, 2004) revealed that the older the subjects, the less concrete and the more abstract the thinking becomes in analysing issues that relate to them. It is upon these experiences that individual's future behaviour is predicated.

The researcher is of the opinion that it is the social and environmental influences that contribute towards the development of attitudes in the learner as they have direct experience (DE) with the objects that they encounter in their environment. In the context of the study, it is the school and everything that takes place at school in as far as learning Life Orientation is concerned that affects the attitude that they develop in that interaction. What is pointed out in cognitive development is that younger individuals exhibit different thought processes by comparison with older learners as

they engage with their environment. That requires abstraction of the concrete object which allows them to move to higher levels of thinking as spelled out in hypothetical-deductive thinking.

2.7 Hypothetical-Deductive/Combination Thought

Hypothetical thought has to do with reasoning about propositions and possibilities that may or may not reflect reality. At this stage the adolescent can systematically isolate variables involved in an attempt to solve problems and then combine them to determine their individual and combined influence (Gouws, et al, 2000:42). Adolescents who have reached this stage are capable of formulating and testing hypothesis after which results are compared. It is important to note that before this, the individual was unsystematic in dealing with the problems that confronted him/her. The most remarkable development at this stage is an awareness of inductive and deductive reasoning.

The development of hypothetical-deductive reasoning is significant as it allows the individual to think of possibilities not just realities and to consider the impossible and less probable, therefore challenging the traditional way of thinking and of solving problems (Berger, 2003; Gouws, *et al*, 200:42). Adolescents are quick to see what is wrong and to imagine what could be at this stage (Berger, 2003:466). Another characteristic of this developmental stage is obsession with abstract concepts such as love, peace and rebellion. Old ideas are connected to the already existing ideas at this stage. Furthermore cognitive development is closely related to learning and it has a bearing on the way the adolescent perceives himself or herself.

2.5.2 Erikson's Psychosocial Development

2.5.2.1 Introduction

Just as with cognitive development, social influences and environmental experiences impact the attitudinal development of the individual.

Eric Erikson divides the human life cycle into eight phases, each characterised by a crisis that needs to be resolved by the individual before he/she proceeds to the next phase (Erikson, 1963) . Attitudes are formed in the individual as he/she interacts with his/ her social environment in each phase of development (Meyer, et al, 1995) cited in Dazell (2005).

Fazio & Zanna, (1978) and Regan & Fazio, (1977) argue that in both laboratory and natural settings, attitude is formed by direct experience (DE). This is more predictive of future behaviour than those formed without prior experience. More recently a study by Fazio (1996) has shown that direct experience facilitates the activation of an attitude upon exposure to a corresponding attitude object.

Erikson, (cited in Coleman, 1989) postulated the need to establish one's identity or self-identity as one of the major ingredients for becoming a productive adult in the workplace. He argues that it is during adolescence that a youth's thought processes begin to crystallize toward the role that they will occupy in future (Erikson, 1968). Adolescence has been designated in one's life span as a stage that is concerned with developing values, beliefs and goals in individuals. These roles differ along gender lines. They have serious ramifications for preparation of life goals (Berger, 2003). Erikson identified eight stages of personality development, referred to as psychosocial stages; this study will focus on the stages that are relevant to high school learners:

2.5.2.2. Identity versus role confusion (14-20 Years)

Socially, this is the time when formal schooling is drawing to an end and plans for adulthood are being made. It cannot be ignored that this time is not stress-free. It is therefore important that the individual deals with it as a responsible autonomous individual. This is the time when the individual needs to develop a means of coping with stress. Coping strategies need to be developed by the individual in dealing with biological, social and emotional stress. Gouws (1994) argues that conflict between adolescents and their parents can occur because of adolescents increased

independence and ability to solve their own problems. Furthermore their critical approach towards their parents can strain relationships.

Adolescence is a period of psychosocial development that spans puberty and adulthood (Freydenberg & Lewis 1991). It is perceived as a product of child development and a precursor to adult development. It is important in the life cycle of a human being. Issues of sexuality and identity are very important at this stage. There are major bodily and hormonal changes that have a bearing on the way in which the individual views himself or herself. This has a bearing on the psychological variables such as self-confidence, anxiety and shyness among other things. During this period of development, the adolescent attains self-knowledge (Gouws, 2000). Furthermore at this stage the literal way of thinking is replaced by a rational as well as a lateral way that creates a critical frame of mind that assists in the development of critical thinking. Berger (2003) argues that an adolescent at this stage is able to connect new ideas to already existing ideas.

2.5.2.3 Intimacy versus Isolation (20-35 Years)

At this stage a child ventures into relationships with others. They can succeed in that venture if their identity is established; otherwise they can resort to isolation. People who have a strong sense of identity are likely to build good relationships, which can lead to good marriages, good friendships, and permanent relationship.

In each stage there are critical issues that need to be resolved otherwise the individual will become fixated and subsequent stages of development will be affected. The stage that is most appropriate in this study is Identity versus Role Confusion (14-20 Years). Certain attitudes are developed in the learner at this stage as a result of direct experiences with his /her physical environment. It is argued (Mamwenda, 2004) that this stage is full of stress in the life of the individual and caution needs to be exercised to help the learner to develop a positive attitude because this is the stage when they leave school. If learners leave school with a negative attitude, it will not only affect

the subsequent stages but there is great concern for those who will not be furthering their studies because a negative attitude might be learned and will have serious ramifications for later years. In each stage of development of personality, certain attitudes that are either positive or negative are formed in a child as a result of direct experiences in the individual's environment. Ideas that the individual possess go through a series of thought processes before it manifests into attitudes.

2.5.2.4 Intuitive emotional thought

Berger (2003) argues that intuitive thinking refers to the mode of information processing that begins with a belief or an assumption that develops supporting ideas as if the original ideas were facts. Dalzell (2005) argues that in this process ideas are discovered and applied and not hypothesised or analysed.

At this stage adolescents are exceptionally sensitive to other people's perceptions and regard themselves as being more important than other people. Their egocentric nature manifests itself in the creation of an imaginary audience (Berger, 2003; Gouws, 2000). The adolescent at this stage is concerned with analysis of his/her own beliefs and ideas and this is characterized by formal operations. Adolescents believe that everyone is watching and analysing them. This indicates that the adolescent is not yet comfortable with the broader social world. They believe that their singularity and individuality are distinctive of their experiences, talents, perspectives and values. Their egocentrism manifests in the conviction that they cannot be conquered or harmed by anything (Berger, Gouws, et al, cited in Dalzell, 2005).

It should not be ignored that the individual at this stage is highly vulnerable and prone to risk-taking. Antisocial behaviour is observable in the individual at this stage. They rebel against the law and often discount the consequences. Furthermore, they subject themselves to risks by miscalculating probabilities (Berger, 2003). They also have a critical approach towards the discrepancies between their parents' actions and their professed values.

2.5.2.5 Affective Behaviour

Theoreticians and researchers differ significantly as to how personality develops in the individual. A wide spectrum of some common theoretical perspectives has been explored in this regard.

Gouws & Kruger (1994:94) argue that affective development consists of the development of manifestations of personalities such as in the expression of emotions, feelings, passions, moods, sentiments and whims. Educators, peer groups, social expectations and other facets of development influence the emotional aspect of adolescents in personality development. It is believed that the individual at this stage experiences extreme emotions, emotional outbursts or at least emotional tension (Gouws, 2000).

During this period of development, the adolescent yearns for identity and change in the relationship with his/her parents and that result in conflict and tension. The high standard of maturity expected of the adolescent by society combined with the individual's own unrealistic aspirations results in feelings of inadequacy which in turn leads to heightened emotions. Gouws (1994) argues that certain educational interventions need to be made to assist the adolescent to achieve greater emotional stability. He states that the individuals should be given skills to help them handle their emotions.

Gouws (2000) argues that theories of personality development from a biological perspective view biogenetic factors as contributing factors in influencing the life of the adolescent. According to this theory of development, behaviour is controlled by internal maturation forces while external factors play a negligible role. This view accepts the physical changes as having a profound influence on the life of the adolescent.

There are theories that are critical of the biogenetic theories. They argue that culture has a bearing on the cognitive development of an individual. Stanley Hall (cited in Gouws, 1994) asserts that development follows an almost universal and predictable pattern regardless of the socio-cultural environment and influences emanating from it. He further argues that the adjustment to these changes results in the adolescent experiencing periods of disorientation maladjustment and instability.

There are certain dramatic personality and identity developmental changes that also take place in the life of the adolescent, namely: self, self-concept, self-esteem and identity which are vital for mental health, interpersonal competence, social adjustment, school progress and vocational aspiration (Rice, 1990). These aspects of development can cause the adolescent to be in a period of heightened vulnerability. An adolescent's emotional life is typified by constant swings between vigour and listlessness, cheerfulness, depression and an inflated ego and cringing embarrassment. These changes subject adolescents in a unique and special period in the life cycle of human beings.

Freud's theory identified two main elements namely:

The development of the personality structure (Freud calls this the 'psyche').

The changes in sexual behaviour (psychosexual development).

He argued that the psychic function is essentially determined by the drives in the human psyche. He divides psyche into three parts; id, ego and super-ego. Furthermore, Freud subdivides the psychosexual development of the human lifecycle into pre-genital, latent and genital stages. He regards adolescent as a period of sexual excitement, anxiety and sometimes personality disruption (Rice, 1984 cited in Gouws, 2000).

Margaret Mead studied the adolescent, and she argues that the social environment is a determinant of personality development in an adolescent. She also states that culture is important because it facilitates a gradual and peaceful transition from childhood years to adolescence.

Carl Rogers defines personality development from a person-centred perspective, which argues that each person has a unique personality that is determined by his/her self-concept and the individual functions in his/her own private inner world (Corsini, & Wedding, 1995; Meyer, More & Veiljoen, 1995, cited in Dalzell, 2005).

Harry Sullivan, (cited in Gouws, 2000) argues that a person's personality develops as a consequence of he/she striving for and needing satisfaction and safety through interpersonal interaction. In as far as psychosocial development is concerned, personality development occurs as the individual's needs of adolescence are reconciled with the demands made of them by society.

Robert Harvighurst also takes a psychosocial view of the development of the individual. The needs of the individual and the demands of the society constitute developmental tasks that have to be carried out by the individual. Developmental tasks entail the individual acquisition of skills, knowledge, functions and attitudes through physical maturation. There is however pressure placed on the individual, which involves social expectation versus personal effort (Gouws,1994).

Gouws & Kruger (1994) argue that affective development refers to all aspects of manifestation of personality development such as emotions, feelings, passions, moods and sentiments. During this period, an adolescent yearns for identity and change in the relationship with his/her parents and that results in conflict and tension. This tension is exacerbated by the society's high expectations of the individual. The adolescent also experiences unrealistic expectations, which result in feelings of inadequacy, which in turn result in heightened emotions.

So far the researcher has mentioned some of the individual's social and cognitive factors which impact on attitudinal development and formation. There is also the emotional aspect which impacts on attitude formation.

2.5.2.6 The role of affective development

Empathy and guilt feelings are strong emotions that contribute to adolescent personality development. Hoffman (cited in Gouws & Kruger, 1994) explains the relationship between empathy and guilt feeling. When the adolescent feels responsible for the plight of the victim he/she develops feelings of empathy; guilt later accompanies empathy even when the adolescent does not feel responsible for the victim's plight. Subsequently, failure to assist someone who is in need of assistance will stir a feeling of guilt in the adolescent.

Adolescents' consciousness of the needs of other people has a bearing on the affective development. Gouws & Kruger (1994) argue that this behaviour in the life of the adolescent plays an important role in the establishment of a moral system. They assert that guilt feelings emanate from self-assessment of behaviour and the inner realisation of the transgression of the norm. When the individual realizes that there is inconsistency in his/her behaviour or that a conflict exists between his/her values and behaviour, he/she experiences guilt feelings.

A study of the attitude of learners towards Life Orientation is a study of learners' identities. It explores the extent to which learners form identity and determine the level of commitment towards their choices in so far as career choices among other things are concerned. Eiser (1995) defines commitment as a stable investment in one's beliefs with supportive activities, whereas exploration refers to the examination of alternatives with an expectation of making a firm commitment in the near future. Identity diffusion reflects lack of commitment. Adolescents may also be in a moratorium state where they are still on the journey to survey alternatives. Having mentioned cognitive and psychosocial factors that impact on the development of attitudes it seems appropriate to explore the learning areas that inform the research question. Having mentioned some theories which inform adolescent development, it seems appropriate to discuss the three major theoretical frameworks which are

relevant and related to the study. This will be followed by issues which relate to Curriculum development; new approaches to teaching and learning as conceptualised in South Africa together with related assessment practices. The principles which inform the conceptualisation of Life Orientation within the context of the development of a curriculum for Life Orientation in South Africa will also be explored.

2.5.3 Theoretical Framework

In this section three major theoretical frameworks will be discussed, the aim is to illuminate two curricular systems viz the traditional NATED curriculum and the transformatory National Curriculum Statement (NCS).

2.5.3.1 Modernist and Post Modernist Theoretical Framework

Modernist thought has been the dominant scientific paradigm informing most research (Waldrop, 1992). This paradigm strongly informed traditional education curriculum. The emphasis was on teacher-centeredness. Discipline and one direction in the transmission of knowledge were prominent features in this paradigm

In the past, the South African Education system was highly centralised and bureaucratic with an authoritarian top-down approach to the implementation of the curriculum. Teachers were seen as curriculum receivers and not “curriculum developers” With reference to classroom practice, the old approach to teaching and learning was characterised by: passive learners, examination driven textbooks/worksheets and teacher-centeredness. Motivation was dependent on the personality of the teacher. Knowledge that learners possessed was regarded as “museum possession of knowledge” as opposed to “workshop possession of knowledge” where learners are active in the process of teaching and learning. The scientific paradigm became a pastime; it was replaced by the new approach to teaching and learning. In the old approach, the focus was on transmission of

knowledge which is not related to the everyday life of the individual and had no relationship with the acquisition of skills.

Recently-developed theories such as postmodernism and complexity theory afford a new view of reality. Chaos theory and complexity theories have just been newly applied in the national education system (Classen, 1994; Jansen, 1994; Badenhost, 1995).

Complexity Theory rejects a linear view and accepts that there is no scientific certainty (Jansen & Lucas, cited in Classen, 1994). Its argument is based on the fact that there is not one solution to problems, especially in a social scientific paradigm because there are no immutable laws and truths.

2.5.3.2 Complexity Theoretical Framework

In Complexity Theory, Classen (1994) argues that complexity lies at the boundary between order and chaos. Complexity implies the existence of self-organisation, unpredictability or random aspects in dynamic matters. In a complex structure the individual is free to interact with the environment and make sense out of it (Anderson, 1999). This implies that one can have order in chaotic setting if there is self-organisation on the part of the individual. Other parts of the system can be chaotic while others are orderly. A complex system may at one time exhibit order and the next day it may be the opposite (Waldrop, 1992). This paradigm emphasises connectedness and cooperation within a system. It rejects the traditional approaches such as competition and individualism. Related aspects of complexity theory are holism, paradox, relativism and subjectivity.

In the context of the present study, complexity theory implies that there is interaction between head (knowledge), hand (skills), and heart (values) in the interpretation of the attitudes of learners as they try to make sense of their environment. This interaction can lead to an understanding of an issue holistically in an attempt to express attitudes towards Life Orientation. The meaning that individuals create depends largely on self-organisation as learners reflect on their schooling experiences in an attempt to solve the problems that confront them. Although there might be paradoxes in the environment, the choice lies in the subjectivity of individuals to make meaning out of

the situation that confronts them. It cannot be ruled out that all the parts (head, hand and heart) can at all times be aligned into a coherent whole as the individual attempts to solve a problem.

In a study conducted by the Human Sciences Research Council (cited in Lubisi, et al, 1998) they argue that components such as knowledge, skills, values and attitudes are integrated into a whole. Expert action or performance is a demonstration of the whole range of human dimensions that can be broken up as follows:

Knowledge + understanding + skills + values/attitudes = performance
(Lubisi, et al, 1998.)

It needs to be noted that in the understanding of performance all components need to be integrated into a whole. This means that what people know depends on what they think and understand about an activity that is undertaken. Furthermore, individuals take action based on what they know. Knowing is information that has been contextualised within a particular affective and emotional structure. When these structures are similar to those of others we view ourselves as likeminded and where we differ this implies that there is a lack of logic. Knowledge is therefore constructed as individuals try to make sense of their environment. With reference to the recent study, attitude is defined as action tendencies based on experience. It involves the working together of the knowledge, skills and values that individuals acquire from their physical environment and they try to make sense of it. We shall now discuss constructivism as the third theoretical framework which is relevant to this study.

2.5.3.3 Constructivism

The new curriculum framework is socio-constructivist; this means that knowledge needs to be negotiated by both the teacher and learners. Learners on the other hand are encouraged to develop insights and solutions. This requires a great deal of self-organisation on their part (Classen, 1998; Berger, 2003).

It is argued that the construction of knowledge occurs within a particular context or framework. Values have a bearing on performance since they determine the way people process information and act upon it as they try to make sense in a constructivist paradigm. Values may lead to different kinds of thinking. In the context of the study, learners' attitudes are influenced to a large extent by the knowledge that they possess about Life Orientation, which in turn reflects the values they attach to things in making judgements (Berger, 2003). The values that learners exhibit reflect experiences of their learning environment among other things (Piaget, cited in Mwamwenda, 2004).

2.5.3.4 The relationship between Complexity Theory and Constructivism

Complexity Theory implies that in the classroom there is a dual interaction between the educator and learners. That is characterised by giving and receiving in an intertwined way (Wielemans, 1993, cited in Classen, 1998). Both the educator and learners learn together and learners also learn from each other in a group.

Complexity theory in a constructivist setting suggests that educators should encourage learners to practice rationality because human beings have an inherent capacity to create order. Parker, et al (1998) argue that in order for learners to reach outcomes they need to be self-directed learners, high level thinkers, collaborative contributors, innovative producers, community participants, adaptable problem solvers, physically and emotionally able individuals and knowledgeable people.

In terms of the New Curriculum framework, the outcomes, which the actual demonstration in an authentic situation (Dyasi, 1997:23) may not be reached successfully if elements that are manipulated by learners are not making sense and do not align themselves with the values they attach to issues that confront them. This is the constructivist position. Furthermore the individual has to make sense of the situation that confronts him/her in order to arrive at the conclusion (outcome). In the classroom context learners should be given latitude to make mistakes before they arrive at a negotiated settlement about the issues that confront them.

Complexity models identify why some strategies work in a particular context while others do not. In a study of the investigation of understanding change in primary care practice using complexity theory, results revealed that primary care practices are understood as complex adaptive systems consisting of agents such as patients, office staff and physicians all interacting in a dynamic way to create a unique context. In other words the primary goal shapes each practice in terms of operations (Miller, Crabtree, Mc Daniel & Stange, 1998). The same can be applicable in the sense that what is happening in the classroom needs to be understood as part of a complex system which consists of various stakeholders including policy makers and all those involved in the bureaucracy of the Department of education. All of these elements work together in an intertwined way and has a bearing on the formation of attitudes in the individual. The learner has indirect experience of all the elements in a complex setting and depending on his/her organisational skills they contribute to the formation of attitudes which might be influenced by concern with self or concern with others. All this complexity within the classroom setting is informed by the way in which the curriculum is designed.

2.5.4 Curriculum Development

Van Rensburg (1992) argues that for South Africa to have any hope of competing in the global economic society, its education system needs to be more relevant to employment and the quality of both education and the work force will have to improve. This can be achieved by focusing on developing human capital as well as relevant skills. This, he argues can be achieved by constant review, improvement and development of curriculum among other things.

The concept curriculum development is defined differently by different theorists, Tanner and Tanner (1975 pp. 48-49) describe the concept as: “Planned and guided learning experiences and intended outcomes, formulated through systematic reconstruction of knowledge and experiences, under the auspices of the school for the learners’ continuous and wilful growth in personal-social competence”.

Carl (2009) regards curriculum development as an umbrella and a continuing process in which structure and systematic education planning methods figure strongly from planning to evaluation. The purpose is to deliver quality education. The progression

of curriculum from one phase to the next needs planning, implementation and evaluation to ensure that the purpose is achieved.

Curriculum development goes through different phases and levels, each phase and level is part of development on its own (DoE, 1997b). With reference to the models of the development of curriculum, it should firstly be noted that the process of developing curriculum is based on a body of theory and philosophical foundations about teaching and learning. Secondly, it is targeted to the needs and characteristics of a particular group of learners and thirdly it should outline approaches, methods and procedures for implementation (Carl, 2009).

It is argued (Jansen, 1997) that the concept 'curriculum' is closely linked to the historical development in the field of education. Furthermore, he argues that there are common features in the definition of curriculum development in the sense that there is a starting place, a course which must be followed and a finishing point which must be reached.

With reference to the definition of curriculum cited above, in South Africa the curriculum was reconstructed recently with the aim of providing learners with quality education (DoE, 2002). The education system in that regard was called Curriculum 2005 when it was initially introduced in 1998. It was reviewed in 2000 and was replaced by what is called the Revised National Curriculum Statement, the word revised was later dropped and it was called National Curriculum Statement (NCS).

There is greater awareness with regard to curriculum matters in South Africa currently due to the introduction of the new curriculum framework (Chisholm, 2000). Ideally, the curriculum specialist needs to study both the practice and theory in order to have a comprehensive picture in ensuring its relevance. This can be done by engaging people at different levels. On the other hand, it is essential that educators have clarity about the basic concepts of curriculum development; this would encourage them to make the required distinctions. One would imagine that the same is applicable to learners as well.

With reference to curriculum development within the school context, it is important constantly to re-examine and acknowledge the kinds of experiences that schools provide for learners in order that they may be able to cope with the technological, economic, social and political changes which curriculum planners may not focus on.

The nature of knowledge that is provided to society ought to reflect the way that particular society thinks and learns. What we have currently are conflicting theories which are fighting for supremacy in the development of curriculum. No single theory has proven itself sufficiently to emerge as possessing absolute truth. The task of the educators as curriculum interpreters and classroom practitioners (Lubisi, 1998) is to find a way of utilizing the knowledge by interpreting the desires of people and to formulate reasonable objectives and goals and to translate them into achievable objectives and outcomes.

Taking into consideration the “attitudes of high school learners towards life orientation, the attitudes and disposition shown by learners are not necessarily intentionally built into original planning of the curriculum” (Carl, 2009 p. 27). It is based on the way they utilized knowledge based on the interpretation and implementation strategies of the educators during the teaching and learning process. The experiences and interpretation of knowledge by learners is manifested in the attitudes that they exhibit at the end of their learning experiences. It is against such experiences of learners teaching and learning experiences that the researcher wants to investigate the attitudes of high school learners towards Life Orientation. The attitude that is exhibited by the learners might be complex in the sense that it might be influenced by how teaching and learning is carried out in schools.

2.5.4.1 Teaching and learning

Ideally, schools at macro-level should ask themselves some fundamental questions in developing curriculum before they engage in the process of teaching and learning. The question that they need to ask among others is “What educational objectives should the school seek to attain”? This and other questions which are related to educational experiences of learners need to be addressed by stakeholders at a macro level. These are however wish lists and are expressed as pre-stated purposes (DoE,2001). All these questions should be addressed at macro level because they have a bearing on the conceptualization of the vision and mission of the school and on what also happen at the next levels (Tanner,1980).

The viable method of outcomes-orientated teaching and learning takes into consideration the following:

- The evaluation of learners' prior learning.
- Explaining to learners the outcomes envisaged, as well as what they will be able to do in the professional world with their acquired skill.
- The use of teaching methods that will ensure the most successful learning among all learners.
- Guided reinforcement of the targeted skills (Tanner & Tanner, 1975).

The viable method mentioned above incorporates ideals that the educator wants to achieve during teaching and learning in the classroom. The question of the successful achievement of effective teaching and learning is also not only dependent on such educational experiences and its effective organization. Also to be considered are assessment issues as well as the way knowledge is organized.

2.5.4.2. Assessment

Assessment is an integral part of teaching and learning in the new approach to teaching. It relates to the process of appraising, judging and evaluating learners' performance and using this to shape the construction of learners understanding of the school subjects.

It is not only done at the end of the teaching experience as was the case in the traditional approach to teaching (Wedekind, et al, 1998). The teacher can decide to start with assessment, in his/her interaction with learners. This type of assessment is diagnostic because teachers assess learners in order to judge their level of development. The intervention in that regard is in accordance with the environment that prevails after the assessment practice.

The principle of integration is applicable in assessment strategy. There is no clear delimitation as to when assessment should occur. The educator uses his/her creativity in judging learners performance and is informed by the authenticity of need for its practice. It can either be done at the beginning, middle or end of the lesson. It becomes diagnostic, if it is done at the beginning of the lesson. If it is done in the middle of the lesson, it is used to ascertain if learners are moving towards achieving a pre-stated outcome and in that way it becomes formative. Formative assessment is an ongoing form of assessment. The interaction between the teacher and students is designed to enhance student learning. This is done when learners are given activities

during teaching and learning process. It provides feedback to the teacher and to the student about the present understanding and skills development in order to determine the way forward (Carr, Mc gee, Jones , Bell & Simpson, 2004).

Life Orientation is a learning area that is mandatory in Government schools in South Africa. . Most issues that are addressed during teaching and learning are subjective in focus and that implies that assessment practice should be coherent and aligned with the way in which teaching and learning occurs. For example, if the educator engages learners by using the discussion method in his/her teaching and learning process, questions that are posed to learners should elicit discursive responses. This is however associated with the old approach to teaching. An educator who gives learners facts in his/her teaching and learning is expected to assess learners by expecting them to reproduce those facts when they are given tests. On the other hand learners who are active in the learning process are expected to be provided with questions which will encourage them to solve problems. This is a preferred approach to teaching and learning in the new paradigm. One of the main objectives of teaching Life Orientation is to equip learners to live a meaningful life in a society that is changing rapidly, it is likely that the focus is on solving problems and on assisting learners to investigate information. In that way learners are more active in the learning process.

Assessment strategies need to fit and reflect a particular way of teaching and learning in order for them to be meaningful and authentic. In the context of the attitude of high school learners towards Life Orientation, one can only work on the assumption that educators assess the way they teach. If educators are used to giving learners notes, they will be inclined to adopt an assessment strategy that requires learners to be factual in responding to the questions. The policy document does not specify the approach and the strategy that the educator needs to apply in teaching Life Orientation. One would imagine that the way the educator interprets and views his/her classroom as well as the environment that he/she has created determines the assessment strategy.

The theme “personal development” is one of the issues that is addressed in Life Orientation. There are some issues that are universal and objective in addressing that aspect but the interpretation and application in different contexts is different and hence the need for an assessment strategy that is aligned towards subjectivity.

Lastly, it is important to note that there is no examination that is written for Life Orientation and as a result schools have low regard for it since it is assessed using only continuous assessment (Ntshangase, 1995; Dyasi, 1997).

2.5.5 Old Approach to Teaching and Learning

The old approach to teaching and learning puts a strong emphasis on teacher-centeredness, discipline and mono-directional transmission of knowledge (Classen, 1998).

The old approach to teaching and learning was characterised by the educator being regarded as the one who has complete control of the classroom. He/she transmitted factual knowledge to learners, because there is a strong focus on blue-print facts and information rather than upon discovery of knowledge. Educators do not give credit for knowledge or skills acquired outside of the formal education situation.

This approach was rigid and compartmentalised into subjects. Educators usually lectured to impart information without engaging learners in group work.

Learners sat passively and listened to the educators who were dispensers of knowledge. The style of learning was rote without real understanding.

2.5.5.1. New approach to Teaching and Learning

In the new approach to teaching and learning, the educator acts as a facilitator. A wide variety of expected outcomes ensure acquisition of knowledge, skills, attitudes and values. Learning is relevant to the life situation and experience of learners. The focus is on the application of knowledge. Cross-curricular integration of knowledge and skills to prepare learners for real life is encouraged.

Critical thinking, reasoning, research, reflection and action are teaching skills that need to be practiced by learners who engage in groups/ teams or pairs for debates, plays, experiments, role-play and creative works.

2.5.5.2. The nature and structure of knowledge

Regarding Life Orientation, this has themes that should be covered. These are organized around the following: personal development, health issues, careers and citizenship education (DoE, 1997)

Each theme takes into consideration the developmental level of the learners. The content to be covered is expressed as outcomes in the new approach to teaching and learning. Criteria for the selection of knowledge are; relevance, learner- centeredness, progression, amount of depth to be covered, and all of this depend on the grade level at which Life Orientation is taught. There are issues of priority and complexity that need to be addressed by the educator in the selection of knowledge. This is reflected in the activities that are done by learners in an attempt to reach a pre-stated outcome.

The learning area is approached from different angles in its delivery. There are experiential and textual experimental factors that are taken into consideration which equip learners with the required skills, knowledge and values. Life Orientation takes into consideration the needs of the learner's cognitive psychosocial development because its purpose is to equip learners with the skill to live a meaningful life in a society that is rapidly changing. It does not end there, it also takes into consideration the vocational aspects of the learner, and hence the policy document has sub-themes in the delivery of the learning area.

The purpose of teaching and learning is not only to equip learners with skills, knowledge and values but in broad terms it is to help them realize their full potential in line with Maslow's hierarchy of needs. According to Maslow, it is critical that needs at lower levels are satisfied and fulfilled because they have a bearing on the development and success of the subsequent needs. These needs are self-esteem, belonging, safety, and psychological needs to mention a few (Mwamwenda, 2004).

It is important to note that there are policies on one hand and implementation on the other hand. Studies (Lubisi, Parker & Wedekind, 1998; Harley, Betram & Mattson, 1999) reveal that there is no harmony between what policy says and what is happening practically. The involvement of learners in the education process is something that has only recently been introduced in our country and some schools find it difficult to engage learners. It is under such circumstances that the researcher feels that studies of this nature are important in finding out about learners attitudes towards a potentially valuable learning area. In most schools learners do not participate in the conceptualisation or design of curricula because authorities possess a certain mindset concerning learners' perceptions of what ought to be taught.

2.5.6 Overview of Life Orientation

Life Orientation is a learning area that is mandatory for **all** learners at school. It is not regarded very highly but it is a learning area that could enhance the practice of positive values, attitudes, behaviour and skills in the individual within the community. Life Orientation serves to promote the achievement of individual learner's potential by strengthening and integrating the following:

- Self-concept;
- Capacity to develop healthy relationships;
- Ability to make informed decisions;
- Independent, critical and creative thinking;
- Survival and coping skills;
- Commitment to life-long learning; and
- Pleasure in the expression and co-ordination of learners' intellectual, physical, spiritual, emotional and moral powers.

(DoE, 2001).

2.5.6.1 From School Guidance to Life Orientation

School Guidance began in a formalised and structured way in the 19th century in America. It was in the late 1960s that it was officially introduced into South African high schools for Whites only by means of the National Educational Policy Act 1967 (Hofmann- Towfigh, 2007).

It was only in 1981 that school Guidance was introduced in Black Secondary Schools. This resulted in the creation of posts for Guidance teachers, which had to be filled by teachers who were not adequately trained to facilitate school Guidance.

2.5.6.2 Past Provision in South Africa

When School Guidance was introduced in Black High Schools the purpose of social control was very explicit in the provision of Black education in South Africa (Von Horsten, 1994). School Guidance was no exception to this, it had a powerful normative message. Pupils were guided to be responsible, helpful towards others, well-disciplined, obedient, a good example to others and generally well-behaved. Character traits such as loyalty, honesty and responsibility were to be developed. Matters such as time consciousness, dependability, willingness, productivity, thoroughness and obedience were stressed. (Dovey & Mason, 1984)

It was clear that the syllabus aimed at preparing learners for their officially “predestined” place in the economy in the country in line with the government policy of the time. School Guidance was meant to prepare pupils to fit into the western cultural philosophy of life and system.

2.5.6.3 The Improved Core Syllabus

The new political dispensation in South Africa has brought about changes in the education system as a whole. This has resulted in a new core syllabus being designed which is seen as an interim measure to ensure uniformity within one education system in South Africa. It attempts to cover a wide range of learners' developmental and adjustment needs without aiming at serving the interest of any one group of people. It was designed to meet the dynamic, social, educational and work environment in which learners exist today. The principles guiding the implementation of this syllabus are informed by democratic values and they aim to be non-discriminatory, sensitive to human rights, social and cultural diversity and to promote active, critical and dynamic individuals.

The interim core syllabus for School Guidance mentions the following guidance needs for learners: The need for personal and interpersonal development, family and sexuality education, guidance on education and training, guidance regarding unemployment and citizenship education (Ntshangase, 1995 p.25).

2.5.6.4 Learning Area

A Learning Area is different from a school subject in that the latter is narrow in focus as compared to the former. Most Learning Areas either define a combination of subjects or identify new areas of learning (Classen, 1998 p.3). In the new approach to teaching and learning, school subjects that have a relationship to each other are integrated to form what we now know as a Learning Area. For instance Guidance, Religious Education and other subjects have been integrated into one Learning Area, called Life Orientation.

2.5.6.5 The Link between School Guidance and Life Orientation

Life Skills Education is often equated with Guidance, but it is not the case. Guidance could be the sub-discipline of Life Skills Education, as this is a broader and more inclusive concept (Donald, Lazarus and Lolwana, 1997 p. 30).

School Guidance is an integral and central but specifically identifiable and accountable part of the total continuing education process (Gybers & Moore, 1981). Life Orientation has a broad and more inclusive scope. Life Orientation as a learning area draws on aspects of previous School Guidance programmes. It is, however, integrated more into the school curriculum and is not limited to secondary schools.

2.5.5.6 Life-Skills and Life Orientation

The term 'Life Skills' was invented by Adkins and his associates (Pickworth, 1989) when they were developing the Life Skills programme. Hopson and Scally (1995) define Life Skills as coping skills that can enhance the quality of life and prevent dysfunctional behaviour. A variety of ways of categorising Life Skills may be found in the literature. These include skills that are needed:

- To manage and grow;
- To relate effectively to you;
- To relate to others; and
- For education, work, at home and in the community. (Hopson & Scally, 1995.)

Powell in Pickwoth defines Life skills as:

The life-coping skills consonant with the developmental tasks of the basic human development processes, namely those skills necessary to perform the tasks for a given age and sex in the following areas of human development: psychosocial, physical, sexual, vocational, cognitive, moral, ego, and emotional. (Powell in Pickwoth, 1989 p. 2).

The Learning Area (L.A.), Life Orientation, arose out of the discussion around the Education Renewal Strategy (ERS) prior to the general election in 1994. It was decided to use this title because it is inclusive of Life Skills Education, School Guidance and other aspects of the curriculum such as Religious Education. Life

Orientation is thus one of the eight L.A.s in the General and Education Band as well as in the Further Education and Training Band recently introduced and it includes school guidance and other life skills (DoE, 2001).

2.5.7 Principles informing the new curriculum Framework

2.5.7.1 Learner-centeredness

Curriculum development, especially the development of learning programmes and materials puts learners first. This is achieved by recognising and building on learners knowledge experiences and also responds to their needs. It takes into account the general characteristics of different groups of learners (Gultig, 1998).

2.5.7.2 Relevance

Curricula need to be relevant and appropriate to current and anticipated future needs of individuals, society, commerce, and industry. It is, however, also important that the boundaries of knowledge to which learners are accustomed to need to be expanded to include areas which are unfamiliar. In the development design and delivery of learning programmes cognisance should also be taken of differing cultures, languages and religious beliefs. The selection of topics for teaching and learning approaches and methods needs to reflect cultural sensitivity (Lubisi, et al, 1998:4).

2.5.7.3 Integration

A successful modern economy requires the elimination of artificial hierarchies in social organisation, in the apportionment and management of work and in the way learning is organized and certified. An integrated education and training implies a view of learning which rejects a rigid division between academic and applied

knowledge, between theory and practice, between knowledge, skill, head, and hand (Wedekind, 1998:5).

2.5.7.4 Differentiation - Redress and Learner support

Learning programmes should create opportunities for learning for all learners. This approach does not deny that there are educationally relevant differences among learners. Differences in learners should challenge educators to explore a host of alternative instructional methods and approaches (Parker, 1998:6). Learners with disabilities in mainstream education should receive special support where it is required.

2.5.7.5 Nation-building and Non-discrimination

Education needs to promote the development of national identity and an awareness of South Africa's role and responsibility with regard to Africa and the rest of the world. Learning programmes should encourage the development of mutual respect for religion, culture and language traditions. It should also promote and advance human rights irrespective of gender, race, class, creed or age.

2.5.7.6 Critical and Creative thinking

Learning programmes and learning events should promote the ability to think logically, analytically, holistically and laterally. This includes the acknowledgement of the provisional, contested and changing nature of knowledge and the need to balance independent, individualised thinking.

2.5.7.7 Flexibility

Learning programmes should adhere to new ways of teaching and learning but they should also consider the needs of learners and their context. In that way the principle of flexibility applies, and it provides a range of possibilities offering learners

flexibility in terms of what, where, when, how, and at what pace they want to learn. They should not be overloaded so that it becomes difficult for providers to meet the needs of particular learners (Wedekind, 1998:8).

2.5.7.8 Progression

The new approach to teaching and learning operates on the basis of accumulating credits in order to attain learning outcomes irrespective of where and when they have been attained. Learners can progress on the basis of achieving learning outcomes rather than through age or course cohorts. Prior learning also needs to be assessed and credited (Wedekind, 1998 p.8).

2.5.7.9 Credibility

In order for a country to be internationally competitive, its education and training system/s should be comparable to the rest of the world. Realities of infrastructural development and natural resources should however be taken into consideration. Learning programmes should have both national and international credibility. With respect to national credibility it is important that they should be regarded by the nation as being valid, relevant and of high quality (Parker, 1998 p.9). The national standards should meet indigenous needs without necessarily deviating from those offered elsewhere in the world. Should they differ too markedly from those offered elsewhere in the world their credibility might be unfairly questioned and competitiveness and mobility in the (global) workplace might be restricted (Lubisi, 1998).

2.5.8 The Revised National Curriculum Statement

2.5.8.1 Human Rights and Social Environmental Justice

It is strongly argued that human rights can play a vital role in promoting social and environmental justice. Instead of ‘add on’ approaches, the Revised National Curriculum Statement (RNCS) has tried to ensure that all Learning Area Statements include the principle and practices of human rights, social and environmental justice. They also need to be sensitive to issues of race, gender, age, disability and sexual orientation.

Furthermore RNCS uses an inclusive approach by setting out minimum requirements for all learners. The special needs of learners are addressed through the design and development of learning programmes (DoE, 2002).

2.5.8.2 A High Level of Skills and Knowledge for all

To achieve social justice, equity and development, people with the least resources and skills should be empowered by the curriculum. The NCS promotes social justice, equity and development by specifying the combination of knowledge, skills and values for learners to achieve in each grade.

2.5.8.3 A Balance of Progression and Integration

The achievement of a balance between integration and progression is central to this new curriculum. Integration is achieved within and across Learning Areas. For example, the NCS includes activities and tasks for learners to use their knowledge and skills within and across Learning Areas each of which demonstrates how conceptual and skill progression can take place through the assessment standards. The NCS Assessment Standards detail gradually more complex, deeper and broader knowledge, skills and understanding in each grade.

2.5.8.4 Clarity and understanding

The National Curriculum Statement (NCS) aims at clarity and understanding in its design and language:

Learning Outcomes and Assessment Standards are the two design features that clearly define for all learners what is necessary to continue to the next level of the system.

Educators need to use plain language in the NCS, for example: they give practical examples and explain meanings (DoE, 2002).

It seems relevant at this stage to explore empirical evidence of the related and relevant theories and research that informs this study.

2.6. REVIEW OF RELATED LITERATURE

2.6.1. Previous studies in the area of investigation

Research reveals that demographic variables such as gender, age and level of intelligence are frequently isolated for study in research about learners because they have a bearing on respondents' attitudes.

Empirical studies of the related and relevant literature, which reflect the life aspirations of learners, were explored to find out whether or not the characteristics of respondents informed the way they perceive Life Orientation. The review of related literature was undertaken in relation to the aims of the study as cited in the introduction.

2.6.1.1 To determine the response patterns generated by the Questionnaire designed to measure Learners' Attitudes towards Life Orientation

Naidoo's study (1994) on *What Ought To Be* with Guidance as the subject, revealed that career counsellors need to emphasise divergent thinking to help to promote life skills that will empower learners and that career guidance programmes should be consistent with career needs and perceptions of those that they are designed to serve.

Kyle (2004) argues that social, cultural and political factors are issues that often serve as barriers to education equity. His study revealed that environment influences the way the individual perceives things around him/her. The role that learners are likely to play in the future is influenced among other things by the way they perceive things.

Unequal provisioning in resources also had a bearing on the delivery of Guidance in South Africa during the apartheid era. In the study of School Guidance needs of Grade 10 learners, Modise (1997) revealed that school guidance programmes introduced to the various education departments were not the same and did not adequately deal with the diversity of issues that they needed to address nor had they kept abreast of the changes and developments relevant to the South African context. The study further revealed that Black learners faced unique problems that could be ascribed to education's failure to provide enough guidance support for schools.

A Swedish study examined students and teachers' attitudes regarding Career Education (CE) and working Life Orientation in Sweden's lower secondary schools. The interview was conducted with 27 pupils and a total of 30 school professionals (13 teachers, 8 career teachers, 3 school welfare officers and 6 head teachers) from 3 lower secondary schools. The school personnel generally believed the foremost goal of CE is to aid pupils in their choice of educational courses and vocations. Pupils generally felt that schools had not prepared them sufficiently for working life and that schools had not helped them to increase their self-awareness as much as experiences outside of school, parents and others. The following actions were recommended:

- Pupils' experiences should be linked to society and to working life;

- Career Education should be provided to ninth-grade students; and
- Resources for individual counselling should be increased and more attention /time should be given to CE in teacher training programmes (Melkonian & Ierokipiotis, 1997).

It was further agreed that individual counselling and indecisive pupils should be targeted as priority groups for CE.

In the new South Africa, study (Wedekind, 1998) reveals that successful modern economics and society require citizens with a strong foundation in General Education and Training (GET Certificate) with the following competences:

- A desire and ability to continue to learn;
- An ability to apply and develop new knowledge, skills and technologies and to move flexibly between occupations;
- The acceptance of responsibility for personal performance; and
- The setting and achievement of appropriate standards and the ability to work co-operatively with others.

A study done by Dyasi in 1997 on School Guidance revealed that only a few learners said they prefer to discuss their problems with Guidance educators. This means that schools do not achieve what they say they want to achieve because structures that are set up by the Department of Education are not utilised by the learners.

2.6.1.2. To establish the relationship (if any) between the nature of attitudes and respondents variables such as age and gender

Age and gender are significant determinants of the way learners' view teaching and learning which to a greater and lesser extent are not consciously articulated and hence are not rationalised or integrated into a coherent whole (Fazio & Zanna, 1978). They argue that there is thus a consequent conflict between the learners and what the Department is doing, instead of producing learners who are enquirers, educators develop learners who are part of the system they have reverted to. It is argued that

there is a lack of clarity concerning perceptual, structural and contextual aspects of the curriculum in the minds of the learners (Clark, 1992). Critics argue that issues of perceptual, structural and contextual aspects of the curriculum require clarity.

Whilst focusing on the response patterns generated by the questionnaire, there are other features that may influence secondary school learners' attitudes towards Life Orientation. Responses may differ according to age and sex hence the need to break down the study into these variables. It is interesting to note that learners behave differently according to genetic, social and cultural factors. Although this is outside the scope of this study, it is, however, important to note.

2.6.1.2.1. Studies on the relationship between age and attitude towards Life Orientation

Studies reflect greater complexity in the way adolescents perceive issues as they grow. The reason for such complexity is caused by the fact that adolescents reflect intrapersonal and interpersonal goals simultaneously (Archer, 1989).

In a longitudinal study of adolescents, which began in junior year to high school, research revealed that only a few significant gender differences were observable in later years. Males were more likely to be committed to a goal, belief or a value without the assessment of alternatives than were females and this was found to be the case in three separate studies (Dalzel, 2005).

A study of high school learners revealed that the duration of stay at school with the same guidance teacher had an impact on pupils' perceptions (O'Leary, cited in Ntshangase, 1995). He reported that final year learners in their study perceived their guidance teachers to be more useful than pupils who had 2 or 3 more years to spend at school. He attributed this to the possible fact that final year high school learners need to discuss their post-school plans with their guidance educators.

Older learners' emphasis is more often on total impression or general appearance than younger learners. Furthermore, special talents are more important than intellectual abilities and the school has a crucial role to play in shaping the attitudes of the learners to avoid the danger of having an unrealistic image of themselves (Evans, 1972:72).

It can be inferred from this study that there is a conflict between the perspectives of learners and what the Education Department is doing, and this is manifested in the destruction of the culture of teaching and learning in schools today. The underlying causes of conflict vary from exclusion of learners' input, the context of the school's expectations and the expectations of society and parents.

2.6.1.2.2. Studies on the relationship between gender and attitude towards Life Orientation.

Gender difference is one of the six characteristics that account for differentiation among individual learning styles (De Paulo, 2002; Honigsfeld & Dunn, 2003). This involves how relatively masculine or feminine individuals view themselves with regard to their characteristics, capabilities and behaviours (Cresswell, 2003). Masculine-type traits are often expressed as instrumental in nature and they reflect competence and rationality whereas feminine-type traits are treated as expressive in nature to reflect warmth and caring (Bem, 1974; Spencer, 1993). Bem argues that individuals display varying degrees of both masculine and female traits.

Research (Coleman, 1989) also revealed that there are significant differences between males and females. He argues that theorists and empiricists have suggested that males and females may address the identical task differently. There are, however, areas where they are similar. In the study on gender differences, Coleman cited three variables that inform gender differences i.e. domain, process and timing. In domain variable research revealed that occupation and ideology are domains of men and interpersonal relationships is the domain of women.

Study (Wright, 1997) of gender differences in identity development regarding issues of process, domain, and timing, revealed that both genders used the identity process comparably except for foreclosure which characterized males significantly more than females. Both genders used identity process similarly in the domains of vocational choice, religious beliefs, and sex-role orientation. No timing differences were found.

Common themes in the study of women revealed that they lack adequate self/other distinction. By contrast men are perceived to utilize skills that identity achievement requires. Traditional stereotypes of gender reveal that males are identity achievers whereas females are foreclosed or diffused (Archer & Waterman, cited in Coleman, 1989).

Traditionally it has been reported that males tend to endorse more active problem focused coping strategies (Folkman & Lazarus, 1986) and as a result men are often viewed as more effective copers than female. Males use a variety of coping strategies including employment of both psychological and adaptive coping resources to reduce stress (Patterson & McCubbin, 1984). Furthermore, he argues that females endorse emotional aspects as compared to problem-focused coping strategies. They exhibit a more limited range of coping strategies and seek more social support.

More contemporary theories have suggested that males are competitive, task-oriented and aggressive in problem solving especially in the work domain, whereas females are pro-social, assertive and emphatic in coping especially in an interpersonal domain (Hobfoll, Dunahoo Ben-Porath & Monnier, 1994).

Masculine individuals often conduct a more positive appraisal of problem-solving abilities and self-perceptions. Individuals with masculine characteristics reportedly display fewer emotionally focused coping strategies and fewer avoidance-coping reactions (Nezu & Nezu, 1987). In contrast individuals with feminine traits, whether males or females, have reported higher levels of emotion-focused coping strategies.

In the study pertaining to teaching and learning, boys tend to have a more distinct environmental, emotional, sociological, physiological, and perceptual learning style when compared to girls. Male students tend to be more visual (Honigsfeld, & Dunn, 2003) tactile or kinaesthetic, whereas female students tended to be more auditory. Furthermore female students tended to be more conforming, authority oriented, parent motivated or self-motivated than their male class mates.

More than twenty years ago, a study conducted in the United States revealed that male students were more teacher-motivated and preferred to work alone, as opposed to females (Mc Dermott, 1995).

In terms of discipline, Young and Intyre (1992) conducted a study that revealed that informal classroom environments that encouraged active learning and mobility appealed more to male students than female students.

Eagly (1983) found that female students needed significantly quieter environments than did male students when learning new and difficult information.

There are differences in early socialisation into what parents and society regard as appropriate gender role behaviour. This has been researched as a possible contributing factor to gender differences that have been rooted in learners' perceptions of the usefulness of Life Orientation. Studies (Sadler and Sadler, & Torrance, cited in Ntshangase, 1995:37), which looked at the role of the school in socialisation, revealed that educators tend to promote sexual stereotypes. A study by Fetterman, Kaftarian & Wandersman (1996) found that educators' gender has influence on the gender preferences. Teachers, depending on their gender, tend to support behaviours that are part of their own behavioural system (Ntshangase, 1995:37).

Recent research reveals that there are no gender differences in overall 'levels of confidence' for course-related exam material (Lundeberg, et al, cited in Elbedour, 2000). In his findings he does not support the notion that women in the U.S. have

lower confidence than men. He states that gender differences were dependent on content and context (i.e. whether people were incorrect in their answers) of the question asked. In a domain such as Mathematics men were found to be more confident than women whereas in other domains (e.g. learning memory and experimental design) no differences were observed.

Gender differences do occur when participants are incorrect. For instance in computational skills undergraduate men demonstrated little differentiation in confidence between their correct and wrong answers, often indicating they were “very certain” when in fact they were wrong. A similar pattern was observed by Newman (1984) who found that 15 year-old girls, though less confident than boys on a Mathematical task, were more realistic (i.e. discriminating) in their confidence judgment (Elbedour, 2000).

A study done on gender differences about belief in Mathematical competence demonstrated interesting findings in early elementary school. Wigfield’s study (1997) found that boys’ mathematical competence and beliefs were stronger than girls and that gender differences did not change over time. Even before they had much experience with different activities in more formal, evaluative settings such as school, boys and girls competence beliefs differ.

Parents were found to hold differentiated views for their children’s academic abilities when their children were at a very early age (Holoway & Hess, 1982; Gillian, 1987). The same was true for educators. Several studies showed that teachers’ expectations were biased by students’ gender. Teachers of sixth grade Mathematics classes believed that boys were slightly more talented in Mathematics than girls, even though there were no gender differences in standardised scores (Tiedman, 2000).

In the psychosocial domain, Erikson argued that gender differences pertaining to process, domain and timing variables differed according to gender. Taking into consideration this study, one believes that process domain will be relevant in ascertaining how learners feel empowered by Life Orientation. Domains by which people choose to define themselves refer to the content and context areas of their

lives, which are relevant to self-definition such as socialisation, biology and individual differences.

Learners' self-perception of their abilities corresponded to adult evaluators' beliefs. Furnham, & Gibbs (1984) stated that students' beliefs were influenced by the evaluation of parents and teachers. These relations were established during elementary school years. Gender patterning in children's beliefs about their own potentiality clearly depended on the social and cultural context in which the patterning occurred and where it was shaped (Lummis & Stevenson, 1990).

The critical issue was whether parents, who endorsed the culturally dominant gender role stereotype regarding the distribution of talent between boys and girls, distorted perception of their children's abilities in a direction that was consistent with their gender role stereotype to a greater extent than parents who did not endorse the stereotype.

Jacobs (1991) showed that parents' gender stereotypical attitudes towards boys' and girls' relative abilities in Mathematics had no direct effect on the sixth to eleventh grade children's perceptions. Instead, parents' stereotypes correlated with the gender of the children to directly influence the parents' beliefs about their children's abilities. In turn parents' beliefs about their children directly influenced their children's achievement (Tiedemann, 2000:145).

It can be concluded that gender-related effects do not emerge until children are somewhat older. At high school parents' gender stereotyping has been shown to affect Mathematical performance. Much work was done on the attitude of learners towards subjects such as mathematics and science, not much work was conducted on the area of Life Orientation.

In a society where the roles of men and women are fairly sharply differentiated, it was not expected that boys and girls would have quite the same ego-ideals, but they did to a great extent. At the age of fourteen, for instance, boys valued achievement highly while girls stressed more qualities of personal relationships. Both valued happiness,

but while boys emphasised the importance of skills, adventurousness and cleverness, girls stressed popularity, patience and trustfulness.

With regard to relationships, boys tend to see themselves in relation to their future marriage, another factor is that they are uncertain of themselves and that could cause anxiety over schoolwork. Where children were over-critical of themselves, there was often an adverse family background to be taken into account (Gilman, Huebner & Firlong, 2009).

Students who made gross mistakes in their estimates of themselves were likely to provide a disproportionately great number of problem cases. Knowledge of one's ability was likely to be as important as knowledge of one's own personality characteristics. This is likely to lead to great disappointment and distress later (Gilman, et al, 2009).

Adolescent male and female learning styles differed. Gender was found to be one of the six characteristics that caused differences among individuals' learning styles (De Paula, 2002; Honigsfeld, 2003). More than twenty years ago the U.S. male students were more motivated and preferred to work alone (Marcus & Siegel 1982).

Yong and Mc Intyre (1992) argued that that informed classroom environment and it also encouraged active learning. Mobility appealed more to male students than to female students.

In the study done by Berger (2003), he argued that during early and middle childhood, voluntary segregation of sexes was common but as puberty began, boys and girls began to notice one another in a new way. Sexuality was found to be a central issue in the lives of the adolescents because of their growing interest in the formation of heterosexual relationships. Kail & Cavanaugh (2000), cited in Dazell, (2005) argued that adolescents communicated with one another on a different level and the need for subsequently relationships developed. Dating became an important feature in the life of the adolescent and that occurred for a number of reasons, such as experimentation, recreation, declaration of independence, status seeking and need to participate in sexual satisfaction (Berger, 2003; Gouws, et al, 2000). All these caused the individual

to be vulnerable. These experiences were both rewarding and a source of heartache and stress for the adolescent.

2.6.2. To determine the extent to which learners feel empowered by Life Orientation

It is the opinion of the researcher that in doing a critical reflection on Life Orientation, one cannot shy away from the correspondence that exists between the schooling system and the world of work, which is still dominant in the capitalist economy.

In the new approach to teaching and learning, learners are expected to adapt to the new ways of teaching, i.e. from content-based to outcomes-based teaching and learning. This is, however, full of excitement and challenges in meeting national criteria which have wide implications for classroom practice. Smith (1992) argues that teachers are concerned with how to develop understanding and promote appreciation, whereas learners on the other hand are concerned about how the information is processed in order to improve performance. Furthermore, he argues that young people find conceptualising and abstraction difficult.

Haffajee(1993), cited in Ntshangase (1995:31) reported that learners perceived their guidance teacher as someone with whom they could not freely discuss personal problems. Some of the reasons for this were that they perceived a lack of interest and understanding on the part of the guidance teacher and furthermore, they found their guidance teachers to be unapproachable. Haffajee also reported that pupils were concerned with lack of confidentiality and trust.

Becoming an identity-achiever requires exploration, experimentation and contrasting oneself. This process involves choosing those things that fit well, and discarding those that don't. Marjoribanks (1981) argued that the home is a powerful environment (both positively and negatively) for the development of some of the basic characteristics of the children that are fundamental to further learning at school. They argue that some homes do it well while others do it poorly.

Another characteristic of the high school learners is that they do not want to reveal their problems (Leviton, cited in Ntshangase, 1995:32). When asked whom they preferred to approach in areas of concern such as personal problems, poor work, truancy and indecision, they had to make a choice between helping agents such as guidance educators, parents, friends or relatives, and ordinary educators. The results of this study revealed that 54 percent of pupils preferred to contact a friend or a relative if they had personal problems, 29 percent said they would approach their parents and only 4 percent indicated that they would prefer to approach their guidance educator with regard to personal problems. It was only with regard to truancy that learners said they preferred a guidance educator.

According to Freud's psychosocial stages of development, attitude belongs to the super-ego. It represents internally the values and ideals of the society to which the child belongs. These are conveyed by parents and teachers at school by means of rewards and punishments meted out in response to particular behaviour. They become incorporated into the children's ego ideal by the process of introjection. In this way the individuals become self-critical (Gilman, et al, 2009).

Research on children's attitudes was obtained from the essays with the topics 'What I Like About Myself' and 'What I Dislike About Myself'. These were analysed in order to yield information on a number of aspects. Gilman, et al, (2009) argued that the attitude of educators could influence learners' self-perceptions. A teacher who encouraged learners by an appreciation of their skills helped them to develop an assessment of their strengths and weaknesses and they consequently gained knowledge of their own adequacies. The actual competence of the educator was not the factor that decided the effects, but rather the method of approach to the children as people. A teacher who valued his/her own learners and treated them with respect made a real contribution to their personal adjustment. The relationship between educators and learners determined the picture the learners had of themselves (Gilman, et al, 2009).

A study (Theron, 2008) on the appraisal of Grade 9 learners revealed that Life Orientation is perceived to be meaningful, its curriculum should be more contextually

relevant and that learner consultation should ideally be encouraged to determine relevance. Furthermore, his research results also revealed that in order to encourage optimum functioning among young people, life skills curricula need to be shaped by the socially complex and diverse needs of young people according to the context in which they find themselves.

A study conducted on the validity of Life Orientation revealed something about optimism and pessimism (Burke, Joyner, Czech & Wilson, 2000:1). According to Burke optimism and pessimism may be described as psychological dimensions in which optimism represents a bias in perception and expectations in favour of positive features in life, and pessimism represents a negative bias (Peterson & Bossio, 1991). Optimism can be defined as a set of beliefs that lead people to approach the world in an active manner. Optimistic individuals believe that the future holds positive opportunities with successful outcomes. People who hold an optimistic outlook on life have demonstrated higher levels of motivation, persistence and performance (Carver, Scheier, Weintraub, 1989; Taylor & Brown, 1998). On the other hand, pessimistic individuals tend to look at the world and future experiences in a negative fashion. Pessimistic people view the world as a place of bad experiences and events.

Optimism and pessimism have also been shown to relate to different patterns of preferred mechanism (Dember & Brooks, 1989). People may not be only optimistic or pessimistic. Depending on the situation, many people possess characteristics of being both optimistic and pessimistic (Peterson & Bossio, 1991). An example to illustrate this belief may be found in a person who may be optimistic towards his/her marital relations, but pessimistic towards his/her career. The bipolar view regards optimism and pessimism as being at separate poles of a single bipolar continuum. The separate dimensional view states that optimism and pessimism can both exist within a person.

International research (Arabaci, 2009) on Life Orientation indicated that the curriculum should be rearranged to enable learners to obtain necessary knowledge, skills and attitudes for a healthy and happy daily life. Furthermore, all students must have confidence and skills to put into practice in their future lives.

2.6.3. Summary

The interconnectedness of the parts in a complex system that impact on learners in the classroom is the focus of the study in an attempt to find out about the attitudes of high school learners towards Life Orientation. This can impact on the learner either positively or negatively. The journey that the learner travels towards reaching pre-stated outcomes in the classroom involves construction of knowledge and manipulation of objects in making sense of the environment as the learner progresses in Life Orientation. Attitudes are formed through such experiences and values that attach to issues that confront the learners. If they are able to make sense of what they learn, it means that significant learning has occurred and this will contribute to a positive attitude. The opposite can be said when they exhibit a negative attitude and they fail to interpret their environment. This means that significant learning has not occurred. The collective interpretation of the environment creates certain attitudes in the context of learners' classroom interactions because learners are rational beings who can be self-reflective and self-critical. It is therefore important to provide space for learners to express their attitudes towards a new venture that is introduced by the Education Department in an attempt to make the education system better.

Studies of the theories, which inform the research topic, argue that learners have the capacity to make judgements about their schooling experiences because they have minds and are capable of thinking. Problems concerning school life are widespread and varied, and they require adolescents to cope with the challenges of each developmental task and experiences in their school lives.

It was also revealed in the literature review that adolescents are capable of evaluating values that are advocated by their parents and people in general. They develop attitudes as a result of direct experience of issues that confront them in a complex environment. The two dimensions, cognitive and affective, of the psychic life of the adolescent were placed in the context of Life Orientation's teaching and learning to find out if they have a positive or negative attitude towards it.

Learners do not acquire levels of thinking at the same rate and at the same time. Furthermore, it is questionable whether learners' characteristics such as gender and age or external experiences informed their attitude towards Life Orientation and their disposition to social objects.

The researcher is of the opinion that the new approach to teaching and learning which is 'Outcomes-Based' is preferable in the sense that it attempts to help learners to acquire meaningful skills, knowledge and values. That will help them to live a meaningful life in a society that requires rapid transformation. There are however two ways of understanding curriculum: "as a plan" and as a written document, which reflects knowledge, skills, values and attitudes, or "as curriculum as practiced" which reflects teaching and learning experiences that happen in any site of learning. This study attempts to reveal a third way of viewing the curriculum, which is "curriculum as experienced by learners". The importance of the latter approach is because it takes into account that with the high rate of unemployment, people who are going to survive in the twenty-first century are the people who are able to receive information, process it and put it into practice quickly (Lubisi, et al, 1998 p.2).

It was mentioned earlier that attitudes are significant determinants of an individuals' views about particular experiences. Taking that claim into consideration one can hope that stakeholders will have an indication, through expressed attitudes, of the kind of future citizens the country is likely to have.

The issue that confronts the researcher is whether or not educators equip learners to live a meaningful life in the society that demands rapid change. Today we talk of 'knowledge explosion', it is either education stakeholders who run the race of what policy says or decide to sit back and do what they feel is right in their judgement. The researcher thinks that on both sides there is a price to pay.

It was the aim of this study to ask learners to reflect on their complex environment and state whether or not the school has actually prepared them for the world of work where they are expected to be responsible citizens. It was also the aim of this study to determine if the attitude which learners exhibit is informed by their personalities or not.

In this study, high school learners were required to reflect on the area of learning, Life Orientation and to say what, they think and feel about it. The researcher was of the opinion that responses from this study might give stakeholders an indication of the kind of future citizens that the country is likely to have in terms of the skills, knowledge, attitude and values that they uphold. Furthermore it revealed whether or not learners have what is called “museum possession of knowledge” or the “workshop kind of knowledge” which goes beyond classroom boundaries. If learners have a workshop kind of knowledge, they would be able to reason about propositions and possibilities which demand a high cognitive level of thinking called hypothetical deductive reasoning.

Literature reveals that there is gender difference in the behaviour of male and female learners. Females are perceived to be more emotionally and auditory focused, whereas male learners tend to be visual and more positive in problem solving. However, recent research reveals no gender difference in overall levels of confidence for course-related examination.

The environment is still perceived as having an impact on the way it influences different genders in society. Male learners endorse more active problem-focused coping strategies, whereas female learners are perceived to be taking a caring role in the home environment.

Research (Dyasi, 1997; Ntshangase; 1995) reveals different findings about how learners feel empowered through guidance. This study focused on a much broader area than so called ‘school guidance’ which is atomistic in outlook. The results of this study will either confirm whether there is change or that things have remained static in the attitude of learners towards Life Orientation.

Having explored the demographic variables such as gender, age and level of intelligence which are related and relevant to the study of attitudes of high school learners towards Life Orientation, it is left to this study to either confirm or disprove

the research findings of different literature sources with reference to the study of attitudes of High School learners towards Life Orientation. These variables are frequently isolated for study purpose in research about respondents because they have a bearing on respondents' attitudes.

After exploring empirical theories that inform this study, the next issue to be discussed in the research process is to undertake a methodical consideration of the study

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The researcher explored various research designs that are both qualitative and quantitative in nature and integrated those aspects that best suited the research goals and objectives (Robson, 1995).

This study collected standardised information from specific population groups by means of a questionnaire to ascertain how many people in a given population possess a particular attribute or opinion (Robson, 1995:49). School learners were randomly selected from twelve high schools in the two regions of Kwazulu Natal. The deciding factor for the selection of school was a good grade 12 pass rate because the investigator wanted the study to yield rich data. The investigator was assisted by the Department of Education officials in selecting schools in the Durban and Pietermaritzburg Regions.

Schools were homogenous in the sense that they were all Government schools. They all offered Life Orientation in grades 10 -12. All schools had electricity except for one school which was a rural school.

The researcher will now discuss the research methodology, grounded theory, developing the instrument, sampling, and administrative as well as statistical procedures for data analysis.

3.2 Aims of the study

The following were the aims of the study:

- To determine the response pattern generated by the questionnaire designed to measure learners attitudes towards Life Orientation.
- To establish the relationship between the nature of attitudes (espoused and enacted) and respondents' characteristics such as:

- Age
- Gender
- Educational level (Grades 10, 11, 12)
- Learners' performance
- To determine the extent to which learners feel empowered by Life Orientation.

3.3 Method of Research

Harley, Bertram & Mattson, (1999) argue that there are two different ways of approaching research within social science, namely: in a qualitative or a quantitative way. The first one is more concerned with understanding the qualities of human interaction, while the second is concerned with capturing data, which can be quantified or measured. The former cannot be strictly formalized as well as the latter (De Vos, 2005:363).

The investigator employed multiple approaches which are non-experimental and include interpretive analyses, a survey, and descriptive research strategies. The interpretive strategy assisted in generating concepts and theories which arise from the enquiry rather than testing it (Robson, 1995). It is therefore defined as an hypothesis generating study rather than an hypothesis-testing study.

It is argued (Henning, 2004) that a survey is the best tool that is used by social scientists for generating usable knowledge. It differs from experiments in that it does not involve manipulation or control of variables. Descriptive enquiry requires profiles of persons in describing a particular attribute or opinion in order to state how they feel about a subject in question.

De Vos, Strydom, Fouche' & Deport (2005) argue that integration of different classification schemes in research design can be utilized with advantages of the classification schemes being retained and disadvantages eliminated. They further state that the "quantitative category" in research design can include a survey and content analysis.

Taking the above into consideration, the following was undertaken:

- There was no predetermined tentative proposition, which the investigator was going to verify (Bell, 2005).
- A qualitative approach that explored the extent to which learners feel empowered by Life Orientation. The degree of empowerment determines whether learners possessed positive or negative attitudes towards Life Orientation. The selection of this approach is determined by the kind of research questions that the investigator seeks answers for (Robson, 1995). The interpretation of data in non-numerical form is important in understanding the direct experiences that learners have with Life Orientation. This approach assisted the investigator to identify the themes that emerged from the study.
- A quantitative approach that measured the degree of correlation between variables as mentioned above to find out if high school learners have positive or negative attitudes towards Life Orientation.
- The Statistical Package for Social Science (SPSS) software was used to analyse data that was collected.

Grounded Theory was another theoretical underpinning which informed the research design:

3.4 Grounded Theory

Strauss and Corbin (1999) define grounded theory as a research method in which the theory is developed from data rather than the other way around. It is an hypothesis-generating research approach rather than one that seeks to prove an hypothesis. The generation of theory and concepts from data can be achieved using both deductive and inductive thinking. Other theorists such as Kelle (2005) define grounded theory as a systematic qualitative research methodology in the social sciences which emphasizes generation of theory or concepts from data. Grounded theory does not aim for truth but to conceptualize based on empirical data. It has a tendency to generate concepts that explain people's actions regardless of time and space.

It operates in reverse fashion from traditional research in the sense that in this method the researcher moves from specific to more general, and that makes it an inductive approach. Glaser (2003) argues that this method of study is based on elements such as: concepts, categories and propositions. Concepts are key elements of analysis since the theory is developed from the processing and conceptualization of data rather than the actual data. Grounded theory is not limited to the use of qualitative methods of analyzing data but it is most popular currently (Glaser, 2003).

The aim of grounded theory is to expand upon an explanation of a phenomenon by identifying its key concepts and elements. After that it categorises the relationship of its elements and then contextualises and processes the results. The purpose is to move from general to specific without losing sight of what makes the subject of the study unique. Validity in a traditional sense is not an issue in grounded theory but instead data is judged by identifying a fit, relevance, workability, and modifiability (Glaser, 2005, Strauss & Corbin, 1998, Clarke, 2009).

The researcher developed a theory from the data that was collected because grounded theory is concerned with the understanding of the relationship between empirical data and theoretical/ conceptual statements.

The data that was collected from High School Learners about Life Orientation was used to ascertain, in a broad perspective, if there is a “fit” between what policies say about Life Orientation and learners attitudes regarding this learning area. “Relevance” as a principle which inform the new curriculum framework was also taken into consideration in the analysis of data as the researcher employs both inductive and deductive processes.

3.5 Research Instrument

De Vos (2005) states that the choice of the research instrument depends on the goal of the study. A questionnaire was used to gather data because it is a generally used research instrument. The instrument that respondents were expected to complete was a seven-page questionnaire which was used for gathering data (Appendix A). The researcher used the services of research assistants in gathering data in schools around Durban and Pietermaritzburg. The researcher trained research assistants before they were sent to collect data and there was a briefing session before respondents were asked to respond to the questionnaire. Respondents were informed about the aims of

the research and the fact that the information that they provided will be confidential. The process of data collection took approximately twenty days.

3.5.1 The Questionnaire as a research instrument

Data was gathered using a structured questionnaire that was administered in the classroom. An attitude response format, namely a five-point Likert scale was used. Respondents were expected to express their degree of agreement/disagreement with the given statements (Cohen, Manoin & Morris, 2001).

Baker (1995:83) argues that “two approaches to measurement can be used to complement each other”. A combination of approaches can take several forms. In this study the researcher adopted the following:

- Quantitative data to elucidate qualitative findings.
- Qualitative data to elucidate or explore quantitative findings, either as an adjunct to a primary quantitative study or as a follow-up investigation.

The researcher, together with the statistician, designed the instrument. It was then given to the Education Department Regional Subject Specialist for external validity. It was also piloted and necessary changes were made.

Robson (1995) argues that questionnaires are generally used research instruments. It is a form with a set of questions that a respondent is expected to complete. The aim of the questionnaire is to obtain facts and opinions about a phenomenon from individuals who are informed on a particular issue. There are, however, advantages and disadvantages with regards to the use of a questionnaire as a research instrument.

3.5.2 Advantages

- The researcher can employ clear and unambiguous language;
- The researcher defines each question in order to help respondents understand;
- The questionnaire needs to be error-free, attractive, professional and have clear typing;

- The questionnaires need to be relatively short so that the distribution is cost-effective;
- It is easy to reach a wide population of respondents with a questionnaire;
- The respondent's task is made easy by questions that are easy to respond to; and
- Anonymity can be assured and responses are used only for the purpose of the research (Tuckman, 1994).

3.5.3 Disadvantages

Questions may be incorrectly interpreted. Tuckman (1994) argues that although a questionnaire has its disadvantages, it still remains a valid research instrument and is widely used by researchers, especially in research concerning social sciences and education. A closed format can limit other views that the respondent might feel are important.

Robson (1995:243) argues that data that is collected can be superficial if there is no check on the honesty or seriousness of the responses. The disadvantages can be minimized in the construction of the questionnaire for validity.

3.5.4 Questionnaire Design

Literature on research methodology reveals that there are different types of questions that one can use when constructing a questionnaire. The content and outcomes that are supposed to be covered and achieved in Life Orientation were taken into consideration when the questionnaire was designed to ascertain the attitude of learners towards the learning area. Content that is covered in Life Orientation is embedded on the themes such as; Careers, Ubuntu, Personal Relationships; Tolerance; Healthy lifestyle; and Self image. The following are the pre- stated outcomes that should be covered in Life Orientation.

- The learner is able to achieve and maintain personal well-being;
- The learner is able to demonstrate an understanding of and appreciation for the values and rights that underpin the constitution in order to practice responsible citizenship, and to enhance social justice and environmentally sustainable living;

- The learner is able to explore and engage responsibly in recreation and physical activities, to promote well-being; and
- The learner will be able to demonstrate self-knowledge and the ability to make informed decisions regarding further study, career fields and career pathing (DoE, 2002).

The questionnaire had two sections, namely, Section A and Section B. In Section A the focus was on the personal details of the respondent. In Section B, respondents were required to select one of the five options in a Likert scale that ranged from Strongly Agree, Agree, Uncertain, Disagree and Strongly Disagree. The other part of Section B had 'Yes' or 'No' responses. Respondents were also required to rate the knowledge received in Life Orientation using a scale of 1-10 (0-5= poor; 6-7= average; 8-10= excellent). The very last question required learners to express their views about what they learn in Life Orientation.

3.6 Questions

Section A of the questionnaire was designed to collect demographic data which required information about the characteristics of learners. This section was considered important for data analysis. Aspects such as gender, age, grade level, race, discipline (Science; Commerce or General Streams) and aggregate symbol obtained in the previous grade and the person who helped the learner choose a career were also important for providing biographical data.

The main section of the questionnaire was designed around the themes that need to be covered in Life Orientation namely: career, *ubuntu*, personal relationships, tolerance, lifestyle, and self-image. Other related aspects were taken into consideration, such as: HIV/AIDS, human rights, social responsibility (Doe, 2002). Furthermore, respondents were asked to rate the knowledge they received in Life Orientation on the scale of 1-10. Finally, learners were asked to mention aspects that are not mentioned in Life Orientation that they would like to be taught. The questionnaire had thirty-five questions all together.

Robson (1995) argues that in constructing questions one needs to be mindful of the fact that the researcher does not ask questions which respondents do not possess. The

pilot study revealed that the concept “attitude” is abstract and technical and learners might find it difficult to explore explicitly. The researcher designed simple questions which reflect the attitude of learners. Issues that are mentioned as themes were what the investigator wanted to find out from learners and questions were designed around such themes. Pedagogical issues which relate to methodological aspects such as teaching and learning and materials development were eliminated because it came out in the pilot study that high schools do not possess such information.

3.6.1 Validity and Reliability

Robson, (1995) states that because positivist’s and interpretivist’s ways of doing things differ, validity can be judged differently. Furthermore, they argue for some of the following ways to measure validity:

- By asking peers to examine the data. If more than one person examines data it means that things that one researcher might miss would be likely to be picked up by other researchers.
- The researcher needs to acknowledge bias and possible circumstances that may affect the data in any way.
- The issue of multi-site studies needs to be considered in order to address validity.

Cohen, Manion & Morris (2001) state that internal validity seeks to demonstrate that the explanation of a particular issue or set of data, which research provides, can be sustained by data. In other words the findings must accurately describe the phenomenon that is researched in qualitative and quantitative research. Among other things that Lincon & Guba (cited in Cohen, et al, 2001) suggest to address reliability are the following:

- Triangulation (of methods, sources, investigations and theories);
- Peer debriefing (this is done in order to test honesty and to identify the next step of research); and

- Member checking in order to assess intentionality to offer respondents further information or to put information on record.

To put the study into context, in as far as content validity was concerned, the researcher took cognizance of this issue by being mindful of the fact that the instrument covers items that the learning area purports to cover in an attempt to reach pre-stated outcomes in order to find out about the attitudes of learners towards Life Orientation. Furthermore, the researcher believes that the use of mixed methods addresses validity in the investigation. It is suggested (Mouton, 2005) that the eyes and ears of the researcher should be open when he/she visits schools because they are complex environments. The effect of this issue was confirmed when the researcher conducted fieldwork in different sites to collect data. This is discussed at length in data analysis.

The questionnaire was piloted to check its authenticity and corrections were effected as informed by the results of this pilot study. Furthermore, the Education Department and Regional personnel were given the questionnaires to validate. Educators who teach Life Orientation were also asked to provide inputs to the researcher. Some educators provided the researcher with the tests papers.

Vithal & Jansen (1997) argue that reliability is about consistency of a measure, score or rating. This issue was addressed when the test that was piloted was given to a co-researcher and the rating scores were the same.

The Cronbach alpha correlation formula which measures how well items provide latent construct was used to ascertain reliability. This is reflected in the data analysis.

3.6.2 Distribution of the Questionnaire

Initially the researcher had hoped to distribute the questionnaires to the four regions of KwaZulu-Natal. The study was changed because of lack of funding, and it was limited to the Durban and Pietermaritzburg areas. Fifteen schools were identified and the researcher ended up conducting research in twelve schools. Appointments were made telephonically with the principals who in most cases referred the researcher to the Life Orientation educator. The process of data collection took approximately

twenty days. Research was conducted in a classroom environment. Response rate was excellent because the respondents were accessible. The total number of responses obtained was 385.

3.6.3 Research Sample

The research population in this regard were the grade10-12 High School Learners who were randomly selected from the twelve High Schools in the two regions of Kwazulu Natal. Six schools were selected in each region of Durban and Pietermaritzburg. A good Grade 12 result was the deciding factor in randomly selecting schools because the researcher wanted rich data and furthermore the researcher wanted schools where effective teaching and learning was taking place. The sample population was significant because Life Orientation is mandatory for all high school learners.

The Department officials advised the researcher to include schools which were used as a pilot study in Life Orientation by the Department of Education on the project called “Today’s choices” which was conducted by the University of Stellenbosch. Two of the twelve schools were identified, one in each Region. The researcher was informed that the selected schools would yield a more reliable result and yield more effective data. The meeting with the departmental officials helped the researcher to identify such high schools.

All selected schools offered Life Orientation in grades 10 -12. Random selection was made and three schools were selected from each of the following:

- Previously Indian schools;
- Previously white schools;
- Location/township schools; and
- Rural schools.

All schools were Government schools. They were given numbers one to twelve to hide their identity. It is important to note that schools work as phases. In each phase (10-12) the same outcomes are covered. Initially, the researcher wanted to collect

data from Grade 12 learners because of the belief that they would provide rich data because they are in the last year of schooling as compared to lower grades. The contingency measure was that if the researcher could not gain access to grade 12 learners she would make use of the grades 10 or 11 because they cover the same outcomes. The homogeneous nature of the population sample provided a degree of reliability in the investigation. Data was captured using a standardized structured questionnaire.

In order for every member of the target population to be selected, there was a consideration of the former Model C schools (Baker, Pistrang & Elliot, 1995). The sample size was fair because the population was not variable. Respondents' responses were classified according to the characteristics mentioned in the aims of the study, namely: gender, age and performance in data analysis.

3.6.4 Administrative procedure

Permission was requested from the Department of Education in KwaZulu-Natal, as custodians of learners, to administer the instrument to the school learners. The researcher was referred to the unit that is responsible for Life Orientation. An appointment was secured with the respective unit and the data collection strategy was altered slightly as per the Education Department officials' advice. The investigator informed the officials of the Department of Education together with the research unit about the procedures that the team intend to follow when they visit schools. The following were communicated to the Department officials:

- The respondents will be informed of the purpose of study and they will be assured of confidentiality of the information that they will provide to the researchers.
- That participation was voluntary and they were free to withdraw from participation at any time during the study.
- They would be made to sign a consent form to show their willingness to participate.

3.6.5 Ethical considerations

The researcher was aware of the subjects' rights and values that could possibly threaten the research. The threat could range from the data collected (highly personal information) to the nature of the participants (emotionally disturbed adolescents) which was a high probability and relevant to this research project. Therefore, to address ethical concerns, the researcher requested permission from the Department of Education (Appendix C) as custodians of the learners in schools and issues that relate to ethics were discussed and the results are reflected above. Learners were given letters to sign as well as letters to their parents requesting them to agree to their childrens' participation in the study. Letters were distributed a week before the research was conducted (Appendix D). Parents consented to the use of questionnaires. Furthermore, the investigator obtained ethical clearance from the institution research ethics committee before the study was conducted.

3.7 Statistical techniques

Cohen, et al, (2001) argue that social science research at both individual and social levels is characterized by great complexity about which we understand very little. One way to address this, they argued, is to begin to tease out relationships among those factors or elements that have a bearing on the phenomena in question. The relationships that needed to be teased out in this study were the characteristics of learners and their attitude towards Life Orientation.

Correlation between the mentioned variables may either be linear or non-linear, with the former being stronger than the latter. It may also be either positive or negative. Negative correlation or relationship may occur when an increase in the years spent on Life Orientation reflects a decrease in the knowledge of the learning area. A low negative correlation one imagines might occur between the intelligence and area from which learners come. The value of correlation is one way of helping researchers come to some understanding of their subjects. The data will enable the testing of the

relationship between two or more variables using the Pearson correlation or Speraman's rank order correlation depending if the data is parametric or non-parametric. The nature of the data will be tested using the Kolmogorov-Smirnov test where a distribution such as Normal distribution will be tested against the data since most parametric tests will be used.

Furthermore, a regression table was used to ascertain the degree of accuracy of the responses. The researcher used a Lickert-scale, where respondents were expected to express their agreement/disagreement with a given statement on the scale of 1-5 for data scoring.

The researcher used the services of a statistician to assist in the analysis of data. The statistical software package SPSS version 15 was used to carry out the analysis.

3.8 Summary

A study on attitude is better understood by approaching it from several angles because it is a complex issue which is not explicitly stated. The use of a mixed methods approach assisted in the triangulation and exploration of many aspects of the phenomenon in an attempt to arrive at a conclusive and convincing conclusion about the attitude of High school learners towards Life Orientation.

The use of qualitative and quantitative data in the context of grounded theory was considered to be the best approach to triangulate data in order to arrive at a convincing conclusion in as far as the research study was concerned. The use of statistical instrument (SPSS) was viewed as an effective tool to use in analysing data. All field work culminated in the analysis and interpretation of data. Having explored the methodology and the research design, the study sought to understand the various constitutive elements of data through an inspection of the relationship between concepts and to see a pattern or trend that can be identified to establish themes of data in investigating the attitudes of high school learners towards Life Orientation.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

4.1 Quantitative Data

4.1.1 Introduction

It is argued (Robson, 1995) that the process of analysis is the “heartbeat” of research. Furthermore, “it is here that the analyst’s quality of thinking is evident” and also the design logic of the researcher is revealed (Henning, Van Rensburg & Smit, 2004:103).

The methodology used in this study favoured a form of data analysis that starts from content analysis that strives to build theory grounded on data (Charmaz, 2002:675; Strauss & Corbin, in Henning, et al, 2004). Robson (1995) argues that content analysis is described as a refinement of ways that are used by lay people to describe aspects of the world about them. The effective way of working with this process is to start with the research question and that is the strategy that the researcher adopted.

The content of the data collected by means of the questionnaire was coded and analysed quantitatively and qualitatively. Furthermore, data was analysed and the discussion integrated into a theoretical framework that informs the study for coherence purposes.

The aim of the research questionnaire was to determine the attitudes of high school learners towards Life Orientation. The ultimate aim of this study was to determine whether High School learners have a positive or negative attitude towards Life Orientation.

In this study the number of learners who were given questionnaires were 400 in total. The number of schools that participated was twelve, in the Pietermaritzburg and

Durban areas. There was a good return rate of the questionnaire because data collection was conducted in person in a classroom setting. The researchers collected 385 questionnaires altogether, learners took approximately thirty minutes to respond to the questionnaire. Learners did not have a problem with questions except for question number 5 in Section A, which required the aggregate symbol obtained in the previous grade. The reasons learners had difficulty, one assumes, was that schools use different systems to grade learners. Furthermore it could be that learners are only interested in “Pass” or “Fail” when they receive their results.

The quantitative findings obtained from the closed questions were presented in the form of graphs, figures and tables. Quantitative studies emphasize the measurement and analysis of causal relationships between variables and not the process as in the qualitative approach (Rosbon, 1995). The types of questions that were analysed using quantitative approach were closed and objective questions.

De Vos (2005) argues that in a qualitative approach, analysis of data is not strictly formalized because the scope is more likely to be undefined as in a quantitative paradigm. The researcher attempted to obtain first-hand; holistic understanding of phenomena and data was shaped as the investigation proceeded. Valid understanding was gained through accumulated knowledge because meaning of utterances is not linear (Henning, et al, 2004:103).

The discourse in analysing qualitative data culminates in a global analysis, which revealed whether learners have a positive or negative attitude towards Life Orientation. In other words different approaches were used to “working with data” to build up an interpretive text that will strengthen one’s standpoint about learner attitude. The types of questions that were analysed qualitatively were open-ended questions. Although, it is argued that combining two approaches to research may be problematic (Mouton & Marias, cited in De Vos, 2005), the researcher found this approach effective in yielding the desired outcome.

Characteristics of learners such as gender, age, grade, race and aggregate symbol obtained were used when analysing data. Statistical software namely SPSS was used in analysing quantitative data. The results revealed whether learners have a positive or

negative attitude towards Life Orientation. Below are tables showing personal details of the learners:

4.2. Personal Details

		Frequency	Percent
Valid	male	173	44.9
	female	210	54.5
	Total	383	99.5
Missing	System	2	.5
Total		385	100.0

Table 1: Table illustrating gender frequency

There were more females (54.5%) than males (44.9%) that participated in the survey.

		Frequency	Percent
Valid	below 14yrs	73	19.0
	14-17yrs	216	56.1
	18-21yrs	87	22.6
	22-25yrs	3	.8
	Total	379	98.4
Missing	System	6	1.6
Total		385	100.0

Table 2: Table illustrating age frequency

The modal age group was 14-17 yrs. (56.1%) followed by 18-21yrs.(22.6%) and <14yrs (19%)

		Frequency	Percent
Valid	grade 10	243	63.1
	grade 11	34	8.8
	grade 12	102	26.5
	Total	379	98.4
Missing	System	6	1.6
Total		385	100.0

Table 3: Table illustrating grades of learners.

The majority of the learners came from grade 10 (63.1%) and grade 12(26.5%)

		Frequency	Percent
Valid	African	302	78.4
	Coloured	9	2.3
	White	35	9.1
	Indian	32	8.3
	Other	4	1.0
	Total	382	99.2
Missing	System	3	.8
Total		385	100.0

Table 4: Table illustrating race groups of learners.

The modal race group was the black students accounting for 78.4% of the sample.

		Frequency	Percent
Valid	inadequate	9	2.3
	partial	17	4.4
	adequate	13	3.4
	satisfactory	60	15.6
	meritorious	137	35.6
	outstanding	82	21.3
	Total	318	82.6
Missing	System	67	17.4
Total		385	100.0

Table 5: Table representing symbols obtained in the last examination written.

56.9% of the students' performance was meritorious and outstanding.

		Frequency	Percent
Valid	parents	156	40.5
	peers	15	3.9
	siblings	12	3.1
	TV	28	7.3
	radio	9	2.3
	teacher	48	12.5
	none	80	20.8
	other	21	5.5
	Total	369	95.8
Missing	System	16	4.2
Total		385	100.0

Table 6: Table representing assistance with career choices.

Parents are instrumental in helping the students in career choices (40.5%)

		Frequency	Percent
Valid	science	143	37.1
	technology	66	17.1
	commerce	104	27.0
	Total	313	81.3
Missing	System	72	18.7
Total		385	100.0

Table 7: Graph representing different subjects done by learners.

Most of the students were in the Science or Commerce field.

4.3 Overview of Learners' Attitudes towards the six aspects of Life Orientation

In response to the question on “What are the attitudes of learners towards Life Orientation” ? the investigator examined the learners' responses in terms of the six aspects of Life Orientation: 1) careers 2) *ubuntu* 3) personal relationships, 4) tolerance, 5) lifestyle and 6) self-image. The investigator analysed each aspect of the attitudes of high school learners towards Life Orientation both qualitatively and quantitatively to find if there are emerging themes.

Aspects of Life Orientation	Respondents' Mean Score responses		t-test		
			t	df	Sig (2 tailed)
Career	Male	1.9155	3.722	380	.000
	Female	2.1888			
Ubuntu	Male	2.0756	1.685	380	.093
	Female	2.1954			
Personal Relationship	Male	2.0330	2.204	377	.028
	Female	2.2025			
Tolerance	Male	1.7941	3.727	378	.000
	Female	2.0635			
Lifestyle	Male	1.8931	3.266	379	.001
	Female	2.1512			
Self-Image	Male	1.6483	3.655	379	.000
	Female	1.9186			

Table8_ : Attitude Scores by gender as well as different aspects of life orientation and results of t-test

Hypothesis 1

H_0 : there is no difference between the males and females with respect to the average career, *ubuntu*, personal relationships, tolerance, lifestyle, and self-image scores

H_1 : there is a difference between the males and females with respect to the average career, *ubuntu*, personal relationships, tolerance, lifestyle, and self-image scores

ANOVA

		Sum of Squares	df	Mean Square	Mean Square	F	Sig.
Avg career	Between Groups	7.073	1	7.073	7.073	13.855	.000
	Within Groups	193.977	380	.510	.510		
	Total	201.050	381				
Avg <i>ubuntu</i>	Between Groups	1.358	1	1.358	1.358	2.840	.093
	Within Groups	181.682	380	.478	.478		
	Total	183.040	381				
Avg personal realtionships	Between Groups	2.699	1	2.699	2.699	4.859	.028
	Within Groups	209.442	377	.556	.556		
	Total	212.141	378				
Avg tolerance	Between Groups	6.833	1	6.833	6.833	13.894	.000
	Within Groups	185.896	378	.492	.492		
	Total	192.729	379				
Avg lifestyle	Between Groups	6.281	1	6.281	6.281	10.670	.001
	Within Groups	223.128	379	.589	.589		
	Total	229.409	380				
Avg self-mage	Between Groups	6.892	1	6.892	6.892	13.359	.000
	Within Groups	195.540	379	.516	.516		
	Total	202.433	380				

Table 9: Summary results of One-Way ANOVA performed on the respondents' attitude scores according to gender aspects of life orientation

At the 5% significance level, we will reject H_0 for the aspects of L.O i.e. career, personal relationships, tolerance, lifestyle, and self-image scores because the p-values are less than 0.05 and we conclude that there is a difference between males and females however for *ubuntu*, the p-value is greater than 0.05.

Aspects of Life Orientation	Respondents' Mean Score responses according to age		
	Below 14	14-17	18-21
Career	1.8815	1.8779	1.9758
<i>Ubuntu</i>	1.9186	2.0849	1.9558
Personal Relationship	1.8850	2.3128	1.9099
Tolerance	1.6417	2.0742	1.7665
Lifestyle	1.8284	1.8447	1.9380
Self-Image	1.5182	1.7123	1.6453

Table10_ : Attitude Scores by age aspects of life orientation

Hypothesis 2

H_0 : there is no difference between the age groups with respect to the average career, *ubuntu*, personal relationships, tolerance, lifestyle, and self-image scores

H₁: there is a difference between the age groups with respect to the average career, *ubuntu*, personal relationships, tolerance, lifestyle, and self-image scores

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Avg career	Between Groups	4.637	3	1.546	2.964	.032
	Within Groups	195.020	374	.521		
	Total	199.657	377			
Avg <i>ubuntu</i>	Between Groups	5.987	3	1.996	4.249	.006
	Within Groups	175.673	374	.470		
	Total	181.660	377			
Avg personal relationships	Between Groups	7.674	3	2.558	4.689	.003
	Within Groups	202.388	371	.546		
	Total	210.062	374			
Avg tolerance	Between Groups	9.131	3	3.044	6.172	.000
	Within Groups	183.445	372	.493		
	Total	192.575	375			
Avg lifestyle	Between Groups	6.267	3	2.089	3.505	.016
	Within Groups	222.275	373	.596		
	Total	228.541	376			
Avg self-image	Between Groups	2.581	3	.860	1.620	.184
	Within Groups	198.083	373	.531		
	Total	200.664	376			

Table11 : Summary results of One-Way ANOVA performed on the respondents' attitude scores according to age aspects of life orientation

At the 5% significance level, we will reject H₀ for the aspects of L.O i.e. career, *ubuntu*, personal relationships, tolerance and lifestyle scores because the p-values are less than 0.05 and we conclude that there is a difference between age groups however for self image, the p-value is greater than 0.05.

Aspects of Life Orientation	Respondents' Mean Score responses according to grade		
	Grade 10	Grade 11	Grade 12
Career	1.9758	2.1520	1.8815
<i>Ubuntu</i>	1.9558	2.0647	1.9186
Personal Relationship	1.9099	2.0662	1.8850
Tolerance	1.7665	1.8088	1.6417
Lifestyle	1.9380	2.0294	1.8284
Self-Image	1.6453	1.9559	1.5182

Table 12 Mean scores according to grade

Hypothesis 3

H_0 : there is no difference between the grade with respect to the average career, *ubuntu*, personal relationships, tolerance, lifestyle, and self-image scores

H_1 : there is a difference between the grade with respect to the average career, *ubuntu*, personal relationships, tolerance, lifestyle, and self-image scores

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Avg career	Between Groups	3.676	2	1.838	3.529	.030
	Within Groups	195.871	376	.521		
	Total	199.547	378			
Avg <i>ubuntu</i>	Between Groups	6.918	2	3.459	7.455	.001
	Within Groups	174.474	376	.464		
	Total	181.392	378			
Avg personal realtionships	Between Groups	7.768	2	3.884	7.172	.001
	Within Groups	201.988	373	.542		
	Total	209.756	375			
Avg tolerance	Between Groups	11.955	2	5.978	12.388	.000
	Within Groups	180.461	374	.483		
	Total	192.417	376			
Avg lifestyle	Between Groups	4.471	2	2.235	3.743	.025
	Within Groups	223.955	375	.597		
	Total	228.426	377			
Avg self-image	Between Groups	9.207	2	4.604	8.944	.000
	Within Groups	193.012	375	.515		
	Total	202.219	377			

Table13 : Summary results of One-Way ANOVA performed on the respondents' attitude scores according to grade and different aspects of life orientation

At the 5% significance level, we will reject H_0 for all the aspects of L.O i.e. career, *ubuntu*, personal relationships, tolerance, self image and lifestyle scores because the p-values are less than 0.05 and we conclude that there is a difference between grades with respect to L.O.

Aspects of Life Orientation	Respondents' Mean Score responses according to age				
	African	Coloured	White	Indian	Other
Career	1.9758	1.9581	2.0463	2.0781	1.7292
<i>Ubuntu</i>	1.9558	2.1129	1.8000	2.1125	1.7500
Personal Relationship	1.9099	2.0817	1.8611	2.2969	1.6250
Tolerance	1.7665	1.8803	1.8056	1.7656	1.8750
Lifestyle	1.9380	1.9291	1.9259	2.1146	1.7500
Self-Image	1.6453	1.6860	1.8148	2.0521	1.5833

Table 14: Mean score according to age

Hypothesis 4

H_0 : there is no difference between the race group with respect to the average career, *ubuntu*, personal relationships, tolerance, lifestyle, and self-image scores

H₁: there is a difference between the race group with respect to the average career, *ubuntu*, personal relationships, tolerance, lifestyle, and self-image scores

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Avg career	Between Groups	18.484	4	4.621	9.549	.000
	Within Groups	182.436	377	.484		
	Total	200.920	381			
Avg <i>ubuntu</i>	Between Groups	3.992	4	.998	2.097	.081
	Within Groups	179.460	377	.476		
	Total	183.452	381			
Avg personalrelationships	Between Groups	3.936	4	.984	1.765	.135
	Within Groups	208.565	374	.558		
	Total	212.501	378			
Avg tolerance	Between Groups	8.945	4	2.236	4.553	.001
	Within Groups	184.179	375	.491		
	Total	193.124	379			
Avg lifestyle	Between Groups	16.459	4	4.115	7.250	.000
	Within Groups	213.407	376	.568		
	Total	229.865	380			
Avg self-image	Between Groups	13.790	4	3.447	6.891	.000
	Within Groups	188.099	376	.500		
	Total	201.889	380			

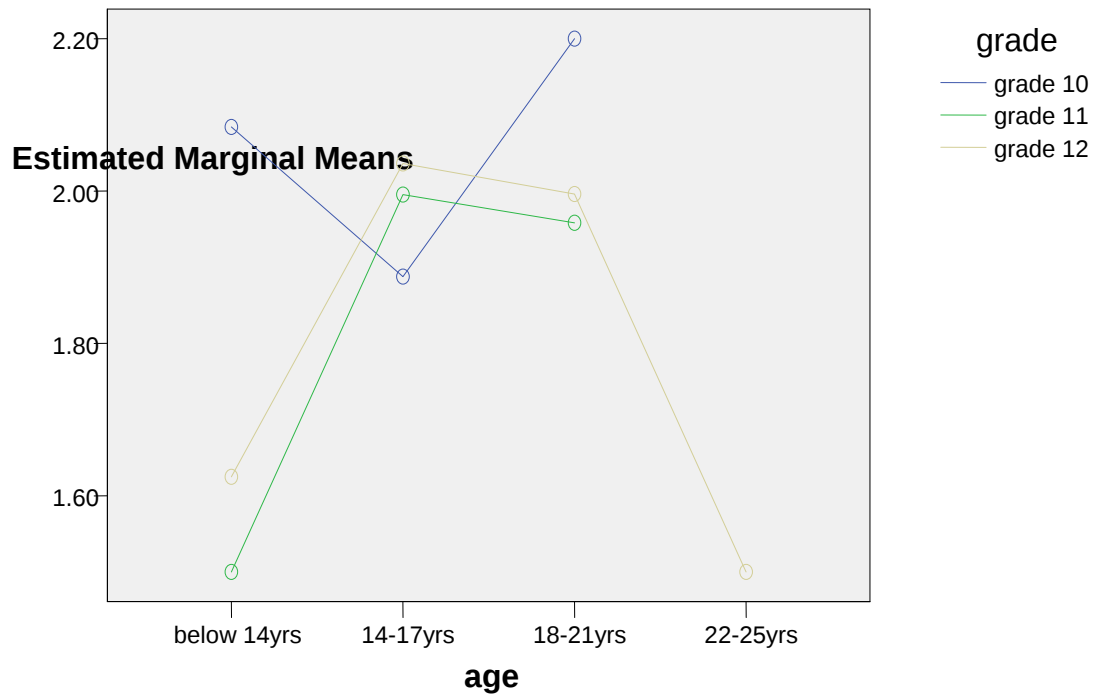
Table15_ : Summary results of One-Way ANOVA performed on the respondents' attitude scores according to race and aspects of life orientation

At the 5% significance level, we will reject H₀ for all the aspects of L.O i.e. career, tolerance, self image and lifestyle scores because the p-values are less than 0.05 and we conclude that there is a difference between race groups however for *ubuntu* and personal relationships, the p-value is greater than 0.05.

NB: Data points in which grade and age do not correlate are considered outliers. The figure shows that males between the ages 18-21 years in grade 12 have the most positive attitudes toward the career aspect of life orientation.

Estimated Marginal Means of avgacareer

at gender = female



Non-estimable means are not plotted

Figure 1: The figure shows that females below 14 years in grade 10 have the most positive attitudes toward the career aspect of Life Orientation.

Estimated Marginal Means

Estimated Marginal Means of avgubuntu



Non-estimable means are not plotted

Figure 2: The figure shows that males between 14-17 years in grade 11 have the most positive attitudes toward the *ubuntu* aspect of life orientation.

Estimated Marginal Means of avgubuntu

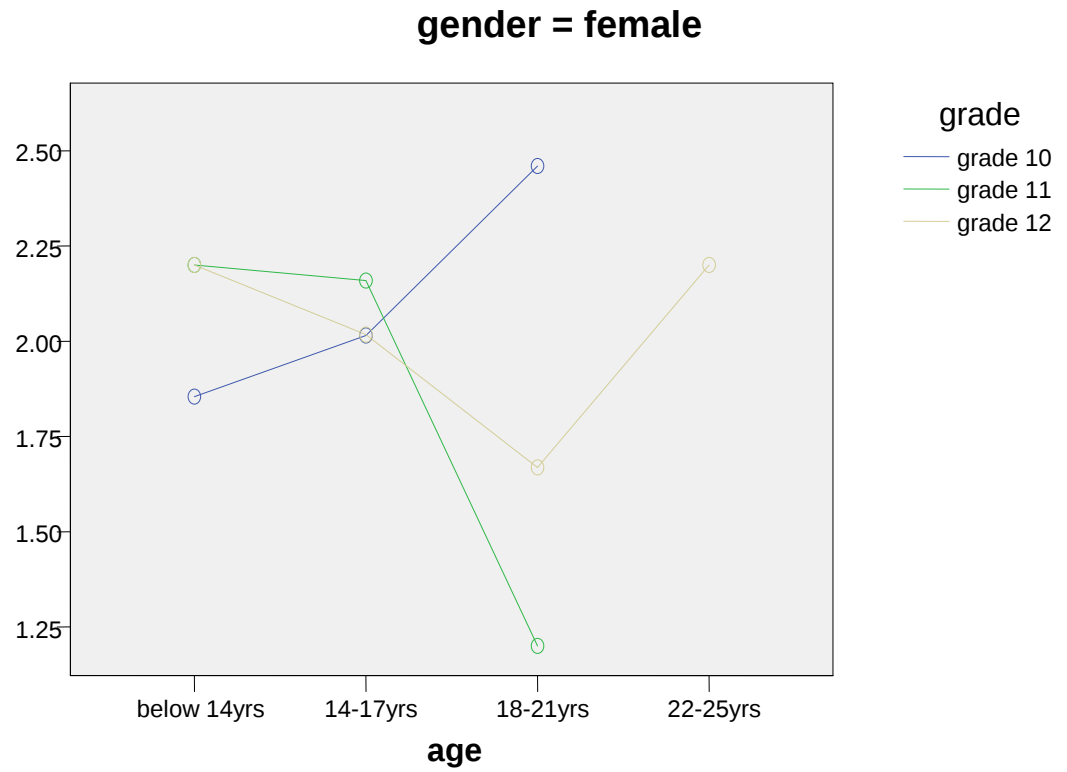
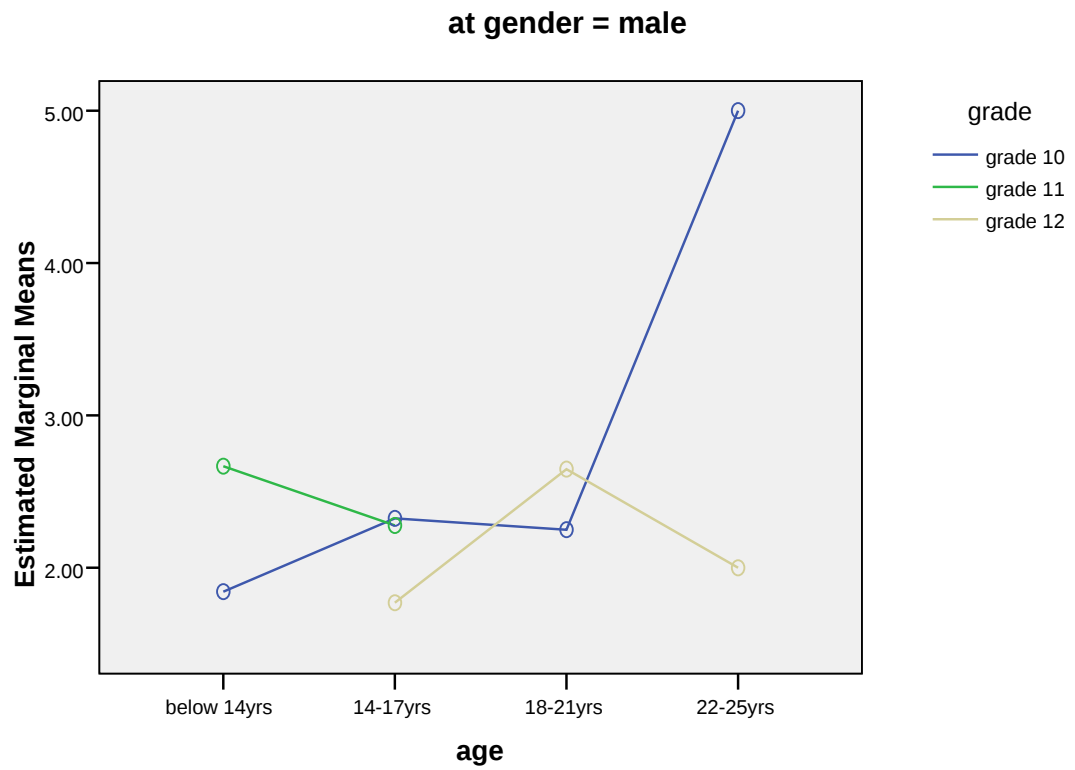


Figure 3: The figure shows that females between 14-17 years in grade 11 have the most positive attitudes toward the *ubuntu* aspect of life orientation. More females have positive attitude toward *ubuntu* than the males.

Estimated Marginal Means of avglifestyle



Non-estimable means are not plotted

Figure 4: The figure shows that males under 14 years in grade 10 have the most positive attitudes toward the lifestyle aspect of Life Orientation. ^a

Estimated Marginal Means of avglifestyle

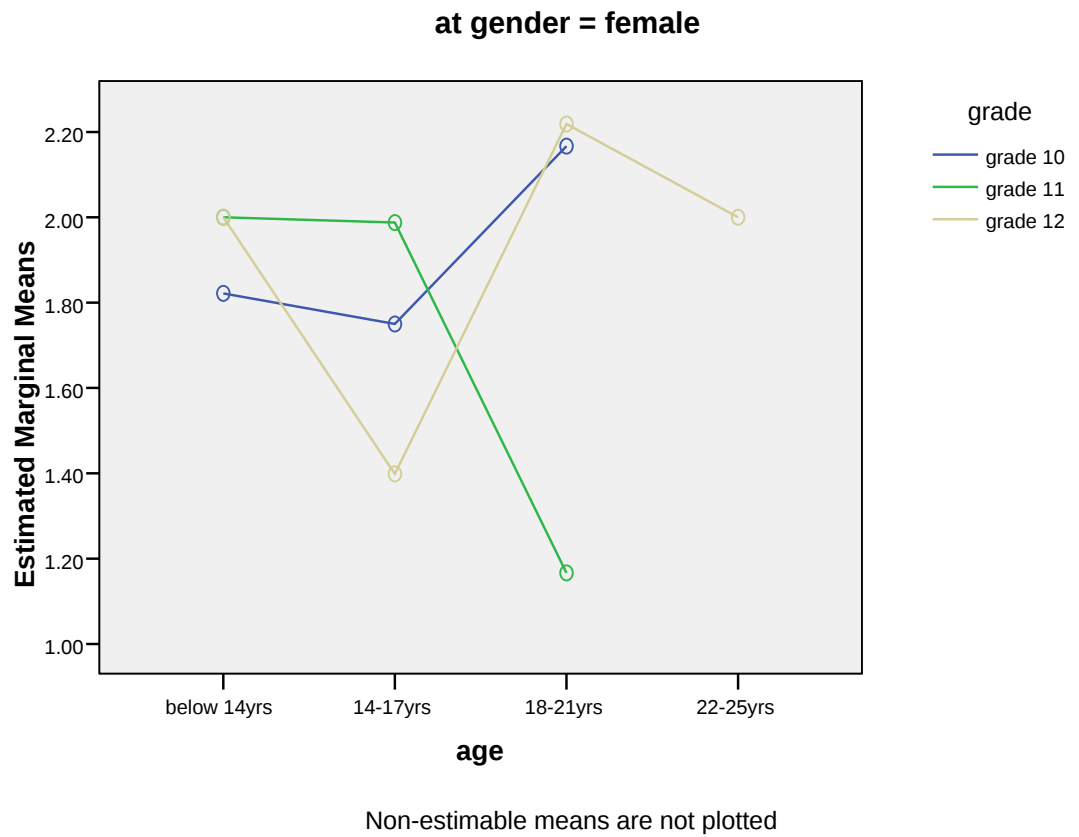


Figure 5: The figure shows that females between 18-21 years in grade 12 have the.

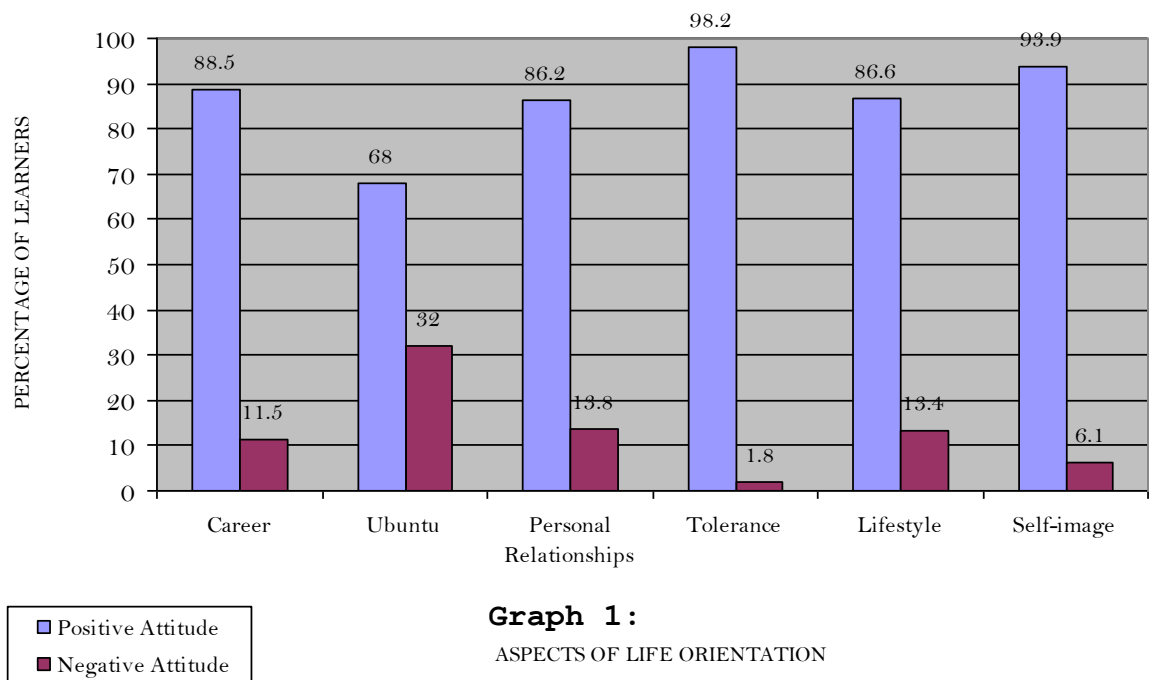
most positive attitudes toward the lifestyle aspect of life orientation.

Estimated Marginal Means of avgself-image



Non-estimable means are not plotted

Figure 6: The figure shows that males between 18-21 years in grade 12 have the most positive attitudes toward the self-image aspect of LO. The figure shows that females between 14- 17 years in grade 11 have the most positive attitudes toward the self-image aspect of life orientation.



The data in the bar chart above takes into account only valid responses. Of the six aspects of Life Orientation, tolerance (98.2% positive; 1.8% negative) is the most positive while *ubuntu* (68% positive; 32% negative) is the least positive. Five aspects of Life Orientation (career, personal relationships, tolerance, lifestyle, and self-image) had more than 80% of learners who had a positive attitude towards the aspects.

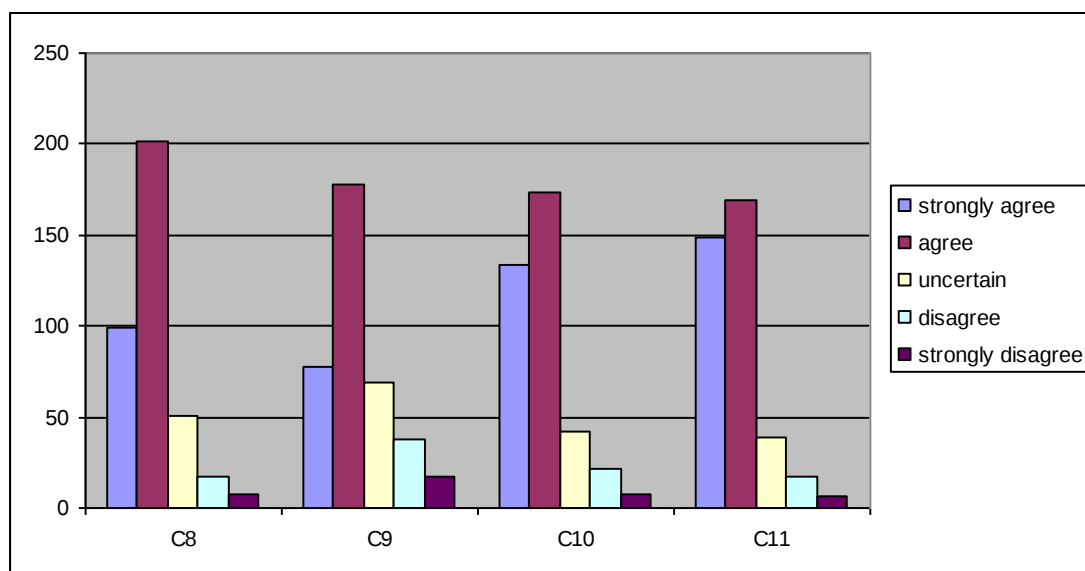
Based on learners' attitudes towards the different aspects of Life Orientation, it can be concluded that students have a positive attitude towards Life Orientation in general. Positive attitudes were derived from the sum of the percentage in the "agree" and "strongly agree" responses whilst the negative attitudes were derived from the sum of the percentages of the "disagree" and "strongly disagree" responses.

It is appropriate to ascertain if there is any association between learners' attitudes towards Life Orientation and learners' characteristics such as gender, age, grades and race. The researcher analysed this question by using the six aspects of Life Orientation.

4.4. Detailed analysis of the learners' attitudes towards each of the six aspects of Life Orientation

The coding of the responses will be strongly agree=1, agree=2, neutral=3, disagree=4 and strongly disagree=5 as reflected in the questionnaire.

4.4.1 Career



Graph 2: Graph representing learners' response about career.

From the above graphs the modal responses are "agree" and "strongly agree" with regard to career guidance.

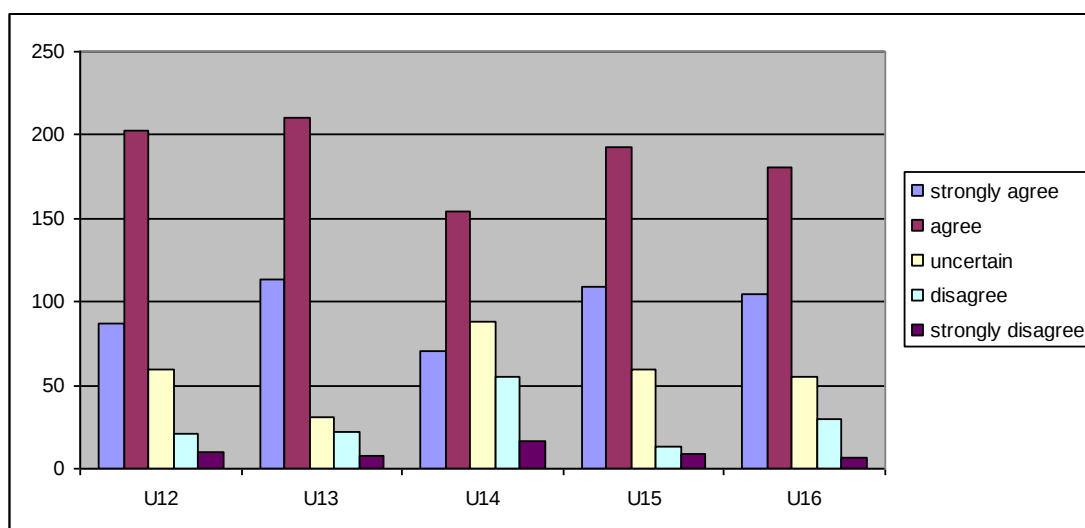
	C8	C9	C10	C11	Total
strongly agree	99	78	134	149	460
agree	201	178	174	169	722
uncertain	51	69	42	39	201
disagree	17	38	22	17	94
strongly disagree	8	17	8	6	39
Total	376	380	380	380	

Table 16: Table representing learners' responses concerning career

		Frequency	Percent
Valid	Positive	324	84.2
	Negative	42	10.9
	Total	366	95.1
Missing	System	19	4.9
Total		385	100.0

Table 17: General attitude towards career

4.4.2 Ubuntu



Graph 3 : Graph representing learners' responses concerning *Ubuntu*.

	U12	U13	U14	U15	U16	Total
strongly agree	87	113	70	109	105	484
agree	203	210	154	193	181	941
uncertain	60	31	88	60	55	294
disagree	21	22	55	13	30	141
strongly disagree	10	8	17	9	7	51
Total	381	384	384	384	378	

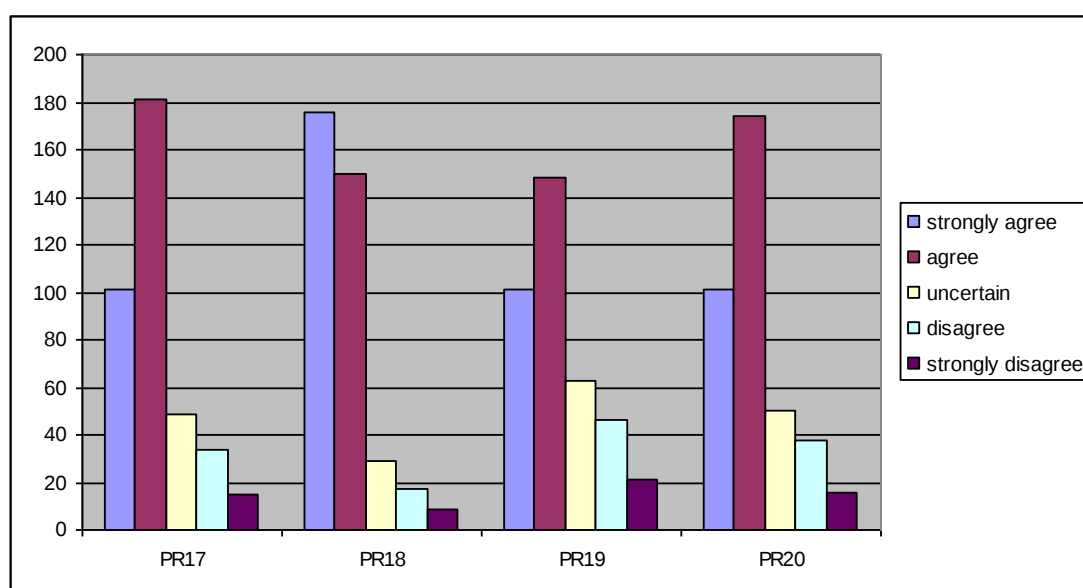
Table 18: Table representing learners' responses to *Ubuntu*

From the above graphs the modal responses are "agree" and strongly agree" regarding "ubuntu".

		Frequency	Percent
Valid	Positive	255	66.2
	Negative	120	31.2
	Total	375	97.4
Missing	System	10	2.6
Total		385	100.0

Table 19: General attitude towards the *Ubuntu* aspect of Life Orientation

4.4.3 Personal Relationships



Graph 4: Graph representing learners' responses concerning Personal relationships.

	PR17	PR18	PR19	PR20	Total
strongly agree	101	176	101	101	479
agree	181	150	148	174	653
uncertain	49	29	63	50	191
disagree	34	17	46	38	135
strongly disagree	15	9	21	16	61
Total	380	381	379	379	

Table 20: Table representing learners' responses concerning Personal relationships

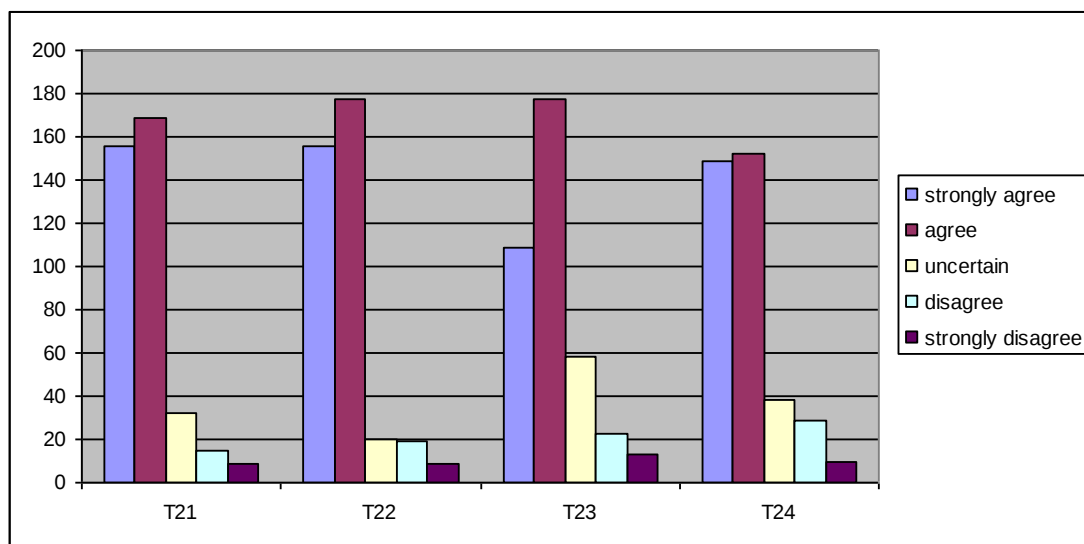
From the above graphs the modal responses are "agree" and "strongly agree" regarding personal relationships

General attitude towards the Personal Relationships aspect of Life Orientation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Positive	324	84.2	86.2	86.2
	Negative	52	13.5	13.8	100.0
	Total	376	97.7	100.0	
Missing	System	9	2.3		
Total		385	100.0		

Table 21: Attitude towards the personal relationships aspect of Life Orientation.

4.4.4 Tolerance



Graph 5: Graph representing learners' responses concerning Tolerance

	T21	T22	T23	T24	Total
strongly agree	156	156	109	149	570
agree	169	177	177	152	675
uncertain	32	20	58	38	148
disagree	15	19	23	29	86
strongly disagree	9	9	13	10	41
Total	381	381	380	378	

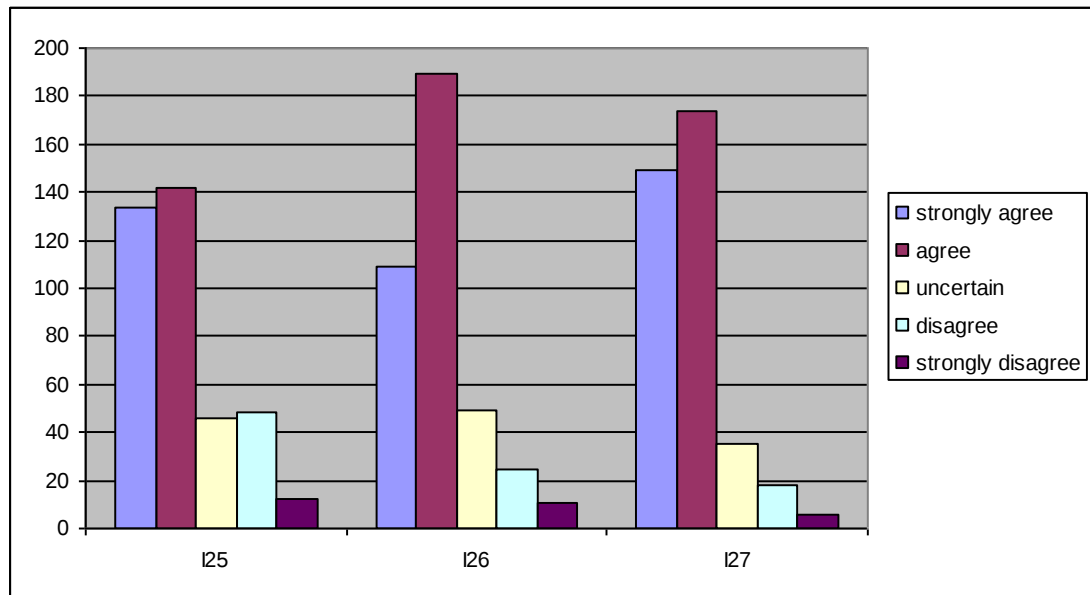
Table 22: Table representing learners' responses concerning Tolerance

From the above graphs the modal responses are "agree" and "strongly agree" regarding tolerance.

Table 23: General attitude towards Tolerance aspect of Life Orientation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Positive	374	97.1	98.2	98.2
	Negative	7	1.8	1.8	100.0
	Total	381	99.0	100.0	
Missing	System	4	1.0		
Total		385	100.0		

4.4.5 Lifestyle



Graph 6: Graph representing learners' responses concerning Lifestyle.

	I25	I26	I27	Total
strongly agree	134	109	149	392
agree	142	189	174	505
uncertain	46	49	35	130
disagree	48	25	18	91
strongly disagree	12	11	6	29
Total	382	383	382	

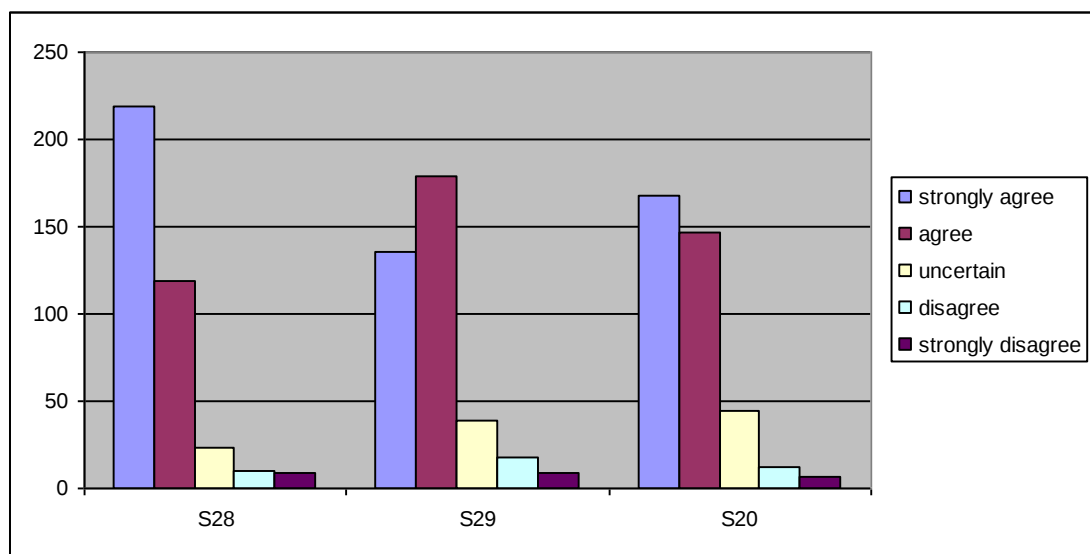
Table 24: Table representing learners' responses concerning Lifestyle

From the above graphs the modal responses are "agree" and "strongly agree" regarding lifestyle.

Table 25: General attitude towards LifeStyle aspect of Life Orientation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Positive	330	85.7	86.6	86.6
	Negative	51	13.2	13.4	100.0
	Total	381	99.0	100.0	
Missing	System	4	1.0		
Total		385	100.0		

4.4.6 Self-image



Graph 7: Graph representing learners' responses concerning self image.

	S28	S29	S20	Total
strongly agree	219	136	168	523
agree	119	179	147	445
uncertain	23	39	45	107
disagree	10	18	12	40
strongly disagree	9	9	7	25
Total	380	381	379	

Table 26: Table representing learners' responses concerning self image

From the above graphs the modal responses are "agree" and "strongly agree" regarding self-image.

Table 27: General attitude towards Self-image aspect of Life Orientation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Positive	352	91.4	93.9	93.9
	Negative	23	6.0	6.1	100.0
	Total	375	97.4	100.0	
Missing	System	10	2.6		
Total		385	100.0		

Is there any association between learners' attitudes towards Life Orientation and learners' characteristics? In order to test the following hypotheses, we make use of the Chi-Square test of independence between two relevant variables. A p-value that is less than 0.05 will lead us to conclude that there is an association between the tested variables whilst a p-value greater than 0.05 will lead us to say that there is no association between the tested variables.

4.5. Further analysis of the questionnaire using six the aspects of Life Orientation.

4.5.1 Career aspect of LO

a) Association between attitudes towards the career aspect of Life Orientation and gender.

Table 28: Symmetric Measures

		Value	Asymp. Std. Error (a)	Approx. T (b)	Approx. Sig.
Nominal by Nominal	Phi	-.144			.006
	Cramer's V	.144			.006
	Contingency Coefficient	.142			.006
Interval by Interval	Pearson's R	-.144	.052	-2.764	.006(c)
Ordinal by Ordinal	Spearman Correlation	-.144	.052	-2.764	.006(c)
N of Valid Cases		364			

Gender * General attitude towards career Cross tabulation

a Not assuming the null hypothesis.

b Using the asymptotic standard error assuming the null hypothesis.

c Based on normal approximation.

Finding: There is a significant association between gender and the learner's attitudes towards the career aspect of Life Orientation ($\alpha=0.006$, $\chi^2=7.521$, $df=1$). This means that learners' attitudes to the career aspect of Life Orientation depended on which gender respondents belonged to. It is girls rather than boys who are more likely to express positive attitudes to career aspects of Life Orientation.

Note, however, that although the relationship between gender and attitudes towards the career aspect of Life Orientation is significant, the values of *Phi*, *Cramer's V* and *Contingency coefficient* are all small (<0.2). This means that the relationship is not due to chance but it is not very strong.

b) Association between attitudes towards the career aspect of Life Orientation and age.

Table 29: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.084(a)	3	.379
Likelihood Ratio	2.834	3	.418
Linear-by-Linear Association	2.119	1	.145
N of Valid Cases	360		

a 2 cells (25.0%) have an expected count of less than 5. The minimum expected count is .34.

Finding: There is no significant association between age and the learner's attitudes towards the career aspect of Life Orientation ($\alpha=0.379$, $\chi^2=3.084$, $df=3$). This means that age does not influence learners' attitudes towards the career aspect of Life Orientation.

c) Association between attitudes towards the career aspect of Life Orientation and grade.

Table 30: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.849(a)	2	.397
Likelihood Ratio	1.941	2	.379
Linear-by-Linear Association	1.191	1	.275
N of Valid Cases	361		

a 1 cell (16.7%) has an expected count of less than 5. The minimum expected count is 3.84.

Table 31: Symmetric Measures

		Value	Asymp. Std. Error(a)	Approx. T(b)	Approx. Sig.
Nominal by Nominal	Phi	.072			.397
	Cramer's V	.072			.397
	Contingency Coefficient	.071			.397
Interval by Interval	Pearson's R	-.058	.048	-1.092	.276(c)
Ordinal by Ordinal	Spearman Correlation	-.053	.049	-1.001	.318(c)
N of Valid Cases		361			

a Not assuming the null hypothesis.

- b Using the asymptotic standard error assuming the null hypothesis.
c Based on normal approximation.

Finding: There is no significant association between grade and the learner's attitudes towards the career aspect of Life Orientation ($\alpha=0.397$, $\chi^2=1.849$, $df=2$). This means that grade does not influence learners' attitudes towards the career aspect of Life Orientation.

d) Association between attitudes towards the career aspect of Life Orientation and race

Table 31: Case Processing Summary

Table 32: Chi-Square Tests

a 5 cells expected count The minimum is .35.		Value	df	Asymp. Sig. (2-sided)	(50.0%) have less than 5. expected count
	Pearson Chi-Square	39.924(a)	4	.000	
	Likelihood Ratio	27.248	4	.000	
	Linear-by-Linear Association	8.528	1	.003	
	N of Valid Cases	364			

Finding: There is a significant association between race and the learner's attitudes towards the career aspect of Life Orientation ($\alpha<0.005$, $\chi^2=39.924$, $df=4$). This means that race influence learners' attitudes towards the career aspect of Life Orientation.

Note, however, that although the relationship between gender and attitudes towards the career aspect of Life Orientation is significant, the values of *Phi*, *Cramer's V* and *Contingency coefficient* are all small (<0.35). This means that the relationship is not due to chance but it is only marginally strong.

e) Association between attitudes towards the career aspect of Life Orientation and learner performance

This aspect of life orientation was left out because learners did not have an understanding of what was required in that part of the questionnaire. It was noted by the investigator that learners are only interested in a "pass" or "fail" when they obtain their results. They displayed a limited understanding of the concepts used in the questionnaire about their performance.

4.5.2 Ubuntu aspect of Life Orientation

f) Association between attitudes towards the ubuntu aspect of Life Orientation and gender

Table 33: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.497(b)	1	.114	.120	.071
Continuity Correction(a)	2.158	1	.142		
Likelihood Ratio	2.491	1	.114		
Fisher's Exact Test					
Linear-by-Linear Association	2.491	1	.115		
N of Valid Cases	374				

a. Computed only for a 2x2 table

b. 0 cells (.0%) have an expected count of less than 5. The minimum expected count is 53.90.

Finding: There is no significant association between gender and the learner's attitudes towards the ubuntu aspect of Life Orientation ($\alpha=0.114$, $\chi^2=2.497$, $df=1$). This means that gender does not influence learners' attitudes towards the *ubuntu* aspect of Life Orientation.

g) Association between attitudes towards the *ubuntu* aspect of Life Orientation and age

Table 34: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.472(a)	3	.215
Likelihood Ratio	4.672	3	.197
Linear-by-Linear Association	2.103	1	.147
N of Valid Cases	369		

a. 2 cells (25.0%) have an expected count of less than 5. The minimum expected count is .96.

Finding: There is no significant association between age and the learner's attitudes towards the ubuntu aspect of Life Orientation ($\alpha=0.215$, $\chi^2=4.472$, $df=3$). This means that learners attitude to *ubuntu* aspect of Life Orientation did not depend on their age group.

h) Association between attitudes towards the ubuntu aspect of Life Orientation and grade

Table 35: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.889(a)	2	.012
Likelihood Ratio	9.401	2	.009
Linear-by-Linear Association	8.217	1	.004
N of Valid Cases	370		

a. 0 cells (.0%) have an expected count of less than 5. The minimum expected count is 10.94.

Finding: There is a significant association between grade and the learner's attitudes towards the *ubuntu* aspect of Life Orientation ($\alpha=0.012$, $\chi^2=8.889$, $df=2$). This means that grade influence learners' attitudes towards the *ubuntu* aspect of Life Orientation.

i) Association between attitudes towards the *ubuntu* aspect of Life Orientation and race

General attitude towards *Ubuntu* aspect of Life Orientation * race Cross tabulation

Table 36: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.654(a)	4	.617
Likelihood Ratio	2.596	4	.628
Linear-by-Linear Association	.049	1	.826
N of Valid Cases	373		

a. 3 cells (30.0%) have an expected count of less than 5. The minimum expected count is 1.28.

Finding: There is no significant association between race and the learner's attitudes towards the *ubuntu* aspect of Life Orientation ($\alpha=0.617$, $\chi^2=2.654$, $df=4$). This means that race does not influence learners' attitudes towards the *ubuntu* aspect of Life Orientation

4.5.3 Personal Relationships aspect of Life Orientation.

j) Association between attitudes towards the personal relationships aspect of Life Orientation and gender

Table 37: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.204(b)	1	.652		
Continuity Correction(a)	.091	1	.763		
Likelihood Ratio	.203	1	.652		
Fisher's Exact Test				.656	.381
Linear-by-Linear Association	.203	1	.652		
N of Valid Cases	374				

a. Computed only for a 2x2 table

b. 0 cells (.0%) have an expected count of less than 5. The minimum expected count is 23.50.

Finding: There is no significant association between gender and the learner's attitudes towards the personal relationships aspect of Life Orientation ($\alpha=0.652$, $\chi^2=0.204$, $df=1$). This means that gender does not influence learners' attitudes towards the personal relationships aspect of Life Orientation.

k) Association between attitudes towards the personal relationships aspect of Life Orientation and grade.

Table 38: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.129(a)	2	.209
Likelihood Ratio	3.295	2	.193
Linear-by-Linear Association	2.631	1	.105
N of Valid Cases	371		

a. 1 cell (16.7%) has an expected count of less than 5. The minimum expected count is 4.77.

Finding: There is no significant association between grade and the learner's attitudes towards the personal relationships aspect of Life Orientation ($\alpha=0.209$, $\chi^2=3.129$, $df=2$). This means that grade does not influence learners' attitudes towards the personal relationships aspect of Life Orientation.

l) Association between attitudes towards the personal relationships aspect of Life Orientation and age

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.060 ^a	3	.167
Likelihood Ratio	4.528	3	.210
Linear-by-Linear Association	1.221	1	.269
N of Valid Cases	370		

a. 2 cells (25.0%) have an expected count of less than 5. The minimum expected count is .42.

Table 39: chi-square test

Finding: There is no significant association between age and the learner's attitudes towards the personal relationships aspect of Life Orientation ($\alpha=0.167$, $\chi^2=6.060$, $df=3$). This means that age does not influence learners' attitudes towards the personal relationships aspect of Life Orientation.

m) Association between attitudes towards the personal relationships aspect of Life Orientation and race

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.788 ^a	4	.940
Likelihood Ratio	1.341	4	.854
Linear-by-Linear Association	.006	1	.936
N of Valid Cases	374		

a. 5 cells (50.0%) have an expected count of less than 5. The minimum expected count is .56.

Table 40: chi-square test

Finding: There is no significant association between race and the learner's attitudes towards the personal relationships aspect of Life Orientation ($\alpha=0.940$, $\chi^2=0.788$, $df=4$). This means that race does not influence learners' attitudes towards the personal relationships aspect of Life Orientation.

4.5.4 Tolerance aspect of Life Orientation

n) Association between attitudes towards the tolerance aspect of Life Orientation and grade

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.557 ^a	2	.459
Likelihood Ratio	2.224	2	.329
Linear-by-Linear Association	1.051	1	.305
N of Valid Cases	376		

a. 3 cells (50.0%) have an expected count of less than 5. The minimum expected count is .63.

Table 41: chi-square test

Finding: There is no significant association between grade and the learner's attitudes towards the tolerance aspect of Life Orientation ($\alpha=0.459$, $\chi^2=1.557$, $df=2$). This means that grade does not influence learners' attitudes towards the tolerance aspect of Life Orientation.

o) Association between attitudes towards the tolerance aspect of Life Orientation and age

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16.538 ^a	3	.001
Likelihood Ratio	4.585	3	.205
Linear-by-Linear Association	.853	1	.356
N of Valid Cases	375		

a. 5 cells (62.5%) have an expected count of less than 5. The minimum expected count is .06.

Table 42: chi-square test

Finding: There is a significant association between age and the learner's attitudes towards the tolerance aspect of LO ($\alpha=0.001$, $\chi^2=16.538$, $df=3$). This means that age influences learners' attitudes towards the tolerance aspect of Life Orientation

p) Association between attitudes towards the tolerance aspect of Life Orientation and gender

Table 43 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.015 ^b	1	.903	1.000	.607
Continuity Correction ^a	.000	1	1.000		
Likelihood Ratio	.015	1	.903		
Fisher's Exact Test					
Linear-by-Linear Association	.015	1	.904		
N of Valid Cases	379				

a. Computed only for a 2x2 table

b. 2 cells (50.0%) have an expected count of less than 5. The minimum expected count is 3.16.

Finding: There is no significant association between gender and the learner's attitudes towards the tolerance aspect of Life Orientation ($\alpha=0.903$, $\chi^2=0.015$, $df=1$). This means that gender does not influence learners' attitudes towards the tolerance aspect of Life Orientation.

q) Association between attitudes towards the tolerance aspect of Life Orientation and race

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.908 ^a	4	.753
Likelihood Ratio	3.354	4	.500
Linear-by-Linear Association	1.692	1	.193
N of Valid Cases	379		

a. 5 cells (50.0%) have an expected count of less than 5. The minimum expected count is .07.

Table 44: chi-square test

Finding: There is no significant association between *race* and the learner's attitudes towards the tolerance aspect of Life Orientation ($\alpha=0.753$, $\chi^2=1.908$, $df=4$). This means that race does not influence learners' attitudes towards the tolerance aspect of Life Orientation.

4.5.5 Lifestyle aspect of Life Orientation

Association between attitudes towards the lifestyle aspect of Life Orientation and grade

Chi-Square			
	Value	df	Asymp. (2-
Pearson Chi-	4.247 ^a	2	.120
Likelihood	4.594	2	.101
Linear-by-Associatio	4.233	1	.040
N of Valid	376		

a. 1 cells (16.7%) has expected count of less than 5. The minimum expected counts

Table 45: chi-square test

Finding: There is no significant association between grade and the learner's attitudes towards the lifestyle aspect of LO ($\alpha=0.120$, $\chi^2=4.247$, $df=2$). This means that grade does not influence learners' attitudes towards the lifestyle aspect of Life Orientation.

r) Association between attitudes towards the lifestyle aspect of Life Orientation and age

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.287 ^a	3	.040
Likelihood Ratio	9.694	3	.021
Linear-by-Linear Association	2.778	1	.096
N of Valid Cases	375		

a. 2 cells (25.0%) have an expected count of less than 5. The minimum expected count is .41.

Table 46: chi-square test

Finding: There is a significant association between age and the learner's attitudes towards the lifestyle aspect of Life Orientation ($\alpha=0.040$, $\chi^2=8.287$, $df=3$). This means that age influence learners' attitudes towards the lifestyle aspect of Life Orientation

s) Association between attitudes towards the lifestyle aspect of Life Orientation and gender

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	2.405 ^b	1	.121		
Continuity Correction ^a	1.958	1	.162		
Likelihood Ratio	2.391	1	.122		
Fisher's Exact Test				.132	.081
Linear-by-Linear Association	2.399	1	.121		
N of Valid Cases	379				

a. Computed only for a 2x2 table

b. 0 cells (.0%) have an expected count of less than 5. The minimum expected count is 22.88.

Table 40: chi-square test

Finding: There is no significant association between gender and the learner's attitudes towards the lifestyle aspect of Life Orientation ($\alpha=0.121$, $\chi^2=2.405$, $df=1$). This means that gender does not influence learners' attitudes towards the lifestyle aspect of Life Orientation

t) Association between attitudes towards the lifestyle aspect of Life Orientation and race

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23.812 ^a	4	.000
Likelihood Ratio	18.419	4	.001
Linear-by-Linear Association	4.952	1	.026
N of Valid Cases	379		

a. 5 cells (50.0%) have an expected count of less than 5. The minimum expected count is .54.

Table 47: chi-square test

Finding: There is a significant association between race and the learner's attitudes towards the lifestyle aspect of Life Orientation ($\alpha < 0.005$, $\chi^2 = 23.812$, $df = 4$). This means that race influence learners' attitudes towards the lifestyle aspect of Life Orientation.

4.5.6 Self-Image aspect of Life Orientation

u) Association between attitudes towards the self-image aspect of Life Orientation and grade

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.863 ^a	2	.239
Likelihood Ratio	2.583	2	.275
Linear-by-Linear Association	.404	1	.525
N of Valid Cases	370		

a. 1 cells (16.7%) has an expected count of less than 5. The minimum expected count is 2.05.

Finding: There is no significant association between grade and the learner's attitudes towards the self-image aspect of Life Orientation ($\alpha = 0.239$, $\chi^2 = 2.863$, $df = 2$). This means that grade does not influence learners' attitudes towards the self-image aspect of Life Orientation

v) Association between attitudes towards the self-image aspect of Life Orientation and age

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.165 ^a	3	.367
Likelihood Ratio	3.621	3	.305
Linear-by-Linear Association	.059	1	.809
N of Valid Cases	370		

a. 3 cells (37.5%) have an expected count of less than 5. The minimum expected count is .19.

Table 48: chi-square test

Finding: There is no significant association between age and the learner's attitudes towards the self-image aspect of Life Orientation ($\alpha=0.367$, $\chi^2=3.165$, $df=3$). This means that age does not influence learners' attitudes towards the lifestyle aspect of Life Orientation.

Association between attitudes towards the self-image aspect of Life Orientation and gender

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.543 ^b	1	.461		
Continuity Correction ^a	.271	1	.603		
Likelihood Ratio	.540	1	.463		
Fisher's Exact Test				.519	.300
Linear-by-Linear Association	.542	1	.462		
N of Valid Cases	373				

a. Computed only for a 2x2 table

b. 0 cells (.0%) have an expected count of less than 5. The minimum expected count is 10.30.

Table 49: chi-square test

Finding: There is no significant association between gender and the learner's attitudes towards the self-image aspect of Life Orientation ($\alpha=0.461$, $\chi^2=0.543$, $df=1$). This means that gender does not influence learners' attitudes towards the self-image aspect of Life Orientation.

w) Association between attitudes towards the self-image aspect of Life Orientation and race

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.453 ^a	4	.076
Likelihood Ratio	7.626	4	.106
Linear-by-Linear Association	5.384	1	.020
N of Valid Cases	373		

a. 5 cells (50.0%) have an expected count of less than 5. The minimum expected count is .25.

Table 50: chi-square test

Finding: There is no significant association between race and the learner's attitudes towards the self-image aspect of Life Orientation ($\alpha=0.076$, $\chi^2=8.453$, $df=4$). This means that race does not influence learners' attitudes towards the self-image aspect of Life Orientation.

4.6 Descriptive Statistics

In the tables and statistics to follow Life Orientation will be referred to through the use of the acronym LO.

	N		Mean	Median	Mode	Variance	Sum
	Valid	Missing					
c8	376	9	2.0266	2.0000	2.00	.773	762.00
c9	380	5	2.3105	2.0000	2.00	1.096	878.00
c10	380	5	1.9368	2.0000	2.00	.883	736.00
c11	380	5	1.8474	2.0000	2.00	.795	702.00
u12	381	4	2.1181	2.0000	2.00	.831	807.00
u13	384	1	1.9635	2.0000	2.00	.792	754.00
u14	384	1	2.4661	2.0000	2.00	1.169	947.00
u15	384	1	2.0104	2.0000	2.00	.788	772.00
u16	378	7	2.0820	2.0000	2.00	.903	787.00
pr17	380	5	2.1605	2.0000	2.00	1.085	821.00
pr18	381	4	1.7743	2.0000	1.00	.880	676.00
pr19	379	6	2.3087	2.0000	2.00	1.325	875.00
pr20	379	6	2.1926	2.0000	2.00	1.145	831.00
t21	381	4	1.8241	2.0000	2.00	.835	695.00
t22	381	4	1.8136	2.0000	2.00	.841	691.00
t23	380	5	2.0895	2.0000	2.00	.984	794.00
t24	378	7	1.9392	2.0000	2.00	1.039	733.00
l25	382	3	2.1152	2.0000	2.00	1.247	808.00
l26	383	2	2.0601	2.0000	2.00	.931	789.00
l27	382	3	1.8429	2.0000	2.00	.789	704.00
si28	380	5	1.6079	1.0000	1.00	.804	611.00
si29	381	4	1.9108	2.0000	2.00	.855	728.00
si30	379	6	1.7942	2.0000	1.00	.815	680.00

Table 51: Descriptive statistics of the response pattern according to the Questionnaire

	Males				Females			
	N	Mean	Sum	Variance	N	Mean	Sum	Variance
c8	167	2.2216	371.00	.896	207	1.8744	388.00	.625
c9	172	2.4593	423.00	1.221	206	2.1893	451.00	.974
c10	170	2.0529	349.00	.926	208	1.8413	383.00	.839
c11	170	1.9588	333.00	.892	208	1.7596	366.00	.705
u12	172	2.1860	376.00	.901	208	2.0625	429.00	.774
u13	173	2.0520	355.00	.864	209	1.8900	395.00	.733
u14	173	2.4855	430.00	1.274	209	2.4641	515.00	1.077
u15	173	2.0867	361.00	.975	209	1.9522	408.00	.632
u16	169	2.1716	367.00	1.012	207	2.0097	416.00	.815
pr17	172	2.2209	382.00	1.179	206	2.1117	435.00	1.017
pr18	172	1.9535	336.00	1.086	207	1.6280	337.00	.672
pr19	170	2.3765	404.00	1.420	207	2.2609	468.00	1.252
pr20	171	2.2632	387.00	1.324	206	2.1359	440.00	1.006
t21	172	1.9128	329.00	.910	207	1.7488	362.00	.772
t22	172	1.9884	342.00	.982	207	1.6667	345.00	.689
t23	171	2.2281	381.00	1.130	207	1.9807	410.00	.844
t24	169	2.1302	360.00	1.185	207	1.7778	368.00	.853
l25	171	2.1930	375.00	1.345	209	2.0526	429.00	1.175
l26	172	2.2849	393.00	1.211	209	1.8804	393.00	.635
l27	171	1.9649	336.00	.963	209	1.7464	365.00	.632
si28	171	1.7778	304.00	.962	207	1.4638	303.00	.638
si29	171	2.0643	353.00	.955	208	1.7837	371.00	.750
si30	169	1.9053	322.00	.896	208	1.7019	354.00	.742

Table 52: Descriptive statistics of the response pattern of learners according to Gender

Case Summaries

	below 14yrs				14-17yrs				18-21yrs				22-25yrs			
	N	Mean	Sum	Variance	N	Mean	Sum	Variance	N	Mean	Sum	Variance	N	Mean	Sum	Variance
c8	72	1.8750	135.00	.421	210	2.0952	440.00	.814	85	1.9765	168.00	.833	3	3.0000	9.00	3.000
c9	73	2.2466	164.00	1.327	213	2.3333	497.00	1.025	85	2.2000	187.00	.900	3	3.3333	10.00	2.333
c10	73	1.7397	127.00	.695	212	1.9811	420.00	.853	86	1.9884	171.00	1.023	3	2.3333	7.00	5.333
c11	72	1.6389	118.00	.628	214	1.9533	418.00	.824	85	1.7412	148.00	.718	3	2.3333	7.00	5.333
u12	72	2.2083	159.00	.956	214	2.1916	469.00	.803	86	1.8256	157.00	.616	3	2.6667	8.00	4.333
u13	73	1.9726	144.00	.527	216	2.0231	437.00	.851	86	1.7442	150.00	.757	3	3.6667	11.00	1.333
u14	73	2.3014	168.00	1.436	216	2.5417	549.00	1.068	86	2.3837	205.00	1.086	3	3.3333	10.00	4.333
u15	73	1.9726	144.00	.666	216	2.0648	446.00	.712	86	1.8953	163.00	1.036	3	2.6667	8.00	4.333
u16	73	1.9726	144.00	.721	212	2.1745	461.00	.969	84	1.9167	161.00	.776	3	2.6667	8.00	4.333
pr17	73	2.4932	182.00	1.309	212	2.2075	468.00	1.056	86	1.7907	154.00	.709	3	2.6667	8.00	4.333
pr18	73	1.6575	121.00	.562	213	1.7793	379.00	.918	86	1.7907	154.00	.826	3	2.3333	7.00	5.333
pr19	72	2.5833	186.00	1.852	213	2.2864	487.00	1.158	85	2.1059	179.00	1.167	3	3.3333	10.00	4.333
pr20	71	2.5493	181.00	1.451	213	2.1643	461.00	1.062	86	1.9535	168.00	.915	3	2.6667	8.00	4.333
t21	73	1.7945	131.00	.999	213	1.8075	385.00	.845	86	1.8372	158.00	.585	3	3.3333	10.00	4.333
t22	73	1.7808	130.00	.840	213	1.8404	392.00	.852	86	1.7442	150.00	.781	3	2.6667	8.00	4.333
t23	72	2.5000	180.00	1.211	213	1.9953	425.00	.835	86	1.9070	164.00	.932	3	3.3333	10.00	2.333
t24	71	2.2394	159.00	1.242	213	1.9624	418.00	1.046	85	1.5765	134.00	.604	3	3.6667	11.00	2.333
l25	72	1.6806	121.00	.784	215	2.2512	484.00	1.338	86	2.1163	182.00	1.186	3	2.6667	8.00	4.333
l26	73	2.0137	147.00	.680	215	2.0884	449.00	.903	86	1.9884	171.00	1.212	3	3.3333	10.00	2.333
l27	73	1.8356	134.00	.584	215	1.8837	405.00	.860	85	1.6824	143.00	.672	3	3.0000	9.00	3.000
si28	72	1.3750	99.00	.435	214	1.7056	365.00	.950	86	1.5116	130.00	.653	3	1.3333	4.00	.333
si29	73	1.9863	145.00	.930	215	1.9488	419.00	.937	85	1.7294	147.00	.628	3	2.3333	7.00	.333
si30	72	1.7500	126.00	.782	212	1.8632	395.00	.867	86	1.6744	144.00	.763	3	1.3333	4.00	.333

Table 53: Descriptive statistics of the response pattern of learners according to Age groups

	grade 10				grade 11				grade 12			
	N	Mean	Sum	Variance	N	Mean	Sum	Variance	N	Mean	Sum	Variance
c8	236	2.1271	502.00	.852	33	2.1515	71.00	.695	102	1.7941	183.00	.541
c9	242	2.3347	565.00	1.236	34	2.4118	82.00	.734	99	2.2121	219.00	.842
c10	239	1.9372	463.00	.967	34	2.0882	71.00	.507	102	1.9020	194.00	.842
c11	239	1.9205	459.00	.905	34	1.9706	67.00	.635	102	1.6373	167.00	.570
u12	240	2.2375	537.00	.927	34	1.9706	67.00	.393	102	1.8725	191.00	.667
u13	243	2.0412	496.00	.891	34	1.9706	67.00	.757	102	1.7843	182.00	.567
u14	243	2.5267	614.00	1.292	34	2.2353	76.00	.610	102	2.4216	247.00	1.038
u15	243	2.1481	522.00	.837	34	2.0294	69.00	.393	102	1.6863	172.00	.693
u16	240	2.1833	524.00	.970	34	2.1176	72.00	.713	99	1.8182	180.00	.722
pr17	241	2.3361	563.00	1.241	34	2.0294	69.00	.817	100	1.8100	181.00	.640
pr18	242	1.8099	438.00	.893	34	1.7647	60.00	.791	100	1.6700	167.00	.809
pr19	241	2.3859	575.00	1.396	34	2.4412	83.00	1.224	99	2.1111	209.00	1.181
pr20	240	2.3333	560.00	1.236	34	2.0294	69.00	.817	100	1.9500	195.00	.957
t21	242	1.8760	454.00	.980	34	1.8529	63.00	.675	100	1.6900	169.00	.559
t22	242	1.9008	460.00	1.011	34	1.7647	60.00	.428	100	1.6000	160.00	.505
t23	241	2.2988	554.00	1.144	34	1.7353	59.00	.443	100	1.7200	172.00	.547
t24	240	2.1083	506.00	1.168	34	1.8824	64.00	1.077	99	1.5556	154.00	.556
l25	242	2.0992	508.00	1.326	34	2.3235	79.00	.953	101	2.0990	212.00	1.210
l26	243	2.1523	523.00	.956	34	1.9706	67.00	.575	101	1.8614	188.00	.941
l27	242	1.9752	478.00	.896	34	1.7941	61.00	.532	101	1.5248	154.00	.472
si28	240	1.6792	403.00	.880	34	1.8235	62.00	.877	101	1.3663	138.00	.554
si29	241	1.9876	479.00	.929	34	2.0588	70.00	1.087	101	1.6832	170.00	.579
si30	240	1.8875	453.00	.895	33	2.0000	66.00	.813	101	1.5050	152.00	.552

Table 54: Descriptive statistics of the response pattern of learners according to Grade levels.

Case Summaries

	African				Coloured				White				Indian			
	N	Mean	Sum	Variance	N	Mean	Sum	Variance	N	Mean	Sum	Variance	N	Mean	Sum	Variance
c8	300	1.9633	589.00	.684	9	2.2222	20.00	2.444	31	2.7419	85.00	.931	31	1.9032	59.00	.490
c9	299	2.2241	665.00	1.067	8	2.2500	18.00	1.357	35	3.0857	108.00	1.081	32	2.3750	76.00	.758
c10	299	1.8763	561.00	.867	9	2.0000	18.00	.500	34	2.4412	83.00	1.163	32	1.9063	61.00	.539
c11	299	1.7492	523.00	.739	9	1.6667	15.00	.500	34	2.5882	88.00	.856	32	2.0625	66.00	.706
u12	299	2.0769	621.00	.863	9	2.1111	19.00	.361	35	2.4857	87.00	.904	32	2.0625	66.00	.448
u13	302	1.9371	585.00	.823	9	1.5556	14.00	.278	35	2.1714	76.00	.734	32	2.0938	67.00	.604
u14	302	2.4702	746.00	1.207	9	2.1111	19.00	.611	35	2.9143	102.00	.963	32	2.1250	68.00	.952
u15	302	2.0166	609.00	.834	9	1.7778	16.00	.694	35	2.0571	72.00	.703	32	2.0313	65.00	.547
u16	296	2.0676	612.00	.924	9	1.4444	13.00	.528	35	2.3143	81.00	.634	32	2.2500	72.00	.968
pr17	298	2.1040	627.00	1.090	9	1.8889	17.00	.361	35	2.6286	92.00	1.240	32	2.3125	74.00	.802
pr18	299	1.7692	529.00	.930	9	1.4444	13.00	.278	35	1.9143	67.00	.845	32	1.7813	57.00	.693
pr19	297	2.2559	670.00	1.387	9	2.3333	21.00	1.000	35	2.3714	83.00	1.182	32	2.7813	89.00	1.080
pr20	297	2.2020	654.00	1.175	9	1.7778	16.00	.944	35	2.2286	78.00	.946	32	2.3125	74.00	1.254
t21	299	1.8094	541.00	.900	9	1.6667	15.00	1.000	35	2.2000	77.00	.518	32	1.6250	52.00	.435
t22	299	1.7793	532.00	.864	9	1.4444	13.00	.528	35	2.2571	79.00	.726	32	1.6875	54.00	.609
t23	298	2.0638	615.00	1.030	9	1.8889	17.00	.361	35	2.5429	89.00	.903	32	1.9375	62.00	.706
t24	297	1.8687	555.00	1.006	9	2.2222	20.00	2.194	34	2.5588	87.00	.981	32	1.8125	58.00	.802
l25	300	2.0000	600.00	1.184	9	2.1111	19.00	.361	35	2.9429	103.00	1.467	32	2.3750	76.00	1.145
l26	301	1.9967	601.00	.957	9	2.0000	18.00	.750	35	2.6286	92.00	.946	32	2.0313	65.00	.483
l27	300	1.7833	535.00	.739	9	1.6667	15.00	.250	35	2.3429	82.00	1.173	32	1.9375	62.00	.770
si28	298	1.5101	450.00	.682	9	1.6667	15.00	.500	35	2.2286	78.00	1.182	32	1.8438	59.00	1.168
si29	299	1.8261	546.00	.795	9	1.7778	16.00	.444	35	2.3429	82.00	.938	32	2.2813	73.00	1.176
si30	297	1.7172	510.00	.724	9	2.0000	18.00	.750	35	2.2571	79.00	1.373	32	2.0313	65.00	.870

Table 55: Descriptive statistics of the response pattern of learners according to Race.

4.7 Independent Sample Testing

The one way ANOVA and the independent sample t-test will now be used to test to see if there is a difference in gender, age group, grade and race with respect to the average career, *ubuntu*, personal relationships, tolerance, lifestyle, and self-image scores..

4.7.1 Independent sample test one

H_0 : there is no difference between the males and females with respect to the average career, *ubuntu*, personal relationships, tolerance, lifestyle, and self-image scores

H_1 : there is a difference between the males and females with respect to the average career, *ubuntu*, personal relationships, tolerance, lifestyle, and self-image scores

Independent Samples Test

		F	Sig.	t	df	Sig. (2-tailed)
Avg career	Equal variances assumed	6.895	.009	3.722	380	.000
	Equal variances not assumed			3.653	331.229	.000
Avg <i>ubuntu</i>	Equal variances assumed	2.168	.142	1.685	380	.093
	Equal variances not assumed			1.663	343.618	.097
Avg personal relationships	Equal variances assumed	1.825	.178	2.204	377	.028
	Equal variances not assumed			2.171	336.949	.031
Avg tolerance	Equal variances assumed	2.435	.119	3.727	378	.000
	Equal variances not assumed			3.666	333.901	.000
Avg lifestyle	Equal variances assumed	5.355	.021	3.266	379	.001
	Equal variances not assumed			3.199	325.909	.002
Avg self-image	Equal variances assumed	1.235	.267	3.655	379	.000
	Equal variances not assumed			3.608	342.566	.000

Table 56: Descriptive statistics of the response pattern of learners according to different themes.

At the 5% significance level, H_0 is rejected for all the aspects of L.O i.e. career, personal relationships, tolerance, lifestyle, and self-image scores because the p-values are less than 0.05 and the conclusion is that there is a difference between males and females, For *ubuntu*, however, the p-value is greater than 0.05 so we accept H_0 and conclude that there is no difference between the males and females with respect to the average *ubuntu* score.

4.7.2 Independent sample test two

H_0 : there is no difference between the age groups with respect to the average career, *ubuntu*, personal relationships, tolerance, lifestyle, and self-image scores

H_1 : there is a difference between the age groups with respect to the average career, *ubuntu*, personal relationships, tolerance, lifestyle, and self-image scores

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Avg career	Between Groups	4.637	3	1.546	2.964	.032
	Within Groups	195.020	374	.521		
	Total	199.657	377			
Avg unbuntu	Between Groups	5.987	3	1.996	4.249	.006
	Within Groups	175.673	374	.470		
	Total	181.660	377			
Avg personal realtionships	Between Groups	7.674	3	2.558	4.689	.003
	Within Groups	202.388	371	.546		
	Total	210.062	374			
Avg tolerance	Between Groups	9.131	3	3.044	6.172	.000
	Within Groups	183.445	372	.493		
	Total	192.575	375			
Avg lifestyle	Between Groups	6.267	3	2.089	3.505	.016
	Within Groups	222.275	373	.596		
	Total	228.541	376			
Avg self-mage	Between Groups	2.581	3	.860	1.620	.184
	Within Groups	198.083	373	.531		
	Total	200.664	376			

Table 57: Descriptive statistics of the response pattern of learners according to different Themes

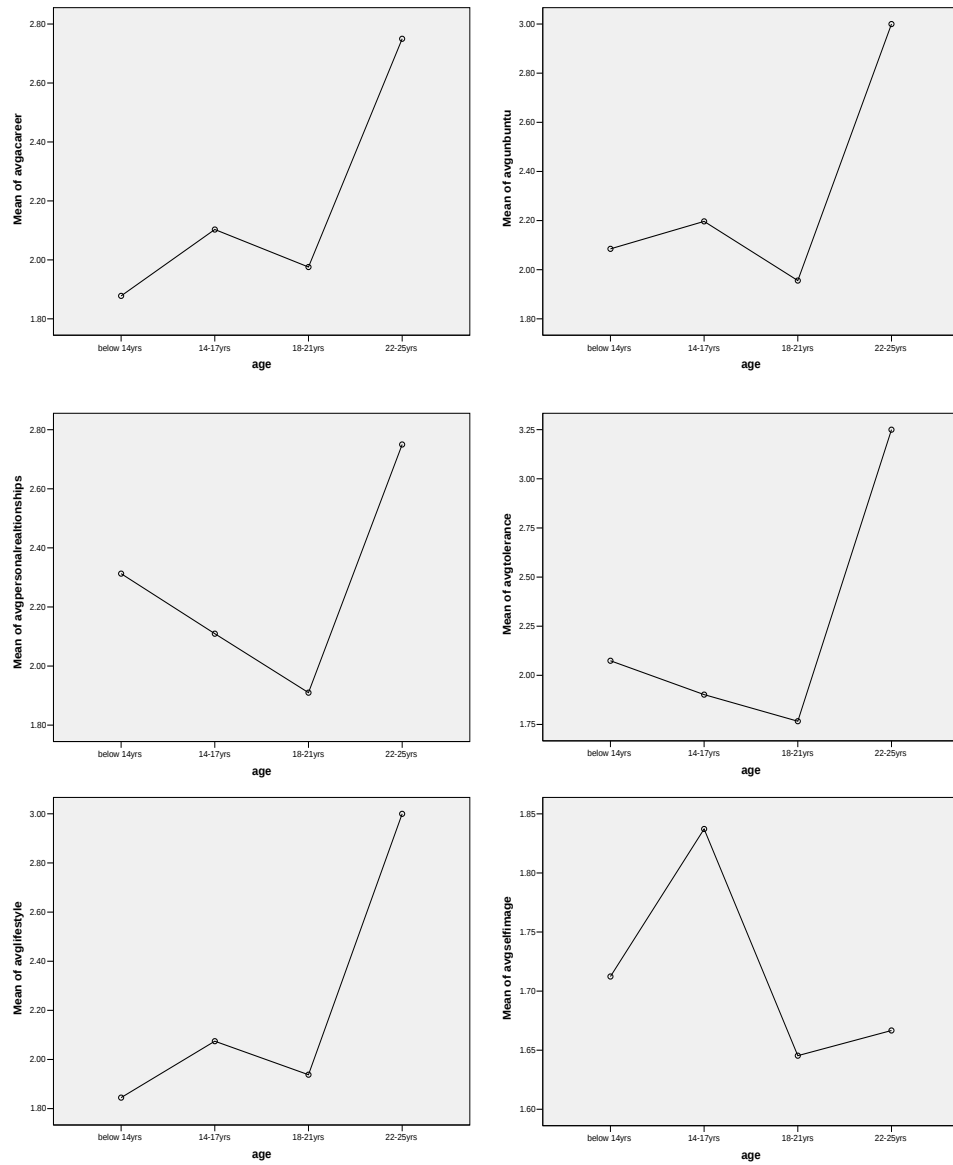
At the 5% significance level, H_0 is rejected for all the aspects of L.O i.e. career, *ubuntu*, personal relationships, tolerance and lifestyle scores because the p-values are less than 0.05, However it is concluded that there is a difference between age groups for self-image, as the p-value is greater than 0.05 so we accept H_0 and conclude that there is no difference between the age groups with respect to the average self-image score. The least significant differences show us exactly where the difference lies:

LSD

Dependent Variable	(I) age	(J) age	Mean Difference (I-J)	Std. Error	Sig.
Avg career	below 14yrs	14-17yrs	-.22516(*)	.09776	.022
		18-21yrs	-.09792	.11492	.395
		22-25yrs	-.87215(*)	.42539	.041
	14-17yrs	below 14yrs	.22516(*)	.09776	.022
		18-21yrs	.12723	.09207	.168
		22-25yrs	-.64699	.41980	.124
	18-21yrs	below 14yrs	.09792	.11492	.395
		14-17yrs	-.12723	.09207	.168
		22-25yrs	-.77422	.42412	.069
	22-25yrs	below 14yrs	.87215(*)	.42539	.041
		14-17yrs	.64699	.41980	.124
		18-21yrs	.77422	.42412	.069
Avg unbuntu	below 14yrs	14-17yrs	-.11183	.09278	.229
		18-21yrs	.12912	.10907	.237
		22-25yrs	-.91507(*)	.40374	.024
	14-17yrs	below 14yrs	.11183	.09278	.229
		18-21yrs	.24095(*)	.08739	.006
		22-25yrs	-.80324(*)	.39843	.045
	18-21yrs	below 14yrs	-.12912	.10907	.237
		14-17yrs	-.24095(*)	.08739	.006
		22-25yrs	-1.04419(*)	.40253	.010
	22-25yrs	below 14yrs	.91507(*)	.40374	.024
		14-17yrs	.80324(*)	.39843	.045
		18-21yrs	1.04419(*)	.40253	.010
Avg personal relationships	below 14yrs	14-17yrs	.20324(*)	.10017	.043
		18-21yrs	.40290(*)	.11754	.001
		22-25yrs	-.43721	.43510	.316
	14-17yrs	below 14yrs	-.20324(*)	.10017	.043
		18-21yrs	.19966(*)	.09436	.035
		22-25yrs	-.64045	.42942	.137
	18-21yrs	below 14yrs	-.40290(*)	.11754	.001
		14-17yrs	-.19966(*)	.09436	.035
		22-25yrs	-.84012	.43380	.054
	22-25yrs	below 14yrs	.43721	.43510	.316
		14-17yrs	.64045	.42942	.137
		18-21yrs	.84012	.43380	.054
Avg tolerance	below 14yrs	14-17yrs	.17233	.09518	.071
		18-21yrs	.30773(*)	.11176	.006
		22-25yrs	-1.17580(*)	.41368	.005
	14-17yrs	below 14yrs	-.17233	.09518	.071
		18-21yrs	.13540	.08966	.132
		22-25yrs	-1.34813(*)	.40827	.001
	18-21yrs	below 14yrs	-.30773(*)	.11176	.006
		14-17yrs	-.13540	.08966	.132
		22-25yrs	-1.48353(*)	.41245	.000
	22-25yrs	below 14yrs	1.17580(*)	.41368	.005
		14-17yrs	1.34813(*)	.40827	.001
		18-21yrs	1.48353(*)	.41245	.000

Avg lifestyle	below 14yrs	14-17yrs	-.22967(*)	.10457	.029
		18-21yrs	-.09324	.12285	.448
		22-25yrs	-1.15525(*)	.45475	.011
	14-17yrs	below 14yrs	.22967(*)	.10457	.029
		18-21yrs	.13643	.09849	.167
		22-25yrs	-.92558(*)	.44879	.040
	18-21yrs	below 14yrs	.09324	.12285	.448
		14-17yrs	-.13643	.09849	.167
		22-25yrs	-1.06202(*)	.45339	.020
	22-25yrs	below 14yrs	1.15525(*)	.45475	.011
		14-17yrs	.92558(*)	.44879	.040
		18-21yrs	1.06202(*)	.45339	.020
Avg self-image	below 14yrs	14-17yrs	-.12488	.09872	.207
		18-21yrs	.06698	.11597	.564
		22-25yrs	.04566	.42929	.915
	14-17yrs	below 14yrs	.12488	.09872	.207
		18-21yrs	.19186(*)	.09298	.040
		22-25yrs	.17054	.42366	.688
	18-21yrs	below 14yrs	-.06698	.11597	.564
		14-17yrs	-.19186(*)	.09298	.040
		22-25yrs	-.02132	.42801	.960
	22-25yrs	below 14yrs	-.04566	.42929	.915
		14-17yrs	-.17054	.42366	.688
		18-21yrs	.02132	.42801	.960

Table58: Multiple Comparisons. The mean difference is significant at the .05 level.



• FIGURE 7 : Mean average for lifestyle personal relationship and career aspects of LO and age groups

4.7.3 Independent sample test three

H_0 : there is no difference between the grade with respect to the average career, *ubuntu*, personal relationships, tolerance, lifestyle, and self-image scores

H_1 : there is a difference between the grade with respect to the average career, *ubuntu*, personal relationships, tolerance, lifestyle, and self-image scores

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Avg career	Between Groups	3.676	2	1.838	3.529	.030
	Within Groups	195.871	376	.521		
	Total	199.547	378			
Avg <i>ubuntu</i>	Between Groups	6.918	2	3.459	7.455	.001
	Within Groups	174.474	376	.464		
	Total	181.392	378			
Avg personal relationships	Between Groups	7.768	2	3.884	7.172	.001
	Within Groups	201.988	373	.542		
	Total	209.756	375			
Avg tolerance	Between Groups	11.955	2	5.978	12.388	.000
	Within Groups	180.461	374	.483		
	Total	192.417	376			
Avg lifestyle	Between Groups	4.471	2	2.235	3.743	.025
	Within Groups	223.955	375	.597		
	Total	228.426	377			
Avg self-image	Between Groups	9.207	2	4.604	8.944	.000
	Within Groups	193.012	375	.515		
	Total	202.219	377			

Table 59: Descriptive statistics of the response pattern of learners according to different Themes.

At the 5% significance level, H_0 is rejected for all the aspects of L.O i.e. career, *ubuntu*, personal relationships, tolerance, self-image and lifestyle scores because the p-values are less than 0.05 and it is concluded that there is a difference between grades with respect to L.O. The least significant differences show us exactly where the difference lies:

Multiple Comparisons

LSD

Dependent Variable	(I) grade	(J) grade	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
Avg career	grade 10	grade 11	-.05868	.13216	.657	-.3185	.2012
		grade 12	.21174(*)	.08515	.013	.0443	.3792
	grade 11	grade 10	.05868	.13216	.657	-.2012	.3185
		grade 12	.27042	.14293	.059	-.0106	.5515
	grade 12	grade 10	-.21174(*)	.08515	.013	-.3792	-.0443
		grade 11	-.27042	.14293	.059	-.5515	.0106
Avg unbuntu	grade 10	grade 11	.16081	.12473	.198	-.0844	.4061
		grade 12	.30689(*)	.08037	.000	.1489	.4649
	grade 11	grade 10	-.16081	.12473	.198	-.4061	.0844
		grade 12	.14608	.13490	.280	-.1192	.4113
	grade 12	grade 10	-.30689(*)	.08037	.000	-.4649	-.1489
		grade 11	-.14608	.13490	.280	-.4113	.1192
Avg personal relationships	grade 10	grade 11	.14836	.13478	.272	-.1167	.4134
		grade 12	.32953(*)	.08748	.000	.1575	.5015
	grade 11	grade 10	-.14836	.13478	.272	-.4134	.1167
		grade 12	.18118	.14609	.216	-.1061	.4684
	grade 12	grade 10	-.32953(*)	.08748	.000	-.5015	-.1575
		grade 11	-.18118	.14609	.216	-.4684	.1061
Avg tolerance	grade 10	grade 11	.23610	.12719	.064	-.0140	.4862
		grade 12	.40326(*)	.08253	.000	.2410	.5655
	grade 11	grade 10	-.23610	.12719	.064	-.4862	.0140
		grade 12	.16716	.13790	.226	-.1040	.4383
	grade 12	grade 10	-.40326(*)	.08253	.000	-.5655	-.2410
		grade 11	-.16716	.13790	.226	-.4383	.1040
Avg lifestyle	grade 10	grade 11	.04878	.14150	.731	-.2295	.3270
		grade 12	.24981(*)	.09149	.007	.0699	.4297
	grade 11	grade 10	-.04878	.14150	.731	-.3270	.2295
		grade 12	.20103	.15323	.190	-.1003	.5023
	grade 12	grade 10	-.24981(*)	.09149	.007	-.4297	-.0699
		grade 11	-.20103	.15323	.190	-.5023	.1003
Avg self-image	grade 10	grade 11	-.10403	.13136	.429	-.3623	.1543
		grade 12	.33370(*)	.08494	.000	.1667	.5007
	grade 11	grade 10	.10403	.13136	.429	-.1543	.3623
		grade 12	.43773(*)	.14225	.002	.1580	.7174
	grade 12	grade 10	-.33370(*)	.08494	.000	-.5007	-.1667
		grade 11	-.43773(*)	.14225	.002	-.7174	-.1580

Table 60: Descriptive statistics of the response pattern of learners according to the aspects of LO. The mean difference is significant at the .05 level.

4.7.4 Independent sample test four

H_0 : there is no difference between the race group with respect to the average career, *ubuntu*, personal relationships, tolerance, lifestyle, and self-image scores

H_1 : there is a difference between the race group with respect to the average career, *ubuntu*, personal relationships, tolerance, lifestyle, and self-image scores

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Avg career	Between Groups	18.484	4	4.621	9.549	.000
	Within Groups	182.436	377	.484		
	Total	200.920	381			
Avg <i>ubuntu</i>	Between Groups	3.992	4	.998	2.097	.081
	Within Groups	179.460	377	.476		
	Total	183.452	381			
Avg personal relationships	Between Groups	3.936	4	.984	1.765	.135
	Within Groups	208.565	374	.558		
	Total	212.501	378			
Avg tolerance	Between Groups	8.945	4	2.236	4.553	.001
	Within Groups	184.179	375	.491		
	Total	193.124	379			
Avg lifestyle	Between Groups	16.459	4	4.115	7.250	.000
	Within Groups	213.407	376	.568		
	Total	229.865	380			
Avg self-image	Between Groups	13.790	4	3.447	6.891	.000
	Within Groups	188.099	376	.500		
	Total	201.889	380			

Table 61: Descriptive statistics of the response pattern of learners according to different Themes.

At the 5% significance level, H_0 is rejected for all the aspects of L.O i.e. career, tolerance, self-image and lifestyle scores because the p-values are less than 0.05 and it is concluded that there is a difference between race groups. However for *ubuntu* and personal relationships, the p-value is greater than 0.05 so we accept H_0 and conclude that there is no difference between the race groups with respect to these scores. The least significant differences show us exactly where the difference lies:

LSD

Dependent Variable	(I) race	(J) race	Mean Difference (I-J)	Std. Error	Sig.
Avg career	African	Coloured	-.08824	.23531	.708
		White	-.75861(*)	.12421	.000
		Indian	-.12007	.12932	.354
		Other	.22889	.35012	.514
	Coloured	African	.08824	.23531	.708
		White	-.67037(*)	.25999	.010
		Indian	-.03183	.26247	.904
		Other	.31713	.41803	.449
	White	African	.75861(*)	.12421	.000
		Coloured	.67037(*)	.25999	.010
		Indian	.63854(*)	.17014	.000
		Other	.98750(*)	.36716	.007
	Indian	African	.12007	.12932	.354
		Coloured	.03183	.26247	.904
		White	-.63854(*)	.17014	.000
		Other	.34896	.36892	.345
	Other	African	-.22889	.35012	.514
		Coloured	-.31713	.41803	.449
		White	-.98750(*)	.36716	.007
		Indian	-.34896	.36892	.345
Avg unbuntu	African	Coloured	.31291	.23338	.181
		White	-.27566(*)	.12319	.026
		Indian	.00041	.12826	.997
		Other	.36291	.34725	.297
	Coloured	African	-.31291	.23338	.181
		White	-.58857(*)	.25786	.023
		Indian	-.31250	.26032	.231
		Other	.05000	.41460	.904
	White	African	.27566(*)	.12319	.026
		Coloured	.58857(*)	.25786	.023
		Indian	.27607	.16875	.103
		Other	.63857	.36415	.080
	Indian	African	-.00041	.12826	.997
		Coloured	.31250	.26032	.231
		White	-.27607	.16875	.103
		Other	.36250	.36590	.322
	Other	African	-.36291	.34725	.297
		Coloured	-.05000	.41460	.904
		White	-.63857	.36415	.080
		Indian	-.36250	.36590	.322
Avg personal relationships	African	Coloured	.22055	.25264	.383
		White	-.20405	.13341	.127
		Indian	-.21521	.13890	.122
		Other	.45666	.37587	.225
	Coloured	African	-.22055	.25264	.383
		White	-.42460	.27910	.129
		Indian	-.43576	.28176	.123
		Other	.23611	.44875	.599
	White	African	.20405	.13341	.127
		Coloured	.42460	.27910	.129
		Indian	-.01116	.18265	.951
		Other	.66071	.39414	.095
	Indian	African	.21521	.13890	.122
		Coloured	.43576	.28176	.123
		White	.01116	.18265	.951
		Other	.67188	.39603	.091
	Other	African	-.45666	.37587	.225
		Coloured	-.23611	.44875	.599
		White	-.66071	.39414	.095
		Indian			

		Indian	-.67188	.39603	.091
Avg tolerance	African	Coloured	.07472	.23708	.753
		White	-.50544(*)	.12518	.000
		Indian	.11465	.13033	.380
		Other	.00528	.35274	.988
	Coloured	African	-.07472	.23708	.753
		White	-.58016(*)	.26192	.027
		Indian	.03993	.26442	.880
		Other	-.06944	.42114	.869
	White	African	.50544(*)	.12518	.000
		Coloured	.58016(*)	.26192	.027
		Indian	.62009(*)	.17141	.000
		Other	.51071	.36989	.168
	Indian	African	-.11465	.13033	.380
		Coloured	-.03993	.26442	.880
		White	-.62009(*)	.17141	.000
		Other	-.10938	.37166	.769
	Other	African	-.00528	.35274	.988
		Coloured	.06944	.42114	.869
		White	-.51071	.36989	.168
		Indian	.10938	.37166	.769
Avg lifestyle	African	Coloured	.00320	.25485	.990
		White	-.70897(*)	.13454	.000
		Indian	-.18546	.14008	.186
		Other	.17913	.37918	.637
	Coloured	African	-.00320	.25485	.990
		White	-.71217(*)	.28157	.012
		Indian	-.18866	.28425	.507
		Other	.17593	.45272	.698
	White	African	.70897(*)	.13454	.000
		Coloured	.71217(*)	.28157	.012
		Indian	.52351(*)	.18426	.005
		Other	.88810(*)	.39763	.026
	Indian	African	.18546	.14008	.186
		Coloured	.18866	.28425	.507
		White	-.52351(*)	.18426	.005
		Other	.36458	.39954	.362
	Other	African	-.17913	.37918	.637
		Coloured	-.17593	.45272	.698
		White	-.88810(*)	.39763	.026
		Indian	-.36458	.39954	.362
Avg self-image	African	Coloured	-.12877	.23926	.591
		White	-.59014(*)	.12631	.000
		Indian	-.36604(*)	.13151	.006
		Other	.10271	.35599	.773
	Coloured	African	.12877	.23926	.591
		White	-.46138	.26434	.082
		Indian	-.23727	.26687	.375
		Other	.23148	.42503	.586
	White	African	.59014(*)	.12631	.000
		Coloured	.46138	.26434	.082
		Indian	.22411	.17299	.196
		Other	.69286	.37331	.064
	Indian	African	.36604(*)	.13151	.006
		Coloured	.23727	.26687	.375
		White	-.22411	.17299	.196
		Other	.46875	.37510	.212
	Other	African	-.10271	.35599	.773
		Coloured	-.23148	.42503	.586
		White	-.69286	.37331	.064
		Indian	-.46875	.37510	.212

Table 62: Multiple Comparisons

The mean difference is significant at the .05 level.

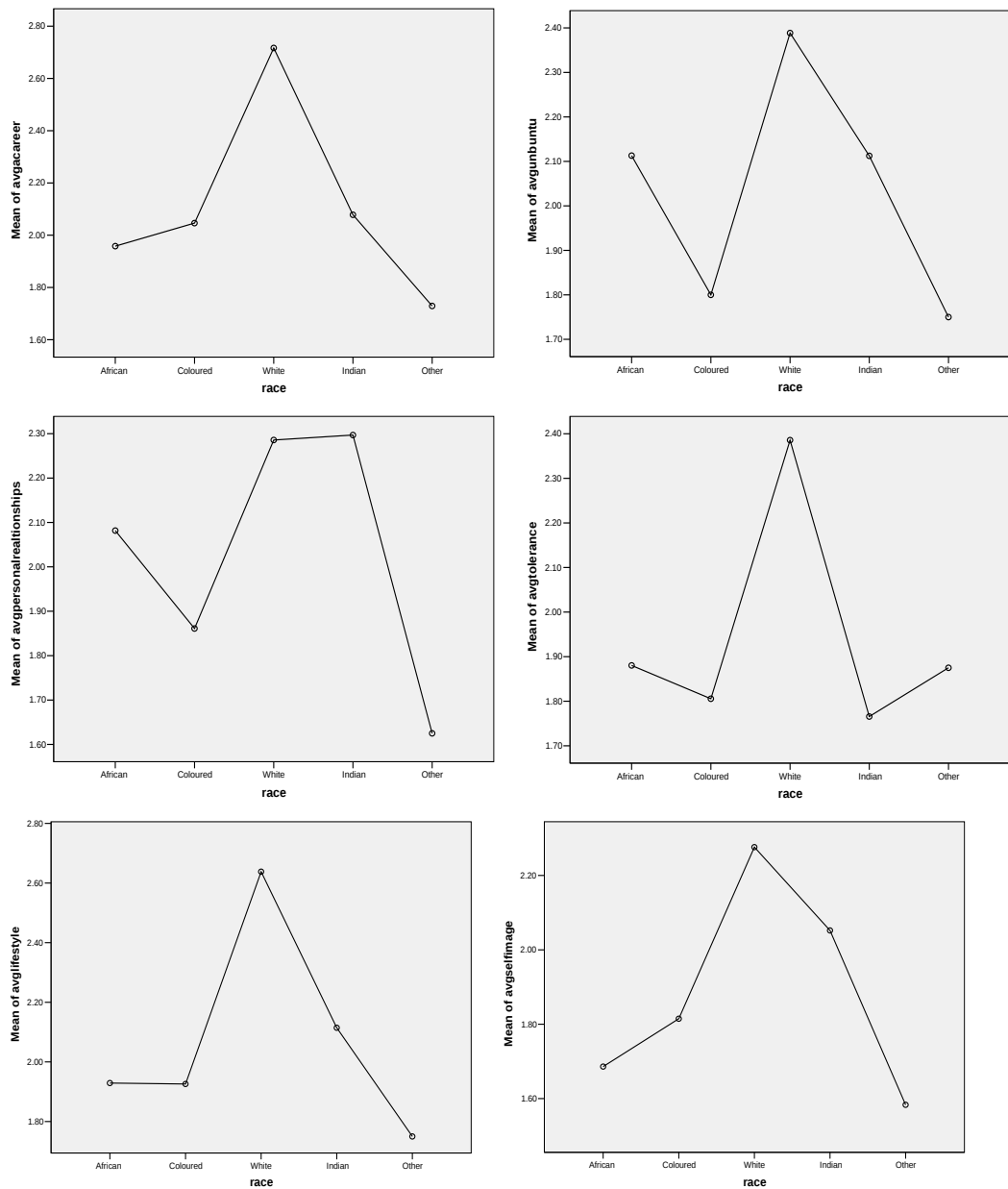


FIGURE 8: Mean average for lifestyle personal relationships and career aspects of LO and race

4.8 Summary of findings

The following is an analysis of quantitative findings according to the different characteristics of learners with reference to the different aspects of life orientation.

4.8.1 Gender

It was revealed in the study that:

- More 14 year old **females** in grade 10 have a positive attitude towards career aspect of LO than males;
- **Males** of 14-17 years old in Grade 11 have a more positive attitude towards the *ubuntu* aspect of LO than females;
- **Female** of 14-17 years old in grade 11 have a more positive attitude towards the *ubuntu* aspect of LO than males;
- **Females** of 18-21 years old in Grade 12 have a more positive attitude towards the lifestyle aspect of LO than males;
- **Males** of 18-21 years old in Grade 12 have a more positive attitude towards the self-image aspect of LO than females; and
- **Females** of 14-17 years old in Grade 11 have a more positive attitude towards the self-image aspect of LO than males.

With reference to chi-square tests, the following was revealed with reference to the six aspects of LO :

- Girls rather than boys are more likely to express positive attitudes towards career aspect of LO;
- Gender does not influence learners' attitudes towards the *Ubuntu* aspect of LO;
- Gender does not influence learners' attitudes towards the personal relationship aspect of LO;
- Gender does not influence learners' attitudes towards the tolerance aspect of LO;
- Gender does not influence learners' attitudes towards the lifestyle aspect of LO; and
- Gender does not influence learners' attitudes towards the self-image aspects LO.

4.8.2 Age

It was revealed in the study that:

- 14 year old females in grade 10 have a positive attitude towards career aspects of LO;
- Males of 14-17 years old in Grade 11 have a positive attitude towards the *ubuntu* aspect of LO.;
- Females of 14-17 years old in grade 11 have a positive attitude towards the *ubuntu* aspect of LO;
- Females of 18-21 years old in Grade 12 have a positive attitude towards the lifestyle aspect of LO;
- Males of 18-21 years old in Grade 12 have a positive attitude towards the self- image aspect of LO; and
- Females of 14-17 years old in Grade 11 have a positive attitude towards the self-image aspect of LO.

With reference to chi-square tests, the following was revealed with reference to the six aspects of LO :

- Age does not influence learners' attitudes towards the career aspect of LO;
- Age does not influence learners' attitudes towards the personal relationship aspect of LO;
- Age influenced the learners' attitudes towards the tolerance aspect of LO;
- Age influenced learners' attitudes towards the lifestyle aspect of LO; and
- Age does not influence learners' attitudes towards the self-image aspect of LO.

4.8.3 Grade

It was revealed in the study that:

- 14 year old females in **grade 10** have a positive attitude towards career aspects of LO;
- Males of 14-17 years old in **Grade 11** have a positive attitude towards *ubuntu* aspect of LO;
- Female ages 14-17 years old in **grade 11** have a positive attitude towards the *ubuntu* aspect of LO;

- Females of **18-21** years old in **Grade 12** have a positive attitude towards the lifestyle aspect of LO;
- Males of **18-21** years old in **Grade 12** have a positive attitude towards the self-image aspect of LO; and
- Females of **14-17** years old in **Grade 11** have a positive attitude towards the self-image aspect of LO.

With reference to chi-square tests, the following was revealed with reference to the six aspects of LO:

- Grade does not influence learners' attitudes towards the career aspect of LO;
- Grade influences learners' attitudes towards the ubuntu aspect of LO;
- Grade does not influence learners' attitudes towards the personal relationship aspect of LO;
- Grade does not influence learners' attitudes towards the tolerance aspect of LO;
- Grade does not influence learners' attitudes towards the lifestyle aspect of LO; and
- Grade does not influence learners' attitudes towards the self-image aspect of LO.

4.9.1.4 Race

Race was not included because it was the aspect that was least significant in the IV's.

The aspect of LO, that was revealed in the graph points to the fact that the tolerance aspect accounted for a 89% positive response and only 1.8% negative. With reference to *Ubuntu*, the bar graph revealed it as the least positive aspect which accounted for 68% negative and 32% positive. Overall learners were positive about the contribution made by LO in the lives of the high school learners. These are quantitative findings, qualitative data will shed more light on what has been found thus far.

4.9 Qualitative Data

4.9.1. Introduction

It is argued that analysis of qualitative data differs inherently from quantitative data in that it does not provide the researcher with a step-by-step plan or a fixed recipe to follow (Vos, *et al*, 2005). The important thing is to find answers to the research questions and to come up with trustworthy answers (Robson, 1995). In quantitative research the design determines the researcher's choice of actions, whilst in qualitative research, the researcher's choices and actions are determined by the design or strategy.

In the context of the present study the researcher identified key factors and tried to locate them within the characteristics such as age, gender and grade level of learners in an attempt to provide answers to the aims of the research. This was followed by the interpretation of findings to ascertain learner attitudes.

Content analysis was viewed as a point of departure in a phenomenological interpretive approach in the analysis of data (Cresswell, 1998). Content such as HIV/AIDS as well as Human Rights issues were analysed using the following steps; reflection, comprehension of meaning and discovery of regularities between the respondents in order to find emerging themes about the research topic.

A phenomenological interpretive approach aimed to understand and interpret the meaning made by respondents in the way they expressed their view of reality. Creswell (1989) regards a phenomenological study as a study that describes the meaning that experiences of a phenomenon has for various individuals. The researcher worked with the data to ascertain learners' experiences and made meaning out of it.

In trying to make sense of the data, it was important for the researcher to enter into the life-world of the respondents and to place herself in the shoes of the respondents in an

attempt to analyse data systematically. In analysing qualitative data, the investigator attempted to derive meaning, emerging themes and general descriptions of experiences about the attitudes that learners hold about Life Orientation. Furthermore the researcher tried to understand respondents' responses within the theoretical frame of literature on complexity theory in order to make deductions about learners' attitudes towards Life Orientation.

In order to determine the response patterns generated by the questionnaire designed to measure learners' attitudes towards Life Orientation, in the qualitative approach, the researcher analysed respondents' responses according to Gender, Age, and Grade as reflected in the research questions. This was done in each school. Furthermore, each of the aspects or different themes of life orientation such as lifestyle, tolerance, *Ubuntu*, Personal relationship as reflected in the policy document were analysed to try to ascertain the attitude of high school learners towards Life Orientation. This was done by adopting what Vos, et al, (2005) call analytical abstraction in discussing respondents' responses. Furthermore data was used to reciprocate each other against literature. Thereafter the researcher identified the emerging themes. The interpretivist view was adopted to find multiple truths in trying to uncover the many layers within the research context in order to arrive at a convincing conclusion about learners' attitude towards life orientation.

4.9.2 How the schools were analysed

The following were the symbols used in the analysis of the twelve schools . Codes and symbols were used to make sense of the analysis as seen below:

Codes/symbols

*	Missing information
/	symbol to separate respondents' responses
^	Repetition
C	Conscientized
A	Average
AA	Above average
B/A	Below Average
The option	“not sure” was deleted.

- NB: Responses did not correspond to the number of learners for a number of reasons namely: Learners said the same thing about the same issue. Other learners gave a rating without justifying the rating score, and other learners did not respond to certain questions, etc.
- In all schools data was collected in one grade in a classroom context. The implication was that in each class there was a homogenous learning area and grade level. The researcher saw the analysis per school to be a viable option. Most learners who were ages 18-21 were in grade 12. Learners in the age group 14-17 were mostly in Grade 10.

4.9.2.1 School 1

Researcher's observations:

- **In this school learners did not have a good understanding of the difference between human rights issues and social responsibility because they said more or less the same things in questions No's 32 and 33.(Appendix A).**

- There was a diversity of responses to question 33 on the matter pertaining to social responsibility, but learners had an understanding that the question was limited to community participation and being responsible as members of society.
- Learners said that they received a lot of help as individuals on HIV/AIDS. It was also worth noting that almost all learners had a good understanding of issues related to HIV/AIDS.

The following were “yes” responses and related comments.

AGE GROUPS	MALES		FEMALES	
14-17	C^; know that person can live with AIDS/ learned to ‘condomis e’.	C; seen community and family suffer and L.O. has helped me to be sympathetic.		C; learned how people get infected.
18-21	C; I know much now	C^~~~~~; learned how to care for AIDS sufferer/ learned that AIDS kills^.	Learned about the need to have protected sex^ abstinence/ implication for unprotected sex.	C: Learned about use of condoms~~~~, learned to accept people with HIV^.
AVERAGE		A/A	AVERAGE	A/A

Table 63: HIV/AIDS

Grades 12 (all African learners)

AGE GROUPS	MALES		FEMALES		
14-17	C^;			C; learn to	C;~~~~~ knowledge of

	didn't know one has rights/ know that people have rights to normal life.			say no to sex if I don't want.	the right to receive education.
18-21	C; know that children have rights.	C^; I know my rights/ know that disabled people have rights.	C^; Rights cause a person to speak.	Knowledge of ones rights.^ to say no.	C: no racial discrimination/people should be treated equally. One has a right to what one wants /knowledge of rights and responsibilities/ respect people rights,
	AVERAGE	A/A	B/A	AVERAGE	A/A

Table 64: Human Rights

4.9.2.2 School 2

Researcher's observations:

- Learners did not respond well to question No35.
- Learners' responses on questions about human rights and social responsibility were the same in some instances.
- This is a rural school, learners had difficulty with language.
- Generally respondents said L.O. conscientised them about issues related to HIV/AIDS without providing qualitative comments.

The following were "yes" responses and related comments.

AGE GROUPS	MALES		FEMALES	
14-17	C^^^^^^^^^^^^^^	C^^^^	C^^^^^^^^	
18-21	C^^^^^^			C^^^^^^
	AVERAGE	A/A	AVERAGE	A/A

Table 65: HIV/AIDS

How Life Orientation has helped them to be responsible social members

Life orientation has helped me to be a responsible social member^^^^^^^.

No response^^^^^^^^^^^^^^^^^^^^ /Conscientised about rights and responsibility^^/Learned tolerance^.

Learnt that what one does will affect him/her / I am now doing good in the community and world/ conscientised about abuse in the community, responsibility, values/ dreams are important/one has a right to say no to sex/ have always been responsible but LO taught me to be more responsible.

4.9.2.3 School 3

Researcher's observations:

- Some learners had not much to write about L.O.
- Some learners said good things about L.O. but they gave it a low rating of 5 out of 10.
- Most learners avoided question No35 because it required them to be productive in their thinking.

The following were “yes” responses and related comments.

AGE GROUPS	MALES	FEMALES
14-17	C^^^^^^	C^^^^ learned about dangers of unsafe sex,
18-21	C^^^^	C^^^^^^
	AVERAGE	AVERAGE

Table 66: HIV/AIDS

All Grade 10 learners.

Human rights issues

*Conscientised about human rights issues^^^^^^/ has respect of the rights of others/
No, one had knowledge of human rights before one did L.O./ one has knowledge
about abuse of woman/ one knows what to do when one is raped.

How L.O. has helped students to be responsible social members

Conscientised about being a social member/ one is prepared for the future^^/ have
friends that make me laugh/ one can actively participate as a social member/
knowledge gained^ ^ / improved self-esteem because one has learned to work with
others/ responsibility as a member of society ^^/ no^^ .

4.9.2.4 School 4

Researchers observations:

- Most learners had no understanding of human rights.
- Learners gave conflicting responses about the teaching of human rights. It is evident that some learners were taught this in previous grades.
- Most learners who gave a low rating said L.O. was boring, and that it is an unnecessary subject.
- Learners' attitudes were influenced by their educator. In a school where the LO educator was an Indian, learners said Indians believe in many gods, which is part of Indian religion.
- The Scale given by learners reflected what they had learned thus far but they still felt there was more to be learned.
- This school was one of the pilot schools, which was used by the Dept of Education, and it yielded substantial data.

The following were “yes” responses and related comments.

AGE GROUPS	INDIAN	AFRICAN	COLOURED
14-17	C^^^^^^^^Spend a term discussing HIV/AIDS^, discussed in details, researched on the issue, done in detail, learned about effects of HIV/AIDS, prevention, how one can contract virus, parents also taught	C^^^^^^^^^learned about things I did not know,	C, have a deeper insight and have learned to accept people who are HIV positive

	me, attitude changed towards people with the disease,		
--	--	--	--

AVERAGE

AVERAGE

A/AVERAGE

All Grade 11

Table 67: HIV/AIDS

How L.O. has helped learners to be responsible social members

I am now responsible when I attend parties/ more responsible as a member of society
 ^^^^^^^^^^^^^^^^^/ can help others who have problems/ taught manners/ learned to be
 confident/ learned that one is important /learned about equality/
 Received teaching about life/ able to participate in the community^/ I am now
 confident and assertive/ learned the importance of exercise/ No responses ^^^.

4.9.2.5 School 5

Researcher's s observation:

- ***Most learners wrote “yes” or “no” and did not justify their choice as the question required.***

The following were “yes” responses and related comments.

AGE GROUPS	MALES		FEMALES
14-17	Learned that protected sex prevents pregnancy.	Conscientised about sex ^^^^^^^^^^^^^^^^ / learned about danger of unprotected sex/ about	Conscientised^^^^^^^^^^^^^^^^ many people are affected/ no cure for AIDS/ they are people like us and need to be treated

		transmission, staying strong even if HIV positive.	well/ how one can be affected/ developed healthy eating habits/ learned about prevention and protection against it.
18-21		Conscientised that AIDS kills.	
AVERAGE		AVERAGE	A/A

Table 68: HIV/AIDS

How L.O. has helped learners to be responsible members of society .

I now have values and goals/ I am now a responsible and reliable member of society/ it is not about oneself in life but about people around you as well.

4.9.2.6 School 6

Researcher's observations:

- Learners who gave “no” responses on the first three questions, most often they said something negative about the learning area. The researcher noted that most learners said that were male learners.
- Most learners did not respond to question No 35, they said they already learned some things at home; therefore L.O. is viewed as a waste of time.

The following were “yes” responses and related comments.

AGE GROUPS	MALES	FEMALES	
14-17	C;^^*****No responses^^^^	C;^^^; Learned to care for AIDS sufferers^/ how one can be protected from contracting the	C; If I didn't learn about the disease I would be infected.

		disease/learned that it is best to abstain from sex.	
	AVERAGE	AVERAGE	A/A

Table 69: HIV/AIDS

How L.O. has helped learners to be responsible social members

No responses^^^^^^^^^^^^^^^^^^^^

Taught to be organized and independent/ learned to make good decisions/ helped me to be a good community member/ taught about self-esteem/ Conscientised ^^^^^^

4.9.2.7. School 7

Researcher's s observations:

- **The educator in this school is white. It seems that human rights issues are not taught because it is viewed as something that is not important.**
- **Most learners said they had not made career choices and these learners are in the lower grades of High school.**
- **Comments made by learners about human rights are shallow and irrelevant taking into consideration issues related to H.I.V./AIDS.**

The following were “yes” responses and related comments.

AGE GROUPS	WHITE	INDIAN	AFRICAN	COLOURED
14-17	C: Safe sex/know about consequences/ how to deal with the disease/ every year we receive	C: learned about S.T.Ds. and other sexually transmitted	C: I have more understanding/ learned that it is important to abstain.	C: Learned a lot about the virus and how it affects a person /helped me to understand people who are

	information about the disease/ learnt about precautions/ we have been educated/ we can take precautions/ condomise/ Learned about fatality of the disease/ know that it is important to know about ones status/ learned about protection from disease.	diseases.		H.I.V. positive/ I have understanding of the dangers of the disease/ I now have an understanding of how the disease affects families and communities.
	A/A	AVERAGE	AVERAGE	A/A

Table 70: H.IV/AIDS

Human rights issues

No responses^^

One has respect for people's problems/ one is able to empathize and relate to ones peers.

How L.O. has helped learners to be responsible social members.

No responses^^

Life orientation has made me socially aware/ in society one has to respect people and get respect in return/ taught to respect oneself and adults/ respect for other people without being judgmental/ different roles played by different members of society/ one is more confident/ I now know how to treat others.

4.9.2.8. School 8

Researcher's observations:

- Since the research was conducted early in the year, some learners thought that they were required to supply information on the work they had already done in the current year and not respond to things they already knew about in the learning area. Learners were told to ask if there was anything they did not understand but they failed to do that.
- Most students avoided the last question because it was more challenging and required the learners to reflect on what they said, the few that did answer this question failed to give qualitative responses.

The following were “yes” responses and related comments.

AGE GROUPS	FEMALES
14-17	Conscientised^^^^^^^^^^^^^^^^^^
18-21	Conscientised^&^^^^^^^^^^, it is a serious matter, taught to abstain./ Africans Conscientised^ understand risk of unprotected sex, one partner is advisable

Table 71: H.IV/AIDS

AVERAGE

Human rights issues

Conscientised^^^^^^^^^^^^^^^^^^^^^^^^^^^^^^^^

No responses ^^^^^^

Not sure ^

Learned about equal rights/how to respect other peoples rights/has helped me to respect everybody/ one has learned about democracy and the constitution.

How L.O. has helped learners to be responsible members of society

Conscientised ^^^^^^^^^^^^^^^^^^^^^^^^^

No responses^^^^^^^^

One is taking part in community matters/ life orientation has helped me to have “self - belief”/ one can communicate with people/ it has helped me to care for other people as well as the environment and animals/ one is looking forward to dealing with social issues/ I know why it is important to go to the temple/ one sees things differently.

4.9.2.9. School 9

Researcher’s observations:

- **Some learners had difficulty communicating what they wanted to say.**
- **Learners also had no response about issues concerning human rights and social responsibility i.e. Questions No34 and No35 were avoided by learners.**
- **Some learners’ responses indicated that they were expected to apply knowledge that has been acquired only currently.**

The following were “yes” responses and related comments.

AGE GROUPS	MALES	FEMALES
14-17	C^v^v^v^v^v^v; No response**I am aware of the dangers leading to disease/ L.O. stopped me to do bad things / Have learned that people die because of	C^v^v^v^v^v^v; I can be killed if I don’t abstain/ I am the same as a person who is HIV positive/ I now know more/ learned about the importance of using a condom / I know that I need to

	HIV/AIDS.	use gloves if I care for AIDS sufferers.
18-21	C; I can live with the disease/	

Table 72: HIV/AIDS AVERAGE AVERAGE

Human rights issues

No responses^^^^^^^^^^

Conscientised^^^^^^^^^^

How L.O. has helped students to be responsible members of society.

No responses^^^^^^^^^^

Conscientised^^^^^^^^^^

4.9.2.10. School 10

Researcher's observation:

- Learners' ratings reflect that they like the learning area but would like to learn more and they therefore gave it a low rating instead of a high rating.

The following were "yes" responses and related comments.

AGE GROUPS	MALES	FEMALES
14-17	C^^^^^^^^^^: before one used to discriminate against people who are HIV positive/ learned to care for HIV sufferers/ learned about dangers of sleeping without a condom/learned about causes of infection/ this is a killer and is	C^^^: need to help a person who is HIV positive/ need to be careful if one engages in sexual activity/condomise or abstain/learned how to treat a person who is HIV positive/have learned to care for sufferers/prevention and protection

	painful/one learned things that lead to contacting HIV/AIDS/ learned how to prevent dangers of HIV/AIDS	against the virus/taught not to discriminate against infected people/ infected people are like us they need support/ learned about dangers of the disease/will know how to care for myself if I am affected
18-21	C^^^^^^ sex without condoms causes HIV/AIDS/ positive people have equal rights. Learned about sexual behaviour which leads to HIV/one has facts about the disease/knowledge gained/	C^^^ learned about causes of infection and what to do if one is infected/having unprotected sex/killer and painful/ attitude change about HIV.

Table 73: HIV/AIDS

AVERAGE

AVERAGE

Human rights issues

No responses^^^^^^^^

Conscientised^^^^^^^^^^^^^^^^^^^^^^^^^^^^^^^^ I know that people have rights and one has to treat them well^.

How L.O. has helped learners to be responsible social members

No responses^^^^^^^^^^^^^^^^

Coscientised^^^^^^^^^^^^^^^^^^^^^/I now have to stand on my own/ L.O. helped me to be a good member of society/ I now take people for who they are I don't judge/ I know something's about my community/ one is proud of who one is and one now participates in group work/ my character is built.

4.9.2.11. School 11

Researcher's observations:

- **Most learners said everything was covered that they felt needed to be covered in L.O.**
- **Those aspects that learners said needed to be covered were part of Life orientation but they were not explicitly stated.**

The following were “yes” responses and related comments.

AGE GROUPS	MALES	FEMALES
14-17	Conscientised^^^^^^ I know everything about H.IV/AIDS	ConscientisedI^^^^^^ learned to care for people who are H.I.V. positive.
18-21	Conscientised^^^^^^:learned that one needs to abstain from sexual activities.	Conscientised^^^^^^

Table 74: HIV/AIDS

AVERAGE

AVERAGE

Human rights issues

No responses[^]

Conscientised ^^^/One knows that one has rights, as well as other people/ it has taught me how to understand each other/ one has learned that everyone is equal/ all people have rights and these rights are equal for women and children.

How L.O. has helped learners to be responsible members of society.

No responses^^^

Conscientised^^.

One is now a responsible member of society / one needs someone to prepare him/her
to be a member of society / it has taught me to reach my goals/ one needs to work
hard in the community.

4.9.2.12. School 12

Researcher's observations:

- Many learners were in age group 14 -17 years and had not made career choices.
- Few learners said educators and parents had an impact in helping them make career choices. Other respondents said they taught themselves about careers.
- Girls were more concerned about unprotected sex as well as infections than boys^.

The following were “yes” responses and related comments.

AGE GROUPS	MALES		FEMALES	
14-17	C^; condomise, I have knowledge of caring for AIDS suffers, how to treat people who are HIV positive, Caring for AIDS sufferers^	knowledge about caring of AIDS sufferers.	C^^^^; taught to treat family member who is HIV , condomise, need to help a person who is HIV, knowledge of dangers of HIV, knowledge of treatment of sufferer,	C;^^learn about dangers of being infected.
18-21	C^^;condomise^	C;	C;respect for	C;

			other's rights,	
22-25	Condomise.			
AVERAGE		A/A	AVERAGE	A/A

Table 75: HIV/AIDS

Human rights issues

Conscientised ^^^

No responses ^^^^^

I now know how to treat other people/ one has learned about the rights to privacy and to respect other people's privacy, today one knows exactly what one's rights are, every person has rights, one is very privileged to know one's rights^^, L.O. made one aware of one's rights^^^^, if I don't want something I am aware that I have rights/ people use their rights to get a better life/ I have knowledge of what I am expected to do/ it has helped me understand what is good and bad^/ Life orientation has taught me to respect other people as one respects oneself/ I am aware that rights go with responsibilities/ everyone in society has a right to say what he/she wants to say/ human rights increase respect for each other/ one has knowledge of things that one did not know before.

The following were "yes" responses and related comments.

AGE GROUPS	MALES		FEMALES	
14-17	C; No response(1)/respect for rights^/ everyone's rights/ knowledge of rights.	Knowledge of rights and responsibility.	C;^^^^ You don't have to discriminate/ need to respect people's feelings/ need to be good to everybody/ right to say no to sex/ respect other people's	C; we are equal and have rights.

			rights.	
18-21	C; need to respect rights^/ no response.	No responses		No responses
	AVERAGE	A/A	AVERAGE	A/A

Table 76: Human Rights

How L.O. helped learners to be responsible social members

No responses^^^^^^^^

Conscientised ^^^^^^^^^^^^^^^^^^^^^

One has learned to be responsible in performing duties that one is expected to perform^^/ one knows how to handle situations and how to handle other peoples' views/ the subject prepares one to be a better person and to deal with any consequence thereof /it taught me to respect myself to reconsider my sexual life/ one has learned to accept people for who they are and their customs/ one has learned to be a responsible person/ it helps me to get used to what others think about certain issues/ L.O. has taught me to be a respectful person/ one is responsible for what one is engaged with/ one has learned to care for people/ one has to be a responsible member of the society/ one can socialize freely with other people/ one is wise enough to be a sociable and responsible member of the society.

4.9.3 The following were Learners responses in a Scale of 1-10

The qualitative approach explored the extent to which learners feel empowered by LO. In this part of the questionnaire, the researcher used a scale of 1-10 for the question that addressed how learners feel empowered by this learning area. The researcher analysed the evaluation of learners in each scale by doing the following:

- Scale of 1-5 indicated a low regard for the learning area, 6-7 was the average score and it indicated an average consideration towards the learning area and 8-10 indicated a high regard for the learning area. The low rating (1-5) implies a negative attitude and an 8-10 rating, a positive attitude with 6-7 in the middle of

the range if one takes into consideration a continuum. This is with reference to question 34 in the questionnaire (Appendix A).

- The researcher divided the scales according to the themes such as personal wellbeing, citizenship education, recreation and physical activity and career and career choices.
- The researcher attempted to understand learners' mental models and to assess if there is coherence between what learners said and the outcomes of Life Orientation. The researcher also attempted to unpack mental models expressed by learners and to ascertain if there is a relationship between the different aspects of life orientation and personal development themes, which reveal learners' attitudes towards Life Orientation.
- Each theme was triangulated with aspects such as HIV/AIDS, Human Rights, and Social responsibility to judge whether learners have a positive or negative attitude towards Life Orientation.
- Mental models were integrated with the aims of the research as well as the assessment criteria and assessment standards in order to arrive at an assessment concerning the attitudes that learners possess about Life Orientation.
- The theories already explored in the literature review were integrated into the study in order to reveal if learners' possess positive or negative attitudes towards Life Orientation.

4.9.3.1 Personal Well Being

In this aspect of the questionnaire, the investigator wanted to know the contribution of the learning area to the individual with regard to personal well-being on a scale of 1-10. At the lower end of the scale of 1-5, learners said that they view LO as a complete waste of time. This was however cited by very few individuals. In the average scale of 6-7, learners' comments were consistent with the rating scale. In the high scores on the 8-10 scale, learners said Life Orientation is a subject that builds them up and deals with the challenges that they face in their everyday life. There were many learners who made a positive comment about this aspect of LO.

Overall the majority of learners (75%) said LO helped them to build personal relationships. Learners indicated that they know how to choose partners, deal with difficult situations in relationships, improve their attitudes in matters related to sexuality and furthermore LO taught them to take relationships seriously.

The following were the comments made by learners on a scale of 1-5 as it is reflected in question no 34 of the questionnaire (Appendix A).

Scale of 1-5 (low scores and related comments)

Complete wastes of time it must be banned/don't remember anything from L.O./ I would like to learn more/learned about Life Orientation in Grade 9 never heard of it afterwards./ I learned that it is important to condomise/ helped me know how to deal with drugs and sex / one should be positive about things/ one has learned ones strengths and weaknesses/ would be happy to deal with AIDS sufferers/ I can communicate with other people/ I learned a little about LO/ I need to learn more/ there are things that one knew already/ know a lot of things now/ received help partly, know half of the things/ LO teaches about life and to avoid bad things/ I'm not dumb and neither am I perfect.

Scale of 6-7 (Average scores and related comments)

One already knows a lot of things/one is a better person/Not all questions are answered/ one has an understanding of L.O /LO helped me to look after myself ^, knowledge about life/ good knowledge of HIV /AIDS/ everything that one learned one has to put into practice/ life orientation has made me to be a good person/ it is easy to understand. One has learned things that one has not experienced in life/ there is still more to be learned in LO/ one understands what one learns in LO/ one has acquired a lot of knowledge/ one has learned about basic knowledge/ one understands everything / I know something about LO/ learned about real life issues/ I have a good understanding of things/ I only did LO in Grades 8 and 9 it was not offered but it gave me good knowledge about life/ got information about life/ has knowledge that is 70% obtained from LO/ taught me about respect of self and just general knowledge/ know about a lot of issues/ learned most of the things still a lot to be learned/ still a lot

of unanswered questions/ sometimes LO is confusing/ assisted me in living a better life/ have learned other things from other subjects reasonable knowledge gained. I believe I still need to learn more^ / still feel that there are other things to learn/ One knows something but needs to be specific/ there are still some things that need to be learned^^^^.

Scale of 8-10 (high scores and related comments)

LO helps students to discover themselves and it also provides them with information about themselves that they did not know about/ one is aware where one stands because of LO/ we are given deep things that we did not know/ one always considers ones choices from the knowledge that one gathered from LO/ It is easy to understand LO because it deals with things that are happening to us/ LO has taught me a lot that one did not know about life/ One has learned a lot that one didn't know/ I still need to get some information about life/ teachers have taught me a lot but its still not enough/ Learned helpful things that help me in everyday life /one wants to have more knowledge/ we learn about everything related to life/ LO is helping me/ LO helped me not to do bad stuff/LO plays an important role in my life/ I now have a good self-esteem/ it has helped me in many things/ it affects everything about my life/ learned about lifestyle and self-image/LO has given me a broader approach to life/ one has learned a lot/ life skills improved/ helped me deal with situations/one is sensitive to others/ aware of things /rational/conscious of various issues/ addresses issues of teenagers/ learnt a lot about life/ no clear explanation/ most things I learnt in LO/ one has not got all what one needs in LO/ not just AIDS and sex/ one has life skills obtained from LO/ one learned things that parents did not talk to us about/ one has ideas about ones rights/ one has applied a lot of things learned from LO which one still remembers/ one has direction in life/ learned about values and morals/ coping in relationships/ learn about real life matters/things learnt are applicable to one's life/ need to pursue more things/ learnt a lot/received a lot of information/ gained insight still a lot to be learnt/ always growing/ not boring/ learn positive behaviour/ have learned to become a better person/feeling that it needs to be improved though/ knowledge acquired is more than enough/ knowledge of sexual issues^.

It has taught me a lot but one learned some things from other sources such as T.V. parents and radio. Sometimes we get wrong impressions about things as youth but

LO opens our minds/ as a person one knows how to handle things if I don't feel like doing it/ it has made me realize a lot of things one did not know/ one cannot give one hundred percent/ One is changed because of the knowledge that one received from LO/ one is who he is because of the knowledge that one learned from LO/ One received a lot from LO/ one has learned a lot/ one learned about oneself and being responsible/ One learned more about life/ one has learned a lot/ it tells us about our lives/ teacher teaches us a lot about life/my ways have changed because of LO/ most knowledge is from LO the rest is from home/ one has more understanding/ I learned to love other people for who they are /more understanding about things/ appreciation for life/life improved/ sometimes I forget other things/things learned at home I also learn at school, helped in very-day life/Had a problem LO helped me address problems one was experiencing/ better person now/ lot of help/ choosing a partner/things learnt can be taught to siblings. It is a subject that builds one up and also deals with challenges that one faces in everyday life/it teaches one how to choose friends and peers/ LO has helped me to reconsider things in life/ Having LO is the best thing that learners have at school because as learners we had no knowledge about life/ it helped us deal with many things/One really has knowledge of who one really is/ one receives a lot from LO/it is a subject that contains different skills and knowledge we really need to know/ LO has taught me about life and how I must take it/ it is interesting and provides a lot of knowledge/ learned a lot that one didn't know/ One has learned everything that has to be learned/one's self esteem has improved/ LO changes peoples' lives/ one has acquired skills in LO i.e. it helps me appreciate myself/ to be positive about things self-awareness and to develop self-esteem/ I now know things/ It has taught me to be a better person/LO helps me perform in other subjects/fully understand life/ can handle stress/knowledge of body and self/ learn to exercise that has a bearing on self-esteem/ responsibility learned/helped with understanding of many things/ danger of having unprotected sex/learned to respect disabled people/knowledge of healthy lifestyle.

4.9.3.2 Citizenship Education

Generally, the majority of learners reflected a positive attitude towards this aspect of LO. They said quite explicitly that they regard themselves as responsible members of

society. It was however noted by the researcher that a few learners had a limited understanding of this aspect of Life Orientation.

With reference to *Ubuntu* aspect of LO, the majority of learners (75%) said LO contributed to building the *Ubuntu* spirit in high school learners' lives. Furthermore, it also helped to improve community participation, family and relationships with friends. This aspect of LO also helped learners understand the value of family, friends and community.

From the analysis, it was also evident that LO taught learners (87%) much about tolerance. Learners said that they have respect for other people's opinions, rights and their cultures as well as having consideration for less gifted and disabled people by giving them due reverence.

In quantitative analysis learners (62%) said life orientation prepared them to be responsible members of society. The following were learners' responses on a scale of 1-10 about the social relationship aspect of LO:

Scale of 1-5 (low scores and related comments)

LO taught me to respect other cultures/ LO is a good subject because it teaches about life.

Scale of 6-7 (average scores and related comments)

I learned values/ I am able to relate my life to the life of others/ knowledge is good but LO is too moral/ learned valuable things/gave me knowledge of respect for others/ learned about stages of development

Scale of 8-10 (high scores and related comments)

One is fully aware of things/ it is a good subject it helps on how to deal with life matters and how to overcome obstacles in the real world/ one is orientated with politics. One learned a lot about being a responsible member of society / I received teaching on self-respect and respect for others/ All my problems were answered

during L.O. lessons. Life orientation taught me how to be a responsible person/ one is now a well-organized member of society..

4.9.3.3 Recreation and Physical Activity

In this aspect of OL, learners said LO helped them to live a healthy lifestyle. In quantitative analysis, learners (35%) said they “Strongly agree” and (36%) “agree” that LO taught them a correct diet and exercise that leads to a healthy lifestyle. It was noted by the researcher that learners did not respond well to this aspect of the LO. Those that responded, they said LO has taught them to be responsible and how to live a healthy lifestyle.

4.9.3.4 Career and Career Choices

In quantitative analysis learners (25%) said they “Strongly agree” and (52%) “agree” that life orientation made them aware of career choices best suited to their talents. The majority of the high school learners (80%) agree that life orientation helped them find the right careers best suited to their talents, set realistic goals and brought clarity and focus to what they want to achieve in life. This means that high school learners said they “agree” or “strongly agree” to the fact that LO assisted them in choosing careers best suited to their talents. Furthermore, in as far as learner’s characteristics were concerned, there was a significant association between attitude towards career aspects of life orientation and gender. More girls said LO contributed to the knowledge of careers than boys. The study also revealed that more boys think about careers when they are in higher grades in high school (18-21), as compared to girls who think about it as early as at 14-17 years of age. It was revealed in the study that parents (40.5%) are instrumental in helping high school learners choose careers. Furthermore, it is girls who say that this is so as compared to boys. This might be caused by the fact that girls socialise a lot with parents as compared to boys . In qualitative analysis, most learners’ comments were at the high end of the scale in this aspect of LO. They view the learning area as a subject that has made a valuable contribution to their understanding of careers.

The following were learners' responses in a scale of 1-10:

Scale of 8-10 (high scores and related comments)

I am now goal oriented and have skills and have knowledge of careers/ L.O. helped me a lot concerning my future/ will achieve my goals/ taught about career choices and setting goals. Have a good knowledge of careers/ focus on future/ ^^^Teaching about future orientation/ L.O. helped me create realistic goals/ learning about self and other careers. LO conscientized me about many career opportunities/ it taught me about life's challenges and prepared me for future/ L.O. has given me so many skills/ was in doubt but after a while one has learned to be confident about ones choice/ has taught about our lives and future/ one has learned about disease and careers in L.O./ I now have goals for my life/ career choice/ learned about reality and future/ helped in choosing a career best suited to my ability.

4.9.6.5 Lifestyle

Life orientation contributed in helping high school learners (84%) to approach life positively. They said that they have a zest for life through good exercise and proper habits.

4.9.6.7 Self-Image

Life orientation contributed in building high school learners self-image (88%) by helping them identify their strengths and weaknesses and by teaching them to appreciate themselves for who they are.

4.9.4 Issues that learners said should be covered in L.O.

The following were comments made by learners about the issues they felt need to be covered in Life Orientation:

- Safety and environment, how communities that are full of problems can be helped, how we express our feelings to other people/ Culture/ Communication/ gender roles^^ and races roles.
- Changes taking place in ones body and how they happen/ food /no clear explanation how to live a drug free life/ respect for ones body/ how to deal with relationships that do not work/ other diseases e.g. T.B/ sex education/ sexuality matters^/ Avoiding discriminating against people who are H.I.V positive/ Sport makes learners active/ Sexuality matters.(health/ wellness).
- Gender differences/puberty/ adolescent stereotypes, self-awareness/self-confidence/self-esteem/ respect /personal well-being, stereotypes^^^^^^^^^^, perceptions/ drug abuse/ being thankful to parents/ self-confidence/ changing roles of the genders/ developing confidence/ educators have to be lateral thinkers and not require us to write what they think is right/ listening skills/ gender roles^^ and races roles/ relationships/ status symbol/ human rights not important/ respect for one another/ gender bias/ career planning/ self-responsibility/ parenting/ Talent/ relationships^/importance of the future goal.

4.9.5 The following were issues that Learners learned that were not covered in the Questionnaire

Relationships/ food that one needs to eat that will protect ones body/ physical well being/ communication skills^^/ to be a good citizen^/ decision-making^/ physical well being.

The interesting part about the issues mentioned by learners was that some of the areas were part of Life Orientation. The following conclusions can be drawn about learners' responses concerning the issues that they said are not covered in Life Orientation:

- Educators might have taught the issues in a traditional way, which does not enable learners to engage in productive and divergent thinking. This agrees with Naidoo's (1994) study, which argues that guidance educators need to emphasize divergent thinking to help and promote life skills that will empower learners. It

could be concluded from the above that educators engaged in teaching and learning that lacks the promotion of deep thinking because emerging issues reveal that surface learning was practiced.

- Some learners stated that there are ‘still some things’ that might be learned in Life Orientation but could not articulate them. This means that educators have to acknowledge that learners still feel that there is more that learners can learn because they are not fulfilled with what they have already received.

4.2.6 Summary

This study aimed to find out about the attitudes of High School learners towards life orientation. The characteristics of learners such as gender, age, grade level as well as race were taken into consideration in the analysis of quantitative data. The results of of quantitative data indicate that High school learners have positive attitudes towards life orientation. The following was evident on the aspects of LO in the “agree” and “strongly agree” combined in the Likert scale.

- Career 80%
- *Ubuntu* 75%
- Personal Relationships 73%
- Healthy lifestyle 84%
- Tolerance 87%
- Self -image 88%

Learners made a lot of comments on the personal wellbeing aspect of LO, followed by career, after that the citizenship education and the fewest comments were on lifestyle and self-image aspects of LO. It was noted by the researcher that in the career aspect of LO learners made more comments on the scale of 8-10.

The high percentages that are reflected in the “agree” and “strongly agree” scales with reference to the different aspects of LO together with the positive comments made by high school learners about the different aspects of LO indicate that adolescents thought processes have crystallised towards the belief that those aspects of LO have

contributed to their lives. The researcher regards that as an indication of the positive attitude that high school learners have towards LO. The reverse is applicable in the negative attitude that learners expressed.

In the context of the above evidence, one can conclude that the high school learners in this study have a positive attitude towards LO. The following is a brief explanation of the findings of each aspect of Life Orientation:

Ages

Generally, high school learners said they know about the different aspects of LO. With reference to the HIV/AIDS aspect of OL, what is significant is that 14-17 year olds said they have learned to condomise as opposed to the 18-21 year olds who said they know much about HIV/AIDS. This is an indication that they have grown in wisdom hence they say they know much about the pandemic of HIV/AIDS as opposed to younger age groups who point to the one aspect that is significant to the knowledge of HIV/AIDS. Furthermore, 14-17 year olds said they have researched the subject of HIV/AIDS, they also said they learned about the dangers of unprotected sex. With reference to human rights issues, older learners (18-21) said they are they coscientised about human rights issues such as rights and responsibilities. With reference to how the learning area has empowered them, older learners said they learned to be confident and are now assertive.

Gender

If one compares the attitude aspect along gender lines, the researcher found that more boys were negative about different aspects of LO than girls. Furthermore, girls tend to articulate their thoughts better than boys. On the aspect of rights and responsibilities, which is embedded in human rights it was revealed in the study that girls are more conscious about the fact that LO helped them to say “no” if they don’t like something. Furthermore more girls said LO consceintized them on the issues pertaining to the abuse of women than boys and they also said they know what to do when they are raped. They said they know about the fact that they have the right to education. Most girls said they learned how a person gets infected with HIV/AIDS. Furthermore, they said they are conscientised about unprotected sex. Younger boys said LO equipped them with the skills to be responsible members of society.

Race

There isn't much that distinguished learner characteristics with regard to this issue. What was significant was that learners emulated the attitudes of the educators who taught them. Three significant issues about the three race groups were noted by the investigator and the impact that it had on the learner's attitudes to LO. Learners who were taught by an Indian educator embraced the idea of having many gods because it is something that most in the Indian community believe in. With reference to the white educator, the majority of learners did not place a high regard on the political aspect of LO. In schools where learners were taught by black educators, there was a notable inclination of learners towards the issues that relate to politics and human rights issues. This was more significant in township schools than in rural schools.

4.3 Implication

It needs to be noted that analysis of qualitative data helped the investigator to ascertain what learners believe about the different aspects and themes of LO as well as to ascertain if there is internal consistency with other questions in the questionnaire.

Comments made by respondents about the attitudes that they possess about LO point to the earlier findings about interest in issues that relate to themselves such as HIV/AIDS, career and personal relationship issues. The implication is that learners are interested in issues that are close to their hearts and minds and which relate directly to themselves as individuals. Some learners lacked the ability to articulate these opinions. Overall, learners view LO as a learning area that is useful in their lives. Furthermore, learners said they want to learn something that is meaningful to their everyday life experiences. The fact that there were more positive comments on the scale of 8-10 than in other areas of the scale, is a strong indication that High school learners have a positive attitude towards LO.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

If one takes into consideration the bigger picture, the outcome of this study could be used to assist in a critical review of curriculum change with regard to LO in South Africa. The new system allows learners to first exit formal education at the age of sixteen when they obtain a General Education and Training Certificate (G.E.T.C) according to the National Qualifications Framework (N.Q.F.). It is the researcher's concern to find out if learners are ready for the world of work at that stage. The intentions according to policy requirements might be good, but the concern is whether learners are ready to play an adult role in society. In this study 57% of the sample of learners fell into that age category of the learners who are likely to exit the education system. Whilst the results of this study cannot be generalised to the whole of South Africa because of the small size of the sample and the narrow regional focus, it can act as a pilot study that begs a larger and more general study. It also raises issues that need to be taken into consideration in any approach to national requalification.

Robson (1995) argues that there is a tendency by the researchers to ignore data that is not part of the question. The researcher viewed such data as important in raising arguments and making inferences. In discussing the findings of the research, the researcher used both thick and thin descriptions. Thick description meant that the researcher discussed learners' responses within the context and external factors that influenced the research findings. Thin description meant that the researcher tried to understand the responses of the respondents as they appear. The purpose was to facilitate discourse in order to arrive at a conclusion about the attitudes of high school learners in this sample towards LO.

Learners said they learned something about the aspects of LO such as career, *ubuntu*, personal relationships, tolerance, lifestyle and self-image. Furthermore, they said Life

Orientation contributed to their understanding of HIV/AIDS, human rights and social responsibility.

Correlation between the characteristics of learners and the attitudes towards the six aspects of LO that were analysed quantitatively, revealed that there was a correlation in some aspects of LO, these were, however, weak.

Qualitative analysis focused more on the parts of the questionnaire that were open-ended, such issues were related to HIV/AIDS, human rights, social responsibility, and aspects that learners wished to be covered by LO. Furthermore, analysis was done on qualitative data to find out if the attitude towards LO was dependent on the characteristics of learners.

The intention of using qualitative research was to understand a particular social situation, group or interaction in order to make sense of the social phenomenon (Cresswell, 2003). This was achieved when the researcher tried to enter the world of the respondents by interacting with what they said in the questions where they were asked to justify their responses. The researcher adopted this approach in order to arrive at the respondents' perspectives and their understanding of LO. In discussing the findings of this study, the researcher used the aims of the research to discuss qualitative data that was triangulated with quantitative findings.

5.2. Relationship between age and attitude towards Life Orientation

The nature of the F.E.T band means that learners must make critical decisions regarding career fields and further study. In order to make these decisions learners are exposed to information which should prepare the young adults to realise their expectations for the future. As mentioned earlier, learners who fall into the category of making critical decisions about their future and who are likely to exit the education system and go the world of work were 57% in this particular study. The implication is that if the results of this study reveal negative attitudes of learners towards LO, it should be a matter of concern to the education system and should be born in mind when attempts are made to review the curriculum.

With reference to the career aspect of LO, it emerged from this study that career choices were not considered to be important by learners in age group 14 -17 as compared to 18 -21 year-olds. Furthermore, it was revealed in the study that more males in the age range 18-21 in grade 12 have a most positive attitude towards the career aspect of LO as compared to female learners. Female learners think about this aspect earlier than boys. The reason could be that female learners socialise a lot more with parents than boys do.(Meighan 1997 & Mwamwenda, 1995). This should be taken into account when considering the weight that should be given to this aspect of the syllabus at different age levels.

On the question of who helped learners choose a career, the response pattern revealed that this aspect of LO was relevant only to learners in Grade 12 as opposed to learners in lower grades of high school. Again this could provide a pointer to a revision of material in the syllabus for LO in Grade 12 to give greater weight to career guidance.

Age had an influence on learners' attitudes towards tolerance and healthy lifestyle. This means that age may influence learners' attitudes towards career, healthy life style and tolerance aspects of LO. With reference to the tolerance aspect of LO, of the 87%, most of whom were older learners (18-12) said they have respect for people's rights, opinions and cultures as well as consideration for less gifted people by giving them due reverence. With reference to the healthy lifestyle aspect of LO, of the 84% most of whom were older learners said they have zest for life through good exercise and proper habits.

If one takes into consideration the age characteristics of learners' thought processes, whether they have developed qualitatively to reflect a change in attitude, one may infer that yes learners have grown qualitatively as year's progress. This is with reference to the career aspect of LO which is considered by learners later in the years of high school than earlier.

In the context of literature review, cognitive development has a bearing on the development of attitude because it requires the individual to reflect upon his/her stream of thinking as the individual applies his/her thinking capacity to make sense of his /her environment.

Thinking at this stage of development is not only formal, but also logical. Reasoning is only informed by the presence of concrete objects. That is the reason 14 -17 year-olds or younger learners do not think about careers as much as 18 -21 year-olds do. Furthermore adolescents can generate hypothetical reasoning in solving problems that they may encounter.

Gouws (2000) argues that cognitive development has to do with knowing, and that include: perception, conceptualisation, insight, imagination, knowledge and intuition. Moreover, there are major cognitive advances that occur in the individual as he/she tries to make sense of the environment; logic, analysis and reasoning develop (Berger, 2003). It is argued (Mwamenda, 2004) that not all 15 year-olds are on the same level of cognitive development. Learners at this stage develop self-knowledge as well (Gouws, et al, 2000:37).

Cognitive development is important to the choices that learners make because it requires abstract thinking. This enables the learner to move from one way of thinking which is literal and narrow in focus to lateral and divergent thinking. Learners' own life philosophies enable them to evaluate values advocated by parents and people who are related to them objectively. Learners with cognitive limitations may be led to feelings of inferiority and the learners may not make wise choices.

Furthermore cognitive development in adolescence is characterised by the development of rationality, which replaces a literal way of thinking (Gouws, et al, 1994). This intellectual development is obscured by dramatic physical changes taking place in the life of the adolescent.

According to Nel and Urban (1990), the cognitive dimension may be divided into categories which are referred to as intentionalities i.e. memorising, perceiving, imagining and thinking. It is one of the developmental tasks that confront a learner and it awakens new ways of thinking.

Dewey (1967) argues that when the learner encounters a problem or a challenging situation, he/she begins to think. He/she does not think about anything else but thinks towards solving the problem. Thinking, according to him, is not an idle activity but it

is goal directed in the sense that the individual thinks about something in an attempt to solve the problem (Akinpelu, 1989).

Some theorists argue that there is no general consensus on how a person goes about solving a problem. Thinking, according to them, consists of envisaging, realising structural features and structural requirements and changing a situation in the direction of improvement. Memory is thus an aspect of cognitive dimension. It is always associated with learning. Even the learning of skills is associated with cognitive activity (Dalzel, 2005).

On the other hand, a number of theorists (Gouws, 2000; Mwamwenda, 2004) agree that the adolescent's cognitive ability develops quantitatively as well as qualitatively. Qualitative refers to how cognitive processes operate, for example how a person proceeds in an attempt to solve a problem and to qualitatively change his/her thought processes as a person develops. In other words qualitative process refers to the nature and structure of the thought process.

On the other hand quantitative development takes into consideration the psychometric point of view as a characteristic that can be measured as an indicator of whether the adolescent is capable of performing intellectual tasks and how he/she compares with adolescents of comparable age (Gouws, 1994).

Cognitive development as envisaged by Piaget "follows an orderly pattern in which the stages are invariable" (Mwamwenda, 2004), meaning that they emerge as described and that no stage is skipped in the course of cognitive development. Each phase of development is distinct and it has certain characteristics. There are two important phases for each stage, namely formation and attainment. The former means that the schemes of cognitive development are rather unstable and disorganised while the latter means that cognitive schemes are well formed, stable and adequately organised (Mwamwenda, 2004).

Furthermore, the ages at which the various stages are attained vary among children depending on the maturation factors that interact with environmental influences.

Piaget argues that maturation stages are estimates because some children attain stages earlier depending on environmental influences. The attainment of stages is said to be true except for the formal operational stage where research has shown conclusively that not many people are able to demonstrate the existence of such a stage (Gouws, 1994). Piaget identifies four stages of cognitive development:

The highest is reflected in abstract thinking (Piaget, cited in Frydenberg, et al, 1991). Piaget also argues that not all children are capable of reaching abstract thinking. There are four characteristics of cognitive development in the formal operational stage of cognitive development that occurs from 11 years to adulthood. The characteristics are the following:

- The ability to solve abstract problems in a logical fashion as the adolescent begins to understand the relationship between concepts such as mass, energy and force;
- The ability to become more scientific in thinking by handling possibilities and hypotheses by means of projecting into the past and the future, and creating new and original ideas; and
- The ability to develop concerns about social issues and identity. The adolescent may begin to display a sensitive comprehension to the intention and behaviour of other people. In addition to this the adolescent may question and examine social political and religious systems.

(Gouws, *et al*, 2003:39; Woolfolk, 1998; Rice, cited in Dalzell, 2005:34).

The environment may play a significant role if the adolescent is asked about his/her life goals. Educators or parents may have significant impact if learners are at a moratorium stage in as far as choosing a career is concerned. It cannot be ignored that adolescents may be foreclosed regarding an aspect of Life Orientation and have moratorium in another aspect for an example. If a learner is given an opportunity to reassess his/her standing, a different identity status may develop because of the wisdom of choice that can be made by an individual.

Erikson in his psychosocial stages states (Mwamwenda, 2004) that socially, this is the time when formal schooling is drawing to an end and plans for adulthood are being made. It cannot be ignored that this time is not stress-free. It is therefore important that the individual deals with it as a responsible autonomous individual. This is the time when the individual needs to develop the means of coping with stress. Coping strategies need to be developed by the individual in dealing with biological, social and emotional stress. Gouws (1994) argues that conflict between adolescents and their parents can occur because of adolescents increased independence and ability to solve their own problems. Furthermore their critical approach towards their parents can strain relationships.

Adolescence is a period of psychosocial development that spans between onset of puberty and adulthood (Freydenberg & Lewis 1991). It is perceived as a product of child development and a precursor to adult development. It is important in the life cycle of a human being. Issues of sexuality and identity are very important at this stage. There are major bodily and hormonal changes that have a bearing on the way in which the individual views himself or herself. The way in which an adolescent views himself or herself has a bearing on the psychological variables such as self-confidence, anxiety and shyness among other things. During this period of development, the adolescent attains self- knowledge (Gouws, 2000). Furthermore at this stage the literal way of thinking is replaced by a rational as well as a lateral way that creates a critical frame of mind that assists in the development of critical thinking. Berger (2003) argues that an adolescent at this stage is able to connect new ideas to already existing ideas. Relevance may also be another reason why career choices are important for 18-21 year old as opposed to 14-17 year old groups.

5.2.1. Implication

In a study done by Berger (2003) he argues that the environment plays a significant role if the learners are asked about their goals. He argues that educators can have significant impact if learners are at a moratorium stage in as far as choosing careers is

concerned. If learners are given a chance to reassess their positions, different thought processes may emerge because of the development of the wisdom of choice. The development of wisdom is informed by age characteristic. In the context of the present study learners can be encouraged to think about making career choices earlier because they don't seem to be interested in careers until later years of high school. Furthermore, healthy lifestyle as well as tolerance needs to be inculcated at an earlier age in learners because of the association that was revealed in the study.

One could therefore infer that learners have grown in wisdom as year's progress because of the development of the wisdom of choice. It was also revealed in this study that learners thought process was context specific, taking into consideration the development of interest on the aspect of careers at the appropriate time.

Career choices and interest related to that aspect of LO is not something that is considered by learners until the final years of high school. A study revealed that learners could reevaluate that if they are given opportunity (Berger, 2003). There is also a relationship between attitude and gender as well.

5.3 Relationship between Gender and Attitude towards Life Orientation

There were more female (54%) learners who participated in this study than males (49%). The deference was however minimal. The researcher was mindful of that fact in the analysis of data.

With reference to the influence of gender in learners' attitude towards LO, Bern (1974) argues that individuals display varying degrees of both masculinity and femininity. Gender difference results agree with the study of Coleman (1989), which revealed that theorists and empiricists have suggested that males and females may address identical tasks differently. They argue that the three variables that inform gender differences were domain, process and timing. Occupation and ideology were cited as domains of men and interpersonal relationships were cited as domains of women.

The researcher noted minimum gender difference on the issue of HIV/AIDS. This aspect of LO revealed that girls' comments were more on the caring side. They perceived themselves as taking care of the people with HIV/AIDS. For instance, their comments reflect that they are the people who take care of people who have the disease and that LO helped them to be sensitive to issues that relate to HIV/AIDS. Boys' comments on the other hand were more to do with safety in engaging in sexual activity. They cited the importance of the use of condoms. Furthermore, males said LO taught them about issues related to HIV/AIDS.

This finding agrees with the study conducted by Nene, 1969 on the attitude of Bantu college students towards University Education. Results revealed no significant attitude difference towards University Education. Attitudes of male students towards University Education did not differ from that of female students. The findings of this study however, revealed a positive inclination that male students hold towards service to their community while female students do not.

A study by Dalzell, done using a t-test to identify gender differences in learner response towards LO revealed that there was no significant difference in gender in learners' responses. The difference was so insignificant that it appeared that the Life Orientation curriculum does not differentiate between genders (Dalzell, 2005).

The minimum difference in gender revealed some difference in males and females, which need to be noted. It was revealed in this study that women had concern about career issues more than boys.

This finding also concurs with the study done about the attitudes of Bantu College students towards University Education. It revealed that certain attitudes of College students were modified after three years at College. Critical thinking was viewed as having a bearing on the significant improvement in the ability to think about future careers. Furthermore it was revealed that learner goals changed from personal to communal as the years progressed. The common fact in this finding is that development is significant but it is context specific because decisions made by learners have a bearing on what is happening in their environment.

5.3.1 Implications

This study revealed that LO is a learning area toward which high school learners have positive attitudes.

Since this study revealed minimal gender difference, the question that we could perhaps ask ourselves is what causes learners to be academically different? A study done (Pettigrew & Akhurst, 1999) revealed that intelligence distinguishes learners more from each other, rather than gender. They argue that it determines how successful the learner is because those that fail are regarded as less intelligent.

5.4. Response patterns generated by the Questionnaire designed to measure learners' attitudes towards LO

Another aim of this research was to ascertain the response pattern generated by the questionnaire designed to measure learners' attitudes towards LO. The discussion will be limited to attitudes towards HIV/AIDS, human rights and social responsibility. In quantitative analysis, learners said they 'Agree' (A) or 'Strongly Agree' (S/A) on the Likert Scale with regards to the contribution of LO on the following issues:

- Dealing with difficult situations (No17) 26% S/A and 47% A.
- Improving attitude towards sexual matters (No18) 45% S/A and 39% A.
- Skills to choose future partners (No19) 26% S/A and 38% A.
- How Life Orientation has taught learners to take relationships seriously (No20) 26% S/A and 45% A.

In the qualitative analysis, learners stated that LO contributed to developing and empowering them as individuals. Learners' experiences of the learning area were

generally optimistic in that they said Life Orientation taught them the six aspects of LO.

The results of this study about ‘self’ which imply the contribution of the LO programme to learners as individuals lends support to Bronfenbrenner (1979) in his ‘ecosystemic theory’. This theory argues that a child’s life (reflected as ‘self’ in this study) is affected by what happens in his/her immediate surroundings, like home, school, church and friendships. Furthermore, he argues that these social structures have influence on values and perceptions about personality growth and development. The way of life, of an individual, cultural patterns and socio-economic conditions have great influence in the way that children behave and grow. These experiences have a bearing in shaping individual personality that has an effect on the attitudes that high school learners have towards Life Orientation. If one takes into consideration the effects of the environment, such as the school, one can say that this study revealed that there were certain aspects of Life Orientation that reflected more on the educators who taught them. This finding shows educators as restricted professionals, as opposed to extended professionals (Harley, 1998).

A study by Senge (2000) revealed that people have subjective images and deeply ingrained assumptions and generalizations that they carry in their minds about themselves, other people, institutions, and events that take place in the world. The images that people possess are called “mental models” and they have a bearing on attitudes because they influence the way people think. The intervening variable in this study revealed that learners’ attitudes were influenced by teachers’ attitudes. Furthermore, it is an indication of the fact that the context has a bearing on the attitude of learners towards LO. Parker (1998) revealed that educators view themselves as interpreters of the curriculum.

The findings of this study also agree with the policy document which states that Further Education and Training (F.E.T) learners are supposed to have an understanding of ‘self’, ‘different relationships’ and ‘life roles’ (DoE, 2001). The modal response on these aspects revealed that more learners 38.8 % and 44% said they “Agree” or “Strongly Agree” respectively with the fact that LO helped them to approach life positively. These findings imply that the learning area may have a

potential for equipping learners to live what they might perceive as meaningful lives in a society that is rapidly transforming.

Quantitative data revealed that there were 44.2% male and 54.5% female learners who participated in this study. It was interesting to note that the question on HIV/AIDS received a positive response rating. There were no significant differences in learners' responses along gender lines on the issue of HIV/AIDS. Furthermore, this study revealed that younger learners in high school were not concerned with issues related to future careers as compared to older learners. Concern about future careers was cited by learners who were doing higher grades in high school.

5.4.1. Discussion of findings about HIV/AIDS

There was an overwhelming response to the issue concerning HIV/AIDS. In the present study results showed that almost all the learners (383 out of 385) stated that LO has made them aware of the issues related to HIV/AIDS and everything that is related to it. Learners overwhelming responses on the issue of HIV/AIDS harmonises with the outcomes of the learning that address the fact that learners are concerned about themselves as individuals. Policy document states that learners apply various strategies to enhance self-awareness and self-esteem while acknowledging and respecting the uniqueness of self and others.

Learners said that Life Orientation conscientized them about issues related to HIV/AIDS. This was evident in the responses to the question which wanted to find out whether LO helped them understand matters related to HIV/AIDS. 86.2% said "Yes" and only 13% "No". The modal response on the Likert Scale revealed that learners were inclined towards "Agree" or "Strongly Agree" on issues related to HIV/AIDS (No18) were 82% (total) with 36% (A) and 46% (S/A) respectively.

Erikson (cited in Mwamwenda, 2004) argues that at the age when learners reach identity vs role confusion, formal schooling is drawing to an end and learners are at the time of adulthood. At this stage a learner is concerned about issues related to sexuality and identity. The literal ways of thinking are replaced by lateral and rational thinking. That is why HIV/AIDS was an issue that was a concern for learners. Furthermore the 'self' as mentioned earlier is meaningful to learners at this stage.

Concern about HIV/AIDS revealed in the findings of this study also supports the study done by the private sector (UNAIDS) in Botswana on pregnant girls who visit antenatal clinics. This study revealed that 26% were HIV positive, and their ages were between 15-19. The statistics showed an increase over the previous year, which was 21.5%. These statistics point to the fact that there is a great need to educate youth about the dangers of being infected with the disease. Furthermore, a study (Dorward, 2003) conducted on perceptions of educators in an HIV/AIDS and life skills programme revealed that there was a general positive attitude towards teaching of this aspect of Life Orientation. Most educators reported improvement in their knowledge levels and changes in attitudes towards individuals who were HIV positive. Furthermore they highlighted the importance of HIV/AIDS education in schools. The findings of these two studies are in accord with each other.

In a study done by Burke, et al. (2000) on the knowledge, attitudes and perceptions of Grades 6 and 7 with regard to HIV/AIDS education, statistics revealed that there were 1.4 million learners who were under the age of 15 years in South Africa and 1 in 9 were HIV positive. The Ministry of Education estimates that in South Africa three quarters of all new infections occur between ages 15-25. The most affected group were the adolescents. Learners (705) said they worry about contracting the disease, 60% of the learners said they didn't perceive themselves as being at risk. Ages 11-15 years are perceived as the appropriate age to receive HIV/AIDS education. The majority of learners agreed that HIV/AIDS should be integrated into the school curriculum. It is indirectly revealed in this study that education could have been the primary method of HIV/AIDS prevention.

In an exploratory study (Engle, 2002) done on the views of learners with regard to health and hygiene it was revealed that learners have a fair amount of knowledge

regarding things that could keep them healthy, such as the consumption of fruit and vegetables and things that could cause disease such as drugs, smoking, and an unhealthy diet. In this study a considerable number (86.2%) of learners indicated that Life Orientation has conscientised them about HIV/AIDS.

A study done (Rooths, 2005) on investigation of the status and practice of Life Orientation in South African Schools revealed that Senior Phase learners (94%) had knowledge of HIV/AIDS.

Furthermore, the above issues confirm the issues of “museum possession of knowledge” and “workshop possession of knowledge” (Parker, et al, 1998). He argues that knowledge not only makes learners possess what he calls “knowing that” which reflect “restricted professional” (Harley, 1999) but “knowing how to” which reflects “reflective professionals”. The findings of this study confirm the findings of Rooths (2005) that reveal that the teaching methodologies used by educators consisted primarily of transmission teaching or ‘talk and chalk’ methods. Educators in this study said they would like to use group-work, facilitation and experiment methods, but in reality this did not happen in the classroom.

With regard to a school that had little information about HIV/AIDS, which happened to be a rural school, the researcher discovered that the findings agree with the (Rooths, 2005) study which revealed that some educators felt that there were some aspects of Life Orientation they believed needed to be addressed by professionals such as nurses and social workers because they conflict with their values. They continue to say that it is not in their culture to discuss such issues. One of the issues that educators said it is difficult to deal with is sexuality issues. Critics call it irresponsible.

5.4.1.1 The following were learners’ responses on HIV/AIDS

Conscientised about the disease^^^^^^^^^^^^^^^^/ learned about causes^^^^^^^^^^
/prevention^^^^/ abstinence^/ use of condom^^^/ care and diet for HIV/AIDS
sufferers/ implications for infected cases (hope that one can live with HIV/AIDS)/

Life Orientation made me stop doing things that are bad/it teaches us not to discriminate ^/ HIV positive people have rights/ HIV/AIDS is a killer and is painful/ one is aware how to treat family members who are HIV positive^/ we are all either infected or affected/ it teaches me how to treat people who are HIV positive.

Having explored the HIV/AIDS aspects of Life Orientation, it seems befitting to analyse aspects such as human rights and social responsibility.

5.4.2 Discussion of findings about Human Rights

In quantitative data it emerged out that 68% of learners said Life Orientation conscientised them about human rights. This figure looks good but the researcher observed that learners could not justify their responses as much as they did in issues related to HIV/AIDS. The significant response in learners' attitudes reflected more on the race of the educators who taught the learners.

In the schools where this sample of learners were taught by Black educators, they were strongly conscientized about human rights issues. This was more prevalent in township schools as compared to rural schools. Learners in Black communities who are taught by Black educators said they learned a lot about human rights issues as compared to learners being taught by other races. Indian educators influenced learners by saying that it is "ok" to have many "gods". This is part of one of the Indian religions. On the other hand, it came out clearly from the questionnaires that learners who were taught by White educators did not have high regard for human rights issues. In other words, one could be tempted to conclude that learners who are taught by White educators do not place a high premium on issues related to human rights. This needs to be investigated in a larger study. This might appear to be unique to South Africa because the assumption is that this reveals the legacy of apartheid. This study confirmed the research of Volker, et al, (1998) that was mentioned earlier that revealed that educators are interpreters of the curriculum in the classroom and not the state but it would be interesting to investigate whether studies have been undertaken on the effects of White teachers in India, China, and in other countries

where White teachers have taught learners of other races and cultures. This could be part of the suggested larger study in this country.

Furthermore, the above findings agree with Bronfenbrenner's "Ecosystemic Theory" which argues that the child's life is affected by what happens in his immediate surroundings, like his/her home, school, church group and friendships.

Bronfenbrenner went further to say that not only do things that take place at home or in community affect the child, but that the child himself/herself affect what happens to the people in his/her community.

Quin (2006) argues that social justice education aims to develop educators who are not simply "socially just" people and educators themselves, but who understand oppression. She further states that social justice education is more actively for anti-oppression than just application to one's curriculum or professional practice. Taking the above facts into consideration, one might argue that Black educators are more inclined to educate learners to have an understanding of oppression because they themselves have been oppressed. If one takes into consideration the fact that learners are interpreters of the curriculum, it could be further argued from the findings that educators interpretation of curriculum is along cultural lines as well (Rooths, 2005).

In his investigation of the status and practice of Life Orientation in South Africa, Rooths (2005) argues that educators said that they did not avoid any issues in the curriculum, but the observation at schools and in classrooms indicated that that was not true. In certain areas educators preferred not to teach on account of not being comfortable in teaching the subject matter due to embarrassment or limited knowledge of the subject. Educators felt they could choose what and what not to teach according to their school communities' values.

5.4.2.1 The following were learners' responses on Human Rights

- I now know how to treat other people/ one has learned about the rights to privacy and to respect other people's privacy/ today one knows exactly what one's rights

are/ every person has rights/ one is very privileged to know one's rights^^/ Life Orientation made one aware of one's rights^^^^/ if I don't want something I am aware that I have a right to say no/ people use their rights to get a better life/ one has knowledge of what one is expected to do/ it has helped me with what is good and bad^/ Life Orientation has taught me to respect other people as one respects oneself/ One is aware that rights go with responsibilities/ everyone in society has a right to say what he/she wants to say/ human rights increase respect for each other/ one has a knowledge of things that one did not know before.

- One knows that one has rights and that other people do have rights also/ it has taught me how to understand other people/ one has learned that everyone is equal/ all people have rights and these rights are equal to women and children.
- I know that people have rights and therefore one has to treat them well.
- Learned about equal rights/ how to respect other people's rights/ has helped me respect everybody/ one has learned about democracy and constitution.
- One has respect for people's problems/ one is able to empathize and relate to one's peers.
- One is aware that one has rights that go along with responsibility.
- *Conscientised about human rights issues^^^^/has respect of the rights of others/ No-one had knowledge of human rights before one did Life Orientation ^^^^^/ I have knowledge about abuse of woman/ I know what to do when one is raped.
- Conscientisation of human rights, Rights and Responsibilities contrasted.
- No response^^^^^^^^^^^^^^^^^^^^/ conscientisation about rights and responsibility^^/ one learned tolerance.

5.4.3 Discussion of findings about social responsibility

The researcher discovered that respondents could not effectively differentiate between social responsibility and human rights. In quantitative data, respondents (62%) said LO prepared them to be responsible members of society. The results on this aspect of LO look good but the researcher saw a gap in the sense that learners could not justify convincingly how that happens as compared to the comments made by respondents about HIV/AIDS. *Ubuntu* and Tolerance were the issues that learners said are related to social responsibility. Learners (84%) said LO taught them to be tolerant of others.

A significant number (98%) of respondents with (76%) “Agree” and (23%) “Strongly Agree” said Life Orientation has helped them apply skills to improve the way they relate to friends, members of family and community.

This study concurs with Margaret Mead (cited in Gouws, 2000) that culture is important because it allows gradual and peaceful transition from childhood to adulthood. Sullivan (2000) on the other hand argues that a person’s personality develops as a consequence of him/her striving for a need for satisfaction and safety through interpersonal interaction. In the context of this study, learners cited the development of customs and being socially responsible, that it helped them in learning LO.

This study also revealed that learners in higher grades were more concerned about community issues as compared to learners in lower grades. This finding concurs with Robert Harvighurst (cited in Gouws, 1994) who argues that developmental tasks entail the individual acquisition of skills, knowledge functions and attitudes through physical maturation. There is however pressure placed on the individual, which is social expectation versus personal effort. Furthermore, it was noted by the researcher that 18 -21 year olds developed qualitatively because they were more concerned about community issues as compared to 14-17 year olds who were interested in self.

5.4.3.1 The following were learners’ responses on social responsibility

- One has learned to be responsible in performing duties that one is expected to perform^^/ one knows how to handle situations and how to handle other people’s views/ the learning area prepares me to be a better person and to deal with any consequence thereof/ it taught me to respect myself and sexual life/ one has learned to accept people for who they are and their customs/ one has learned to be a responsible person/ it helps me to get used to what other people think about certain issues/ Life Orientation has taught me to be a respectful person.
- I respect myself and my body/ I am today happy and successful/ one is responsible for what one is engaged with/ one has learned to care for people/ one

has been a responsible member of the society/ one can socialize freely with other people/ one is wise enough to be sociable and a responsible member of the society.

- One needs someone to prepare him/her to be a member of society/ it has taught me to reach my goals/ one needs to work hard in the community.
- I now have to stand on my own/ it helps me to be a good member of society/ I now take people for who they are. I don't judge/ I know some things about my community/ one is proud of who one is and one now participates in group work/ built my character.
- One is taking part in community matters and it has also helped me believe in myself/ one can communicate with people/ it has helped me care for others, environment and animals/ one is looking forward to dealing with social issues/ I know why it is important to go the temple/ one sees things differently.
- Taught to be organized, independent and a decision maker/ helped me to be a good community member/ taught about self-esteem.
- Getting advice on the problems we experience as youth/ learned to interact with people/ I now have values and goals/ now a responsible and reliable member of society / it is not about one in life but about people around you as well.
- Being responsible when attending parties/ more responsible as a member of society^^^^^^^^^^^^^^^^/ can help others who have problems/ taught manners/ learned to be confident/ that one is important/ equality.
- No responses ^^^/ teaching about life/ able to participate in the community^/ to be confident/ assertive/ importance of exercise.
- Conscientised about being a member of society/ preparation for the future^^^/ have friends that make me laugh/ active participation as a member of society (knowledge gained)^ ^ / improved self-esteem because one has learned to work with others/ responsibility as a member of society ^^^/ I am now a responsible member of society^^^^^^^^.
- Learnt that what one does will affect one / doing good in the community and world/ certain voices are important in the community/ conscientisation about abuse in the community/ responsibility, values and dreams are important/ right to say no to sex/ have always been responsible but Life Orientation taught me to be more responsible.

5.5 Implications

It was mentioned earlier that concern for ‘self’ in the sample group was given priority rather than concern for the things that took place outside the individual. The organizational culture of the school had a bearing on the attitudes that learners possess about LO. The researcher observed that a factor, which could have influenced learners’ attitudes, was the educators who taught them. This finding harmonises with the study done (Wedekind, 1998) that educators are the interpreters of curriculum and not the state. They decide what valuable knowledge is. Furthermore, a study done (Rooths, 2005) revealed that educators find some aspects of the curriculum uncomfortable to teach.

A study done (Danzell, 2005) on the attitudes of learners towards LO revealed that adolescents acquire socialization skills as they socialize in different situations. This confirms what came out in this research. Learners did not say much about the issue of social responsibility, but they associated it with human rights issues.

Learners’ attitudes reflected educators’ classroom practice in this study. One can argue that educators exhibit their feelings about certain aspects of the curriculum in their teaching and learning and that has an impact on learners’ attitudes. As has already been pointed out on two occasions learners who were taught by an Indian educator said something about the importance of the temple and not the church as Christian educators would teach their learners. Although there are Indian educators who are Christians, this factor was noticeable in schools where most of the staff complement were Indians. Again a much larger study of this important issue is called for.

Although this study revealed that learners have a positive attitude towards LO, interesting issues were revealed about the organization of the school as a complex construct. The findings of this study revealed educators as “restricted” and not “extended professionals” (Harley, 1999). It was confirmed by this study that it is still educators who determine what is regarded as valuable knowledge in teaching and

learning. This appeared to be confirmed by the attitude of learners in as far as the teaching of human rights and as far as having many gods was concerned.

Learners' response on how they are empowered by LO is informed by its practical value. The fact that there were more responses in the scale of seven to ten with most responses at the rating of 10, points to the fact that learners are positive about LO because it is meaningful and related to their daily life experiences. Learners said that LO has empowered them to engage effectively in interpersonal relationships as individuals. Furthermore, learners said that LO has helped them improve their self-concepts because of the knowledge they received.

LO and, more importantly, the aspect on HIV/AIDS revealed that learners are knowledgeable about it. Furthermore, learners indicated that the teaching of the aspect of HIV/AIDS in the learning programme caused a change in them. One can say that this aspect contributed a lot to the fact that learners have a positive attitude towards LO as a learning area as a whole. Learners stated that LO is a valuable learning area because it taught them about something that affects them as individuals.

Research indicates that most often there is no "fit" between Theory and Practice (Harley, 1999; Ntshangase, 1995; Rooths, 2005). The researcher has a strong conviction that the same is applicable to the issue of human rights. Educators said that they regarded themselves as "extended professionals", but when it came to observation of classroom practice the picture was not confirmed (Rooths, 2005). The researcher is of the opinion that the same could be translated to learners.

5.6 The extent to which learners feel empowered by LO.

The scale of 1-10 was perceived as relevant in terms of how learners feel empowered by LO. On this aspect, respondents said that they feel they are conscientised and empowered and they view LO as a learning area that has practical value to them as individuals.

Learners who gave a low rating to the learning area generally, made comments that were appropriate to this rating. The low rating from the learners and related comments implied that learners felt they needed to know more about the learning area. Almost all responses corresponded with the reasons provided by the learners in terms of the value of the rating. The assumption was that learners knew what they were doing when they were responding to a questionnaire and they are aware, of the contribution of LO to them as individuals

The researcher observed that although the rating of 1 might be perceived in a negative way, one can point to the following positive factors:

- Learners had, one assumes, an understanding of the rating scales in assessment.
- The low rating is in accord with their comments.
- The low rating implies the possibility that learners have knowledge of assessment, which is a requirement for peer assessment.

The overall finding on this aspect is that learners' attitudes towards LO was positive because the learning area is concerned with issues that relate to them as individuals. The response pattern generated by the questionnaire revealed a positive inclination towards the learning area. Furthermore, it was evident that younger learners were more concerned about issues related to themselves as individuals as compared to older learners.

As has previously been pointed out, 57% of learners involved in the study are likely to exit the education system soon and go to the world of work.

The other implication that the researcher drew from learners' low ratings, although they were in the minority, was that learners who gave a low rating to LO said that they do not have enough time to learn it. One can infer that this is caused by the fact that LO in the school timetable is used for other learning areas as established in the study by Ntshangase (1995). Although this study was conducted fifteen years ago, and no subsequent study seems to have replaced it, the researcher suspects that the findings are still valid at this time.

5.7 The following were issues that learners said were not covered in LO but felt should be covered

- Conflict resolution/ how to avoid an argument/ how one needs to react to things as an older person/ many students reach Grade 12 without knowing their self-image and that results in them not knowing what to do/ relationships in marriage/ things that youth encounter which are demons/ how prisoners are given rights/ how to protect oneself and how to keep oneself clean/ to know about things that happen around us/ choosing a marriage partner.
- Relationships/ food that one needs to eat that will protect one's body/ physical well-being/ communication skills^^/ to be a good citizen^/ decision making^/ physical well-being/ Safety and environment/ how we can help in the community that is full of problems/ how we express our feelings to other people.
- Changes taking place in our bodies and how they happen.
- Career planning/ self-responsibility/ food/ more still needs to be done.
- Gender differences/puberty/ adolescent stereotypes, self-awareness/self-confidence/self-esteem/ respect /personal well-being, stereotypes^^^^^^^^^^/ perceptions/ drug abuse/ how to live a drug-free life/ respect for one's body/ being thankful to parents/ self-confidence/ changing roles of the genders/ developing confidence/ educators have to be lateral thinkers and not require us to write what they think is right/ listening skills/ gender roles^^ and race
- Roles/ relationships/ status symbols/ human rights not important/ respect for one another/ gender bias.
- Culture/ our king/ how to deal with relationships that do not work.
- Everything I wanted is covered^/ problems in the household, parents and sibling rivalry/ step parents (from learner who had no responses)/ parliament/politics ^^/ other disease e.g. T.B.
- Nothing is missing^^^^^/ parenting/ sex education/ appreciation of things that one has before one loses them/ importance of the future/ still early to tell/ relationships/ sexuality matters.

- Talent/ dealing with difficult situations/ relationships/ need to have fun in learning/ Sexuality matters/ communication

5.7.1 Implications

The researcher noted that learners said there are areas that they suggested should be covered in LO. These areas are part of LO but are not explicitly stated. The following can be inferred about learners' responses concerning those areas:

- On the responses that are identified as negative, one can point out two issues: learners might not have been there when those issues were dealt with and secondly these issues point to the fact that they might not be covered in depth to promote deep thinking because educators appear to be “restricted” and not “extended professionals”.
- The study revealed the fact that educators are still inclined to practice a traditional approach to teaching and learning, which does not promote productive and critical thinking. The researcher is of the opinion that learners were not asked to perform tasks in an authentic situation in order to promote what Naidoo (1994) calls ‘divergent thinking’ which helps promote skills that empower learners. The conclusion could be that, educators still teach in a traditional way, which lacks deep thinking, and reveals surface learning.
- Some learners stated that there was still more that is needed to be learned in LO but cannot articulate this. Educators have to acknowledge that learners still feel that there is more that they can learn as they are not fulfilled with what they have already received. Knowledge can either be discovered or revealed or they can pursue it because it is out there. The researcher inferred that these are what Lubisi (2000) refers to as ‘beyond curriculum’ issues.
- Learners are concerned with issues that relate to themselves as individuals and this is what they say they would like to be covered in LO.

5.8 What Other Studies Revealed

In a study done by Rooths (2005) on the status of LO in South African Schools in two provinces, it revealed the following, which agrees with the present study:

- 75% of learners view LO as a learning area that makes a valuable contribution to their lives.
- 89% of learners felt that LO was an essential learning area.

5.9 Strengths and weakness

The following were identified as strengths and weaknesses in this study:

5.9.1 Strengths

- Most learners gave explanations appropriate to their ratings. This indicates that learners do possess assessment skills that are now practiced in the new curriculum framework in as far as peer assessment is concerned.
- The fact that learners are positively disposed towards the learning area is strength on its own.
- The above fact is an indication that learners are aware of the learning area and its value to them as individuals.
- Learners are concerned about issues related to physical well-being and self-awareness. These issues are very much in line with the theories of child development.
- This study is one of the many studies that need to be conducted in this country since we are in a new democracy.
- The researcher noted that schools that were piloted by the Department of Education on LO yielded rich data as compared to schools that were not piloted.
- HIV/AIDS was the aspect of LO that was well known to the respondents.

5.9.2 Weaknesses

- The researcher discovered during the fieldwork that some Grade 12 learners were not yet exposed to the learning area. Policy is interpreted differently for the learning areas in different grades. This weakness agrees with the point Harley made in, 1998, that there is no “fit” between what policy said and what occurred practically (Harley, 1998). Learners were exposed to the subject Guidance and not LO. This it was felt, did not affect the research result significantly.
- The researcher could not explore the aspect of age difference effectively because the phasing in of the New Curriculum framework was delayed. The Regional personnel told the researcher that the delay impacted upon the introduction of LO in Grade 12.
- Language as well as conceptual difficulties were barriers to full completion of the questionnaires. The large sample of this study did not have a negative impact on the few questions where learners reflected lack of understanding. Some learners were spontaneous in their responses. They failed to understand question 35 and wrote what was in their hearts and not what was required.
- There was a fraction of learners who were negative in their responses. They said that LO should not be done because it is a useless area of learning. There was internal consistency revealed because the same learners were making negative comments in their other responses. On the positive side the same learners had appropriate ratings on the question of how they feel empowered by LO. It needs to be pointed out that those learners were only a small fraction of the study group.
- Learners who gave a low rating to LO said that they did not have enough time to learn it. In the study done by Ntshangase (1995), as has been pointed out, LO in the timetable is regarded as a free period in most schools or it is used to do other subjects.
- Distribution of questionnaires according to the learners’ biographical information mentioned in this study was not possible to implement because of the nature of the classrooms. One assumes that the results could have painted a clearer picture had there been equal distribution according to the mentioned variables.
- In African schools all learners were Black. The race and streams (i.e. the disciplines) were not taken into account.

- Some questionnaires administered to learners needed extensive exploration and translation in some instances due to unclear handwriting, among other factors.
- Some learners misunderstood certain questions, e.g. one concerning aggregate and rating scale symbols.
- Fewer schools were included in this study which might have sacrificed the representative nature of the study, however, the ‘Reliability Analysis’ showed good internal consistency. Furthermore the size of the sample could not be increased due to budgetary constraints.

5.10 Emerging Themes

In a study done by Woods, (2000) he argues that the central motive which generates change and attitude resistance is concern with “self”, and concern with others which are both formed out of direct experience and both predetermine future behaviour.

With reference to personal well-being within the context of how learners felt empowered through LO, it could be pointed out that most learners reflected ‘correspondence theory’ that relates to the schooling and the world of work because it came out in the study that learners were interested in their future goals. Furthermore, in the lower grades of Further Education and Training (F.E.T), learners were concerned with the things that affect them directly as individuals. As they become older they are concerned about issues that address community issues. This accords well with Bronfenbrenner’s ‘Ecosystemic Theory’, which pose an image of an onion to represent the innermost core of the child him/herself.

Age and gender differences were determinants that determine high school learners’ attitudes towards some aspects of LO. Moreover, aspects of LO that learners learned such as HIV/AIDS, human rights and social responsibility determined learners’ attitudes towards this learning area.

The results revealed that learners misinterpreted some questions that were asked. Perkins, (1992) calls this a shortfall in educational achievement. He argues that there is a need to engage learners in “thoughtful practice” in order to promote deep thinking. This study was not absolutely in line with Perkins’ findings because some

learners did not respond well to two questions (34 & 35). One of the questions required learners to be productive and critical in their thinking but some failed to respond appropriately.

The study also revealed that people have subjective images and deeply ingrained assumptions and generalizations that they carry in their minds about themselves, other people, institutions, and events that take place in the world (Senge, Kleiner, Roberts, Ross & Smith, 1996, cited in Dalzell, 2005). The images that people possess are called 'mental models' and they have a bearing on attitudes because they influence the way people think.

Having said that, one needs to point out how the present study has a bearing on the researcher as a person. One wanted to find out about one's student learners as a teacher-educator. The results obtained in this study will have a bearing on the way the researcher interacts with her student teachers.

- Learners who were above average in school performance had deeper insight into issues as compared to learners who were average and below average. For instance, learners who were above average made more critical comments about the issue of HIV/AIDS than learners who are average and below average.
- The issues of concern to high school learners as individuals point to the potential that LO has to contribute to learners understanding. Furthermore learners' articulation of what LO has done for them revealed the fact that they would develop in society (DoE, 2001). The hindrance that was noted by the researcher was that educators are 'restricted professionals' and not 'reflective professionals'. It is an ideal that educators should possess. Values of educators and their attitudes towards what they regard as valuable knowledge seems to have prevented learners from reaching their highest potential in this learning area.

5.11. Summary

Learners are thoughtful about the future and they are concerned about what they want to do in future. However, the fact that educators are viewed as interpreters of the curriculum, impact learners attitudes. There is a need for further research into the impact of the race of educators on learner attitudes.

It is argued (Holt, 1981) that societies, in general, have a certain level of influence on each other. The kinds of educators, who teach high school learners, are reflected as restricted professionals, they rely mostly on experience rather than policy requirements. They confine their responsibilities to their definition of what is academic within the classroom. In their interaction with their learners, educators influence their learners unintentionally. This was revealed in the attitude of learners who are taught by different race groups and the influence that they have on them. Broadfoot (1988) argues that educators value their privacy and autonomy more than collaboration with their colleagues. On the other hand, educators who are extended professionals display reflective competence. They are practitioners who are constantly re-examining their values in order to make good decisions. If one does a deep reflection on this issue one can ascertain that everything starts with learners as individuals. Then their relation to society (social responsibility) which one thinks includes human rights. Brofennbrenner calls it self-consciousness.

The results also revealed that being knowledgeable about career choices made learners value LO. Learners, who gave a low rating to LO said that they would have had a more positive response if they had access to books on the learning area.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Summary

LO is a learning area that is part of the new approach to teaching and learning. The introduction of the new curriculum framework called National Curriculum Statement (NCS) is part of curriculum transformation in South Africa.

It is the state that determines the language of teaching and learning and prescribes the structure of the system but it has limited control over what happens in the system.

Research (Harley, et al. 1999) reveals that educators are the interpreters of the curriculum, they influence and decide what happens in the classroom. The state has limited control over what happens in the classroom context. In this study, it came out that the attitude of learners is influenced by the attitudes of the educators who teach them. There appears to be no harmony or link between theory and practice because certain stakeholders such as educators and learners are not part of the change process (Wedekind,1998).

The intention of LO is to equip learners to live a meaningful life in a society that is rapidly changing. In the study of the attitude of high school learners towards LO, what also came out in the study is that learners displayed more knowledge and positive attitude on the aspects of LO that pertain to them as individuals such as personal development, careers and HIV/AIDS issues. Age and gender were found to influence learners' attitude towards LO. Furthermore attitudes that learners display is affected or informed by the context in which they operate.

6.2 The following are the conclusions drawn from the study

- Age and gender are the two characteristics which influence learners' attitudes towards LO.
- The aspects of LO which had most significant contribution to the attitude of high school learners were those aspects which relate to learners as individuals such as HIV/AIDS, personal development and careers. Learners said these aspects empowered them to live a meaningful life in a society that is changing rapidly. Other aspects of LO are considered by high school learners later and they are issues or aspects that are peripheral to high school learners such as human rights issues and social responsibility.
- Learners are concerned with things that have practical value. Dewey (cited in Akenpelu, 1989), the main proponent of pragmatism, reveals that people in general are interested in practical usefulness of any activity that is undertaken. The high premium placed on practical usefulness of LO perpetuates the popular spirit and attitude of this age more than any other philosophy, argues Dewey. Some issues that are outside of the experience or interest of learners as individuals are not considered until later in life.
- Although learners have a positive attitude towards this learning area, it was revealed in the study that they still feel that there is more that needs to be learned in LO. One can conclude that if the Education Department wants to impact on learners' attitudes, they need to work on the educators who teach them. It can be inferred that schools have not prepared learners to be divergent thinkers.

The study revealed that educators are ‘restricted professionals’ and have considerable impact on learners’ attitudes.

- High school learners generally have a positive attitude towards LO. It helps them to live a meaningful life in a society that is transforming rapidly. Furthermore, learners felt that LO is a learning area that has empowered them.
- Different aspects of the learning area are meaningful to learners at different times. HIV/AIDS, career and personal development which relate to high school learners as individuals were the aspects of LO that contributed much to the appreciation of LO. Learners placed a high premium on HIV/AIDS issues as compared to other aspects of LO.
- What is neglected is sexuality issues, it is a very important aspect that is relevant to learners of this age but a study by Rooth (2005) indicated that educators find it difficult to address this issue. The teenage pregnancy epidemic is viewed as an issue that is getting worse and worse (Mngoma, 2010)
- Learners thought processes, which contribute to attitude developed qualitatively as years progressed. The development was context specific.
- Interest in career choices increased with grade level. This was more evident in boys as compared to girls.
- Learners developed from being interested in things that affect them as individuals to having an interest in things that pertain to the community.
- This study agrees with the study done by Rooths (2005) on the investigation of the status and practice of LO in South African schools. The results revealed that aspects of LO are not given equal consideration because of values that

educators attach to those aspects. This again points to the fact that educators decide what should be taught in the classrooms.

- Some learners confirmed the assertion made by the researcher that LO helped them in performing in other learning areas because it deals with the image that learners have of themselves.
- This study confirmed the fact that citizenship education is considered later in life by learners.
- Correspondence theory (Meighan, 1997) was revealed in this study in that learners were clearly influenced by the attitudes of the educators who taught them and this in turn was influenced by the race of the educator.
- The system produces learners who cannot go beyond the limitations of their educators if these are ‘restricted’ professionals.
- The education system needs to put measures in place to change the attitude of educators if it wants to impact learners more positively. It is difficult to have learners who are ‘divergent thinkers’ if they are taught by educators who are ‘restricted professionals’.
- The education system needs to work more with educators to develop them and to encourage them to be reflective practitioners who are constantly re-examining their values.
- The researcher noted internal consistency with reference to aspects of Life Orientation in this study. Learners depicted educators as restricted professionals because of the two issues which emerged in the study:
 - 1) Educators do not promote deep and divergent thinking to their learners;
 - 2) Educators are still traditional in their teaching and learning because their classroom practices reveal that they have power to decide what is regarded as valuable knowledge.

- There were learners who were indifferent to Life Orientation. This fact cannot be swept under the carpet, but needs to be explored further although they were only a handful.
- Learners think that Life Orientation is a learning area that contributes to equipping them with relevant skills.

6.2.1. The following are Hypotheses that the investigator generated from this study

The following are propositions that the investigator formulated for empirical testing. They are relational and descriptive hypothesis:

- Gender and age are the characteristics that contribute to the differences in the attitudes of learners towards Life Orientation as a learning area in the South African High Schools. A national study would have to be conducted to prove or disprove this proposition.
- Attitude of High School learners towards Life Orientation is positive.
- Learners feel Life Orientation has empowered them to live a meaningful life in a society that is changing rapidly

6.3 Recommendations for further study

- This study provided data which can assist other researchers to further probe the same or similar issue in the near future to authenticate the research results that is produced thus far. It was noted by the investigator that the timing might have militated against finding authentic evidence about learners' attitude because it is still early and not substantial changes have been made in the implementation of the new curriculum framework especially in the introduction of LO to Grade 12. Attitude is something that people develop over time. A classical example was the attitude of the race of the educators and the impact it had on learners' attitudes. Although the statement might sound negative, one can be quick to say that the outcomes of this study and other related studies that are still to be conducted could serve as a starting point for continuous evaluation of LO. The evaluation of the learning area is an ongoing process that needs to continue as long as society and education exists. This will help high school learners live a meaningful life in a society that is changing rapidly. This will assist in obtaining a clearer picture of the attitudes that learners possess. The suggestion therefore could be that similar studies need to be done to ascertain the attitude development of learners. Furthermore, the issues on the influence of educators on the attitudes of high school learners as well as the race of the educator as having an impact on the attitude could be addresses in more advanced study.
- It was discovered by the researcher that some learners could not express themselves succinctly. It is therefore a suggestion that there be a questionnaire in the appropriate language for second language English. Although this raises the problem of translation, the double-blind system could be employed to solve this problem. The advantage might be that this could enhance the eliciting of qualitative data.

- A study by Rooths (2005) revealed that educators always know what they are supposed to do but that does not always translate into application of this in the classroom. Taking that observation into consideration, the researcher is of the opinion that the same might be applicable to learners. The same study could be done from another view point to ascertain if the research findings thus far are true or not for learners.
- The issue on the interest on the things that relate to high school learners which came out as an emerging theme point to the fact that curriculum needs to address issues that have meaning to the everyday life experiences of learners. This is an issue that is already pointed out in the policy document. It states that for the programme to be authentic, it needs to be relevant to the everyday life experiences of learners. Furthermore, all outcomes in the learning programme should address issues related to HIV/AIDS because that is the reality that confronts learners currently in South Africa and throughout the world.
- Aspects in LO which relate to learners as individuals such as career, personal development and HIV/AIDS are addressed well in schools and learners used them to reflect positive regard for the learning area. It is important for educators to address all aspects which are supposed to be covered in LO. Learners displayed fragile knowledge (Perkins, 1992) on aspects such as sports and recreation, although these are equally important.

6.4 Conclusion

As pointed out in the introduction, Kartz (2007) defined ‘attitude’ as a predisposition to respond to social objectives that interact with situational and other dispositional variables that guide and direct the overt behaviour of the individual. High school

learners said that the school was a mini-society that disposed them to feel a need to be educated in order to have careers which will assist them to live the lives that they want to live in society. This was evident in the interest shown in career aspect of LO which was one of the reasons why learners are positively inclined in attitude towards LO in general. In this there was some relationship in some aspects of LO and characteristics such as gender, age, and school performance. Attitudes of high school learners towards life orientation are not only influenced by age, gender and school performance among other things, there are other situational and dispositional variables that impact on attitudes which makes it a complex aspect. This means that if we are serious about finding the attitudes of learners toward life orientation, ongoing research should be conducted to find out about the influencing variables which vary from concern of “self” or learners as individual’s to concern about the things outside the individual. Other influencing factors such as develop in wisdom as well as the organisational culture of the school should be taken into consideration as well. Conditions that exist in the schools can either reinforce or limit the attitude of learners towards Life Orientation, but learners view LO as a learning area that makes valid contribution to their lives. The researcher predicted a promising future for the lives of learners if the system could deal with the educators because they determine to a certain extent what need to be done in the classroom.

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APPENDIX A

EVALUATION OF THE KNOWLEDGE OF LIFE ORIENTATION

The aim of this questionnaire is to find out about your attitude towards Life Orientation. There are no correct or wrong answers. Do not write your names in any of these documents. Responses are confidential and should be answered honestly and without restriction.

Instructions

Below are various statements/questions, which are divided into two sections. At the end of each statement or question, you are asked to make a cross (X) where it is applicable to indicate the response which best represents your point of view, attitude or perception.

Section A

Personal Details

1. Gender

Male	Female
------	--------

2. Age

Below 14
14 – 17
18 – 21
22 – 25

3. Grade

Grade 10	Grade 11	Grade 12
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4. Race

African	
Coloured	
White	
Indian	
Other Specify	

5. Symbol obtained in life orientation in the last examination written

Rating code	Description of competence	Marks %
6	Outstanding	80-100
5	Meritorious	60-79
4	Satisfactory	50-59
3	Adequate	40-49
2	Partial	30-39
1	Inadequate	0-29

Value of each symbol

- A - 75 +**
- B - 70 – 74**
- C - 60 – 69**
- D - 50 – 59**
- E - 40 – 49**
- F - 30 – 39**
- G -20 -29**
- H -19 and below**

6. Who helped you choose a career?

Parents	
Peers	
Siblings	
TV	
Radio	
Teacher	
None	
If other	
Specify	

7. Tick the box that is applicable to you

Science	Technology	Commerce

Other (specify) _____

FOR OFFICE USE ONLY

Rural	Urban
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Section B

Career:

8. Life Orientation (L.O.) has made me aware of many career choices.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
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9. L.O. has helped me choose a career best suited to my talents.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
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10. L.O. has helped me set realistic life and career goals.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
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11 L.O. has made me realize and focus on what I want to achieve in life.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
----------------	-------	-----------	----------	-------------------

Ubuntu:

12. I have been able to apply skills learned from L.O. to improve the manner in which I relate with my friends, members of my family and community.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
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13.L.O. has helped me to understand my role amongst friends, family and community.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
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14. L.O. has taught to participate in community activities.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
----------------	-------	-----------	----------	-------------------

15. L. O. has taught me to value and appreciate the role played by friends, family and community in my life.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
----------------	-------	-----------	----------	-------------------

16. L.O. has taught me how to become a better member of family and community.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
----------------	-------	-----------	----------	-------------------

Personal Relationships:

17. L.O. has helped me to deal with difficult situations in my relationships.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
----------------	-------	-----------	----------	-------------------

18. L.O. has improved my attitude towards sexual matters e.g. abstinence before marriage and sexually transmitted diseases.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
----------------	-------	-----------	----------	-------------------

19. L.O. has given me skills to choose a future partner.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
----------------	-------	-----------	----------	-------------------

20. L.O. has taught me to take relationships seriously.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
----------------	-------	-----------	----------	-------------------

Tolerance:

21. L.O. has taught me to respect other cultures.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
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22. L.O. has taught me to respect other people's rights.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
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23. L.O. has taught me to accept other people's opinions even when they differ from mine.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
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24. L.O. has taught me to respect less gifted and disabled people.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
----------------	-------	-----------	----------	-------------------

Lifestyle:

25. L.O has taught me correct diet and exercise that lead to healthy lifestyle.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
----------------	-------	-----------	----------	-------------------

26. L.O. taught me good and bad behaviors/habits which lead to both good and bad lifestyle.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
----------------	-------	-----------	----------	-------------------

27. L.O. has helped me to approach life positively.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
----------------	-------	-----------	----------	-------------------

Self-Image:

28. L.O has taught me to accept and appreciate myself for who I am.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
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29. L.O. has helped me to identify my weaknesses and my strengths.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
----------------	-------	-----------	----------	-------------------

30. L.O. has helped me to approach life positively.

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
----------------	-------	-----------	----------	-------------------

Indicate with “Yes” or “No” the extent to which L.O. has helped you.

31. L.O. has helped me to understand matters related to HIV/ AIDS.

Yes

No

If **yes** explain.

-----.

32. L.O. has informed me about human rights issues.

Yes

No

If **yes** explain.

-----.

33. L.O. has prepared me to be a responsible social member.

Yes

No

If **yes** explain.

-----.

34. On a scale of 1-10 how would you rate the knowledge you receive from L.O.

Give reason for your rating

-----.

35. Using the space provided say something that we have not covered which you learnt from Life Orientation.

-----.

Thank you for your co-operation.

APPENDIX B

Durban Institute of Technology
Indumiso Campus
Private Bag X9077
Pietermaritzburg
3200
15 December 2005

The Superintendent General
Department of Education
288 Pietermaritz Street
Pietermaritzburg
3200

Dear Sir/ Madam,

Request to conduct research in KwaZulu-Natal schools.

I would like to have permission to conduct research in the schools around Durban and Pietermaritzburg Regions on learners in Grades 10-12. This is part of my Doctoral Thesis (D.Ed) that I am doing with the University of Zululand in the Department of Psychology.

My research topic is: “**An Investigation Of The Attitudes Of Learners Towards Life Orientation In High Schools In Durban And Pietermaritzburg Regions**”. The instrument that will be administered to learners, aims to get response patterns of learners towards Life Orientation.

The information that will be given by the learners will be confidential and will only be used for academic purposes. The questionnaire will be administered once and it will take about ± 20 minutes. The researcher hopes to arrange the research at mutually convenient times with the school principals and Life Orientation educators.

I intend collecting data as soon as schools open in 2006. It will last twenty days.

Please find enclosed approved research proposal for my study.

I hope that my request will reach your favourable consideration.

Should you wish to contact me urgently please phone me at 082 435 7628.

Yours faithfully

Duduzile Njozela
(Senior Lecturer – Education Department) Durban Institute of Technology

APPENDIX C

Durban University of Technology
Indumiso Campus
Private Bag X9077
Pietermaritzburg
3200
18 February 2006

To Whom It May Concern

Dear Parent/Guardian

Permission To Conduct Research: ‘Attitudes Of High School Learners Towards Life Orientation’

I am a student at the University of Zululand, and I am presently registered for an Educational degree called D.Ed or PhD. It is a requirement of my study that I collect information from Grades 10-12 high school learners who are doing Life Orientation.

I therefore request permission to agree to your child’s participation in the study. Learners are required to respond to a questionnaire, which lasts for 20-30 minutes. This will be done in the classroom together with the educator who teaches Life Orientation in your child’s school. The Department is aware of what I am doing as a researcher.

The information that I am going to get from this study will be useful for all the stakeholders in education. In particular it will help your child’s teacher to get a fuller understanding of what and who they teach and perhaps for future planning in the area of Life Orientation.

All information gained as a result of your child filling the questionnaire will be treated with confidentiality. Any articles that will be published from this research will ensure the anonymity of your child and the school.

It is unlikely that the child will find filling the questionnaire distressing in any manner. Your child has been selected to participate in research and I am asking for your permission for him/her to take part.

With this in mind, I ask you to sign and return attached form to me.

Yours sincerely

Ms D. Njozela
(Researcher)

I ----- (Please write your full name)

☐ Agree ☐ Disagree

I ----- (Name of the learner)

☐ Agree ☐ Disagree

Thank you in advance for your positive response.