

UNIVERSITY OF ZULULAND



PEDAGOGICAL CONTENT KNOWLEDGE OF LIFE ORIENTATION TEACHING OF LIFE SKILLS AMONG LEARNERS IN THE VHEMBE EAST DISTRICT

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in the faculty of Education at the University of Zululand**

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DECLARATION

I, RUDZANI JUSTICE RANDELA hereby declare that the thesis for the Doctoral Degree at the University of Zululand hereby submitted by me has not been previously submitted for a degree at this or any other University, and that is my own work in design and execution, and that all reference material contained therein has been duly acknowledged.

Signature: 

Date: 30/03/2023

DEDICATION

This study is dedicated to the loving memory of my grandmother, Mrs. Marubini Munyai, my father, Mr. Nndanganeni Johannes Randela, my mother, Nngwedzeni Elisah Randela and my son, Tshilidzi Randela. I will always love you all.

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ABSTRACT

Life Orientation teaching in the General Education and Training (GET henceforth) band in the Vhembe East District has been a challenge. The aim of this study was to investigate the pedagogical content knowledge of Life Orientation in the teaching of life skills among learners in the GET band in the Vhembe East District. The study used both qualitative and quantitative approaches, collecting data through questionnaires and face to face interviews. The findings show that teachers must be masters of their subjects for them to be proficient and effective in delivering the content to learners. Life Orientation, if successfully facilitated may influence learners' lives and redress the social and economic disparity of the post-apartheid era. Life Orientation assists learners to take right decisions when solving problems. The study recommends that teachers should be motivated towards furthering their professional qualifications in Life Orientation teaching.

Key words: General Education and Training (GET), Learners, Life Orientation, Life Skills, Pedagogical Content Knowledge, Teachers

LIST OF ACRONYMS AND ABBREVIATIONS

AIDS	: Acquired Immunodeficiency Syndrome
ATP	: Annual Teaching Plan
B.A.Ed.	: Bachelor of Arts in Education
B.ED	: Bachelor of Education Degree
CAPS	: Curriculum Assessment Policy Statement
CK	: Content Knowledge
COVID-19	: Coronavirus Disease-2019
DBE	: Department of Basic Education
DHET	: Department of Higher Education and Training
DoE	: Department of Education
FET	: Further Education and Training
GET	: General Education and Training
HIV	: Human Immune Virus
INSET	: In-Service Training
LO	: Life Orientation
LoLT	: Language of Learning and Teaching
LS	: Life Skills
LSE	: Life Skills Education
LTSM	: Learning and Training Support Materials
NCS	: National Curriculum Statement

NQF	: National Qualifications Framework
OBE	: Outcomes Based Education
PAHO	: Pan American Health Organisation
PCK	: Pedagogical Content Knowledge
PDHPE	: Personal Development, Health and Physical Education
PE	: Physical Education
PGCE	: Post Graduate Certificate in Education
PSHE	: Personal, Social, Health and Economic Education
RNCS	: Revised National Curriculum Statement
SACE	: South African Council of Education
SADEC	: South African Development Community
SGB	: School Governing Body
SMT	: School Management Team
SPSS	: Statistical Package of Social Sciences
SRH	: Sexual Reproductive Health
SSTC	: Senior Secondary Teachers Certificate
STD	: Sexually Transmitted Disease
TB	: Tuberculosis
UED	: University Education Diploma
UNESCO	: United Nations Educational, Scientific and Cultural Organization
UNGASS	: United Nations General Assembly Special Session

UNICEF : United Nations International Children's Emergency Fund
WDEFA : World Conference Declaration on Education for All
WHO : World Health Organisation
WITS : University of Witwatersrand in Johannesburg
ZPD : Zone of Proximal Development

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CHAPTER 1

BACKGROUND TO THE STUDY

1.1 INTRODUCTION

This chapter consists of the background of the study, the problem statement, followed by the aim and objectives of the study, research questions, operational definitions, research design and methodology, including the chapter division section.

1.2 BACKGROUND TO THE STUDY

Since the dawning of democratic independence in 1994, in South Africa, the Department of Education had used whatever system of education it could use, so that there might then be a difference between the Bantu Education systems of education in comparison with the present one. Amin and Mahabeer (2021), stress that curricular after curricular had been designed but tremendously failed, ending up in the designing of a current one called Curriculum and Assessment Policy Statement (CAPS), whose future could also not be over guaranteed; hence it would be depending on how teachers and learners could be able to implement it, or not.

In support of the previous statements, Adekola and Mavhandu-Mudzusi (2021), assert that the really type of education should be able to equip youths with experiences, skills, knowledge and values that will empower them to can easily meet the requirements of a future society. According to the Department of Education (2003), the effectively or efficiently offering of Life Orientation to learners can eventually lead them to be able to solve problems, make informed decisions and choices. In so doing, they could also

ultimately gain suitable tactics of resorting to take good actions whenever in the problem they could be involved. However, in such an event, such youths (learners) would indeed be able to live meaningful lives in our ever-changing societies. From the afore-going views, it implies that life skills have to be seriously taught to learners in schools, so that they could obviously cope with whatever event or incident that might occur in the societies, they would be living in.

The sudden changes of curricula after curricula in South African schools, since the dawning of a democratic independence in 1994, seemed to have brought more harms than benefits in the implementation of the really type of education in our schools. In this regard, this had also actually have an impact in the manner in which Life Orientation, as one of the subjects in schools could be effectively taught. Another matter of great concern, subjects offered during the Bantu Education system-era, black learners were not offered subjects aiming at improving their health or social aspects of life.

The Department of Education (2010), states that Life Orientation is the study of the self-evaluation to the learners in terms of living with the other people in societies. Furthermore, its purpose is to empower learners so that they can use their talents to realise their full bodily, spiritually intellectually, personal, emotional and social potential. On the other hand, Life Orientation helps learners to develop skills to conduct positive interaction with the other people. On the contrary, the Department of Education (2010), and Pillay (2022), further emphasise that it appears Life Orientation is not definitely taught as stressed by CAPS in its principles, hence much attention seems not be given to it, specifically by the teachers in schools. Paulsen (2014), suggests that Life Orientation when being taught in schools should not be ever limited to it only, but it should also involve to their life long, personal and professional developments. It then implies that when teaching learners, teachers have to often realise that Life Orientation will help them to can live well in their societies. In addition to this, Life Orientation should not be taught just for the sake of offering lessons, but life skills must also be included when it is given to learners in the form of lessons. Nevertheless, while being offered together with life skills, learners would then learn how to even manage time for their future plans.

Most importantly, Manyau, Cronje and Mokoena (2018), maintain that when prescribing Life Orientation to schools for use, the DoE (2010), was exactly aiming at making a difference in learners' lives as compared to subjects that were offered in the past Bantu Education system in schools. In short, after its use, Life Orientation ends up equipping the South African learners with the needful, aspects, like: knowledge skills, attitudes and values that could assist in cultivating confidence within themselves, resulting in them becoming the responsible citizens of our country.

Furthermore, Life Orientation is not just offered in schools, but it is aiming at educating a healthy, responsible young people who are able to live productive lives in the new South African democracy (Ferguson & Bibby, 2014). On the same note, the learning area Life Orientation forms part of the life skills faction, which is popular today in many countries, and is often propagated and implemented in educational settings (World Health Organisation, 2001; Glanzer, 2022). While busy teaching Life Orientation to learners, it involves in its self the ability to develop and engage learners in personal, psychological, neuro-cognitive, motor, physical, moral, spiritual, and cultural and socio economic areas, they can achieve their full potential in the new democracy of South Africa (DoE, 2012).

In full support of the previous views, Clark (2013), notes that it is at schools where LO is effectively or efficiently offered, that it can result in learners' social development and even paving a good way for them to live well with other people. The school management teams (SMTs) when running schools, should also not forget that the suitable judgements must be given in case, where the learners might have made some offences in schools. Needless to say that, such process would enable them to be good judges after they have in future become magistrates or lawyers (Kekana, 2018).

Despite the implementation of the way in which Life Orientation is offered in schools, aiming at maintaining discipline, violence actions against either teachers or learners keep on happening there, almost on daily basis. Chabalala (2018), reports of a cruel incident that happened at a Krugersdorp school, where one male-learner nearly cut the throat of a fellow mate, hence the victim had refused to offer the only pocket money in his possession. In this instance, it then implies that some cruel incidents especially

amongst learners could just occur, although Life Orientation is taught. These remind both the SMTs and SGBs to even invite social workers, including the known motivational leaders and religious leaders in order to address learners in schools. Still concentrating in the issue of how misbehaviour actions do happen in schools, despite (LO) being taught, Clark (2013), encourages teachers to keep on trying by all means to maintain discipline in schools. Essentially, this would ultimately result in LO playing its primary role of moulding learners towards living positive and beneficial lives as also earlier on emphasised, in the previous parts of this study.

1.3. PROBLEM STATEMENT

It appears some subjects are not easy to teach in schools, the reason being that LO is privileged to even have, some assisting events being held in its behalf. For example, events, like: seminars, workshops or conferences addressed by the experts should often be convened by the DoE, hence teachers are still experiencing some difficulties in teaching it properly in schools Department of Education (2005). Besides this, when results are announced in whatever grades in schools found in the Vhembe East District, Limpopo Province, the poor results always occur in Life Orientation as one of the subjects taught in schools.

Since-ever I have been teaching at the school where I am still teaching, I had never seen any Departmental officer coming to address either teachers or learners pertaining to Life Orientation learning area in our school. Apart from this, I had never also come across any research study on Life Orientation in our schools' library, or at our neighbour schools. To one's surprise, knows very well that those structuring the religious leaders, could assist in enabling LO to well understand by both teachers and learners. In addition to this, there also seems to be an inadequacy of Life Orientation serious preparations when teachers intended to offer its lessons (Voss, Kunter & Baumert, 2011).

However, the below average results, including the consequences so far cited, together with the existence of a wider knowledge gap, concerning the teaching of the LO in

schools, might have motivated me towards conducting this research study on behalf of the affected schools found in the Vhembe East District, Limpopo Province. Mwamwenda (2013), and Almack (2023), report that paying much to Life Orientation, might also results in learners being well-mannered and making positive career-choice wisely. In such an instance, this could assist them in staying away from the misbehaviour actions, such as: high level of teen pregnancy, school dropout, premature involvement in sexual activities, alcohol and drug abuse and limited dependence on economic parents support while mature enough to can boost themselves successfully. Furthermore, the way in which adolescents find themselves in risky sexual behaviours leading them to earlier teenage pregnancies might stop, if teachers could teach those adolescent youths in its correct manners in schools. Moreover, due to the higher rate of all the misbehavioural actions especially in schools, might lead one to make a clarion call that teachers should be well-trained or equipped with some extra-knowledge. In this context, it could lead to our learners understanding LO well, so that their future good lives can be safeguarded.

1.4. AIM OF THE STUDY

The main aim of this study, was to investigate pedagogical content knowledge of Life Orientation of the teaching life skills among learners in the GET band, in the Vhembe East District, Limpopo Province.

1.5. OBJECTIVES OF THE STUDY

In line with the aim of this study, the following objectives were used:

- i. To justify the pedagogical content of Life Orientation in the teaching of life skills among Learners in the GET band in the Vhembe East District.
- ii. To assess the effects of the pedagogical content of Life Orientation in addressing life skills among school learners.

- iii. To discover challenges encountered by teachers when teaching life skills to learners in GET band through Life Orientation.
- iv. To establish strategies that teachers can use to teach life skills guided by pedagogical knowledge of Life Orientation.

1.6 RESEARCH QUESTIONS

Kumar (2014), cautions that the number of the research questions should always tally with those of the objectives, in the well-conducted research study. Furthermore, this implies that, if the objectives are three (3) in number, the research questions should also be three numerically. In case where a novice-student, could mistakenly use them alternatively, it would be a grievous mistake in the research world. In pursuance of the number of the objectives shown above, the following research questions were asked:

- i. How does the pedagogical content knowledge of Life Orientation affect the teaching of life skills to learners in the GET band in the Vhembe East District?
- ii. To what extent does the pedagogical content of Life Orientation affect the teaching of life skills to learners in the GET band in the Vhembe East District?
- iii. Which pedagogical content knowledge of Life Orientation challenges do teachers encounter when teaching life skills to learners in the GET band?
- iv. How can teachers teach life skills guided by pedagogical knowledge of Life Orientation?

1.7 INTENDED CONTRIBUTION TO THE BODY OF KNOWLEDGE

The study generated valuable information for teachers, learners, principals, curriculum advisors and other relevant stakeholders relating to pedagogical content knowledge of Life Orientation teaching. In such an instance, this would alert teachers of pedagogical content knowledge's impact on teaching Life Orientation amongst learners in schools. Furthermore, it would also help in reviving interest and love of Life

Orientation as one of the subjects in schools. The manner in which a subject is taught could help to empower the stakeholders with techniques of teaching and how to can use them for the benefit of learners.

However, this study had also assisted in investigating the pedagogical content knowledge of Life Orientation teaching skills among learners in the GET band in the Vhembe East District, Limpopo Province. Nonetheless, it is also of vital importance that teachers should also always see the need to develop Life Orientation as any other subjects that are taught in schools. On the other hand, the very results of this study, might therefore, add value to the body of knowledge of stakeholders, such as: the Department of Education's policy-makers, curriculum advisors, Life Orientation teachers and researchers, to be well aware of the role of life skills that learners in the GET band could obtain after being taught. On the other hand, the Department of Education policy-makers could devise the other tactics of how teachers can learn the other mechanisms through which learners may be motivated into paying much attention to Life Orientation as a subject in schools. In addition to this, researchers can use the study's findings in order to help teachers in teaching Life Orientation to their maximum level in schools, especially in the GET band. Another matter of great concern, is that the curriculum designers can also know which items to include while designing some curricula in future.

Most importantly, the Department of Education should also conduct seminars, workshops or conferences, whereby experts might address them on how the Life Orientation can effectively or efficiently be offered in schools. The aim behind this, being to enable teachers to can let learners obtain the best ever seen results in schools. In support of the above views, Jonck and Swannepoel (2015), and Nzeleni (2015), stress that teachers have to really make use of aspects, like: classroom facilitation skills, knowledge of alternative instructional strategies, level of commitment, and self-efficacy while teaching LO. In this regard, it wit would automatically lead them to obtaining the best results in Life Orientation. Besides this, the attitudes of both teachers and learners towards Life Orientation as a school subject, can also influence learners' social development specifically those from the disadvantaged families. For one reason, they would have then learnt different viewpoints as expressed in Life Orientation pertaining needed life skills as used in different societies.

In this regard, this study could also help to build up teachers' self-concepts as well as alleviating their compassion fatigue and frequent burnout for professional development. The mechanisms through which Life Orientation could also be made an important subject in schools among others in schools, aspects, such as: knowledge of both learners and teachers skills, in either teaching or learning should be carefully mastered. After teachers have learnt the new tactics or strategies of offering Life Orientation as one of the subjects in schools, the Department of Education should have also participated through Life Orientation scheduling and planning so that it must be efficiently taught in schools.

1.8 OPERATIONAL DEFINITIONS OF TERMS

1.8.1. Pedagogical Content Knowledge

Pedagogical content knowledge refers to the compulsory knowledge needed in plays a paramount role in providing teachers with strategies, methodologies and learning support for use while teachers would be teaching learners (Kleickmann, et al., 2013). In support of the previous view, Spaul (2013), emphasises that teachers should always have adequate knowledge of really implementing a curriculum so that they could offer lessons perfectly to their learners. Furthermore, due to lack of enough knowledge or skills to teaching learners usually result in bad performances, and ultimately poor results in schools. In addition to this Ball, et al. (2001), states that the absence of either in-depth and well-structured knowledge on the side of teachers influence a confusion and lower performance being experienced by learners in schools. In this study, teachers must possess the professional pedagogical content knowledge of identifying how learners understand and misunderstand Life Orientation, and the relevant methodologies that they can employ to deliver the subject content in an effective and understandable manner (Ball, et al., 2001).

1.8.2 Life Orientation

According to the Department of Education (2011), Life Orientation (often abbreviated to 'LO') is defined as the “study of self in relation to others which addresses skills, knowledge and values about the self, the environment, responsible citizenship, a healthy and productive life, social engagement, recreation and physical activity and careers choices”. It deals with the holistic development of the child to prepare him or her to play a meaningful role for the development of their communities. According to the Department of Education (2011), the aims of Life Orientation are, “to guide learners to achieve their full physical, intellectual, personal, emotional and social potential; develop learners’ skills to respond to challenges and play an active and responsible role in the economy and society; teach learners to exercise their constitutional rights and responsibilities”. For the purpose of this study, Life Orientation teachers require specific knowledge, skills, values and attitudes if they are to make positive contribution in their schools. There is a need for highly trained and specialised Life Orientation teachers with pedagogical content knowledge (Pillay, 2012; Gomez-Galan, 2020).

1.8.3. Life skills

Life skills are defined as abilities to help the individual to cope with the demands of daily lives (Organisation, 2009; Jaffe-Walter, 2018). Life skills represent the psycho-social skills that determine positive behaviour and include reflective skills such as problem solving and critical thinking as well as personal skills such as self-awareness and interpersonal skills. Life skills guide and prepares learners for life and its possibilities, including equipping learners for meaningful and successful living in a rapidly changing and transforming society. In this study, life skills are concerned with the social, personal, intellectual, emotional and physical growth of learners and with the way in which these are integrated (Department of Education, 2011).

1.8.4. Curriculum

According to the Department of Education (2008), curriculum is a complete programme of learning which includes the following components identified, “desired results, a design for, and suggested sequence of activities, and suggested methods

of assessment for evaluation". Curriculum is an outline of what will be done during a certain period of time, and it is used in an education as a guidance to what will be done throughout the time frame of the course. Curriculum refers to the means and materials with which learners interact for the purpose of achieving identified educational outcomes. Simmonds (2014), states that important decisions are taken during curriculum planning to change the society to benefit all the people. Curriculum includes the teaching and learning activities in schools that directly engage learners' personal experiences. In this study, curriculum is used to guide all the teachers to understand exactly what is taking place in the teaching and learning process in Life Orientation.

1.8.5 Curriculum and Assessment Policy Statement

The Curriculum and Assessment Policy Statement (CAPS) is the recent curriculum policy of the Department of Education (2012) that serves as an Action Plan to 2030 for the South African education system and was introduced by the Department of Education with the purpose of addressing some of the root causes of underperformance in South African schools. CAPS is a single, all-inclusive, and succinct policy document, which has replaced the Subject and Learning Area Statements Learning Programme Guidelines and Subject Assessment guidelines for all subjects listed in the National Curriculum Statement Grades R-12.

CAPS is the policy document which stipulates the aim, scope, content and assessment for each subject listed in the National Curriculum Statement from Grades R-12 Department of Education (2012), and provides the details on what content teachers should teach and assess on a grade-by-grade and subject-by-subject basis. There are clearly outlined topics for each subject and a recommendation on the number and type of assessments per term. Outcomes and assessment standards are now called topics and themes whilst learning areas are called subjects, for example according to Life Orientation programme, during the year Life Orientation teachers must teach life skills to learners (Department of Education, 2012)

1.9 RESEARCH DESIGN AND METHODOLOGY

The study adopted the pragmatic paradigm following a triangulation or mixed-methods approach, which coupled qualitative and quantitative methods of research. In this study, interviews were used to collect qualitative data from eight (8) school principals and questionnaire to collect quantitative data from selected eight (8) school teachers. The population of this study comprises all Life Orientation learners, principals, teachers, and curriculum advisors in the Vhembe East District. Purposive sampling was used to purposively select participants in the qualitative approach and simple random sampling was used to select the participants in the quantitative approach. The qualitative sample comprised eight (8) principals and two (2) curriculum advisors and quantitative sample comprised one hundred and sixty (160) learners and eight (8) teachers. The qualitative data collected was analysed using thematic content data analysis and the quantitative data was analysed through the Statistical Package of Social Sciences (SPSS) version 28. Full details regarding the research design and methodology will be presented in Chapter 3.

1.10 CHAPTER OUTLINE

Chapter 1: Orientation of the study

This study consists of five chapters. Chapter 1 explained the introduction to the study, theoretical framework, preliminary literature review, problem statement, research aim and objectives, and research questions. Furthermore, aspects, like: research design and methodology, definitions of operational terms, and preliminary chapter division were also explained in detail.

Chapter 2: Literature review

This chapter reviews literature related to the study. Reviewing literature serves to sharpen and broaden the theoretical framework of the research, discloses new developments in the field and expose gaps in previous investigations. This literature review focuses on four key areas of consideration related to the study of Life Orientation.

Chapter 3: Research design and methodology

Chapter 3 provides the overall research design which outlines the research methodology and methods of data collection and analysis.

Chapter 4: Data interpretation, presentation, and analysis

Chapter 4 deals with data presentation, interpretation, and analysis of the findings.

Chapter 5: Findings, recommendations, and conclusion

Chapter 5 summarises the study, presents findings and recommendations. Suggestions for further research are also specified in this chapter.

1.11. DELIMITATIONS OF THE STUDY

There was a limitation with regard to the number of participants used in this study. This study was conducted in 178 participants. The choice of only 160 learners, 8 teachers, 8 principals and 2 curriculum advisors represented a small sample per se, hence it could doubtfully be considered as time replica of the whole population. These schools had unique features, which may not be presented in other schools, districts and provinces, and therefore the findings reflected the pedagogical content knowledge of life orientation teaching of life skills among learners in GET band in Vhembe East District. As a results the results cannot be generalised to other contexts as the scope of the study which was both quantitative and qualitative research design and limited

to 178 participants. However, these findings have revealed how Life Orientation helps and leads learners to take a correct decision, solving problems, think critically and creatively.

CHAPTER 2

LITERATURE REVIEW

2.1. INTRODUCTION

The previous chapter presented and discussed the introduction to the study, including aspects, like: the background of the study, problem statement, the aim and objectives of the study, research methodology, ethical and safety issues, and chapter division respectively. In this study, the introduction, theoretical framework, overview of the pedagogical content knowledge in terms of different countries, contextualization of the pedagogical content knowledge of teaching of the life skills amongst learners in the GET bands, the effects of the pedagogical content knowledge of Life Orientation in teaching life skills amongst school learners, challenges encountered by teachers when teaching life skills, and strategies that teachers can use to teach life skills; were discussed in a more detailed form. On the other hand, this literature review was really done in order to explore what had already been previously investigated, including what was not examined on the same topic so that justification thereof; might contribute effectively to the study's scholarship. (Nakano & Muniz, 2018). I would like to remind the reader about the studies topic, which is: "Pedagogical content knowledge of Life Orientation teaching of life skills among learners in the GET band in the Vhembe East District". In addition to this, the review also helped to identify emerging and established scholars, theories, models, ideas, debates and problems in the body of knowledge which revealed the discourse on pedagogical content knowledge (PCK), life skills and Life Orientation (Mudavanhu, 2017).

In an attempt to make a good coverage of the topic at stake, I also explain the theoretical framework selected for use, through commencing globally and indeed narrowing it down to South Africa schools, where Life Orientation is taught in the GET

band aiming at enabling learners to study the life skills they could use in their future lives. Creswell and Creswell (2018), note that either topics or sub-topics usually do not just come from the air, or no-where, but are formed in relation with the objectives and also research questions mentioned in the study. In cases where novice-research student could just form or use them alternatively, it would then be a great blunder in the research world.

2.2.1. THEORETICAL FRAMEWORK

A theoretical framework really maps out the research's landscape by just firstly determining the perspective around which the topical issues in the study are being explored (Keating, et al., 2017). Furthermore, Swanson (2013), states that a 'theoretical framework' is therefore a structural undergrid forming a premise which holds the research study ever conducted by researchers in research. In this instance, it should actually be born in mind that in a well-conducted research, there should often be a developer of a theory and the year in which it was developed.

In this study, the theory used was developed by Vygotsky (1978), and he named it 'Vygotsky's, Social Constructivism Theory'. In an attempt to not lead the readers of this study astray, Hunter and Walsh (2014), stress that in explaining the theoretical framework the important parts to be included are: developers' name, date, principle and suitability to the study should be mentioned when a theory is well explained. Therefore, more often than not, the Vygotsky social constructivism theory's principle pertains to the appropriate pedagogy aiming at validating and the adult responsiveness to children. In this instance, parents seemed to have true responsibilities of grooming their children well, so that they could be good citizens of tomorrow. Once again, it also implies that this theory is indeed suitable to topic hence the pedagogical content knowledge of life orientation teaches skills to the learners. In other words, the good groomed learners with the best manners would benefit from being taught Life Orientation in schools. In addition to this, Nyaume and Mtetwa (2009), and Knapp (2019), also refer to Vygotsky's Social Constructivism theory

through emphasising that knowledge is not merely built by individual learners, hence it is linked to both learners environment and cultural activities.

Nyaume and Mtetwa (2009), note that: Effective teaching in the social perspective is mainly based on creating opportunities for learners to gain experience, discuss, discover and socially construct knowledge using the learnt contents. In cases where learners have been properly taught in a Life Orientation lesson they should later on find that they have gained good behaviours through using the taught skills. Another suitability of the chosen theory to the study, also emerges when each of them talks about experience and behaviours after being taught the Life Orientation. For example, this could be seen where the learners who have been taught Life Skills during the Life Orientation period could automatically greet the elders meeting them on their way back to their homes. To be more precise and steaking to the above sub-topic, then implies that the Vygotsky theory has a close relationship with the chosen study. Besides this, learners themselves while in communities would display the essence of Life Skills taught in LO by making responses usually done by well mannered people. Finally, it implies that life orientation should be seriously taught in schools hence it helps to teach- learners good living behaviours as explained by the Vygotsky Constructivism theory's principles.

Essentially, another important aspect concerning the selected theory of whatsoever nature, should be always related to the chosen topic (Dornyei, 2014). Similarly, this confirms that not every theory found in research world, should be selected, but only those with a precise relationship with the topic being studied. For instance, the Vygotsky Social Constructivism theory stresses the issue of learners making their own responses after obtaining the contents of what they have been taught, and discuss or even discover some needed experiences from it (suitability of the topic to a theory). According to Shrunck (2012), teachers should under no circumstances, exercise the tendency of delivering instructions to learners, but also listen to their views. The rightful manner to be exercised by teachers while teaching, must involve strategies or mechanism where tactics are used to motivate learners towards getting fully-involved in the delivered lessons in schools. For example, in a given Life Orientation lesson, learners although not so very old like elders, should also be asked to comment on the history of their clans clearly. In such a lesson practice, the principle as mentioned in

the Vygotsky Social Constructivism theory, would have exactly been practiced, hence it pertains to knowledge being imparted to learners by adults (teachers), so that they could later be able to make discussions thereof.

Still on the same issue of how a chosen theory should show suitability to the topic under way, Andrews (2012), asserts that: "the Social Constructivist Learning could exactly assist in empowering learners to become life-long learners, unless being taught learners properly". From the above-quoted extract, it implies that when learners have been taught by teachers in schools, they must be able to show some signs on their own displaying some willingness to learn through showing the gained experience or keeping talking about it (suitability of a theory to the chosen topics). Besides this, learners should also strictly construct information from the environment and really combine it with the present knowledge (Andrews, 2012). Substantially, some readers of this study could be asking a question in their minds like: "How could learners after being offered a lesson be able to associate it with their environment?" The correct answer to such a posed question might be that it is possible. For example, after learners have been offered a lesson in Geography about the "Equatorial Forests" found in Africa, they may think of the forest found in their areas (especially, the rural areas learners). On the one hand, this could only be possible after the very learners were instructed in the manner in which the social interactions had been stressed (suitability of a chosen theory to the topic). If our memories could serve us well, the issue of knowledge being imparted to learners towards getting the knowledge to be used in their discussion, on their own, as was mentioned.

To be more precise and sticking to the topic under study, all the ideas or suggestions given so far by different scholars and researchers, lead us to an opinion that teachers have indeed an obligation of using a range of processes aiming at motivating learners to keep on associating the offered lessons especially from Life Orientation, to enable them (leaners) to gain the life skills to be used by them. Broadly speaking, every subject especially when being taught to leaners becomes more meaningful, if it embraces contextually the art of using examples drawn from the content. For example, an effective and efficient teacher while giving a lesson on domestic animals could even cite, animals, like: dogs, goats, cattle, donkeys or chickens exclusively when teaching the rural areas learners. After the very lesson, such learners will have gained

experience and even go to extent of discussing it on their own (suitability of the chosen theory to the topic under study).

In short, the theory in its principle stresses that lessons are given by adult (teachers) to enable children to give the responses thereof. Thereafter, those children would be able to gain experience, discuss, and discover something from it, including the socially constructed knowledge through using their contextual knowledge. Proponents of social constructivism usually argue that the individuals (learners) could construct a meaning within a social group or as part of a community of learning, such as: a school or family. For example, while in a school context after being taught about the good behaviors during the Life Orientation lesson, a learner can then discover the better way of practicing good behaviors while living. Needless to also say that, even after one could invite a child to a church service, and teaches about it about good behaviors, a child could ultimately choose the most correct manners to be used while living in any community. In support of this view, Cottone (2011), cautioned that individuals could also create the knowledge in the process of interactions, and the relations they might create while in groups. For instance, learners who usually belong to a group, often do what the group instructs them to follow. If leaders could instruct its members to dodge classes and resort to practicing illegal gambling at their known “hidden sports”, they could with any resistance follow suit. To once surprise, the suitability of the above theory and study seems that a secret meeting had firstly been held between the theory’s developer and the researcher. The reason behind this, being that there appears to be a clearer suitability between the chosen theory and study’s principles.

From all the afore-said statements, cited by different scholars and researchers in this very study, systems through a human being grows up , are also to be involved in learners growth in schools. To mention only but a few, those systems are: meso-systems, micro-system, macro-system and exo-system respectively (Bronfenbrenner, et al., 2007; Van Langenhove, 2020). In any attempt of linking these systems to the chosen theory of Vygotsky Social Constructivism theory (1982), they would better be explicitly explained as shown below:

- **Meso-system**

It therefore sounds more likely than a true assumption or evident that, where every child (learner) becomes used to other people, teachers would be the ones teaching him/her; whereas learners might be schoolmates. From the afore-gone examples, a close relationship between the chosen theory and the study also becomes clearer. The chosen Vygotsky's Social Constructivism theory (1989) talks about the appropriate Pedagogical Content Knowledge (PCK) being imparted to children (learners), and later displayed responses from it. In this context, each of them (the chosen theory and a study under way) talks about a place where those reactions are happening. Still concentrating on the same issue, some learners could have learnt to issues being taught at their homes from parents. Finally, it further simply implies that the meso-system also falls under the systems that can be used to influence learners towards discussing or experiencing the life skills to make use of, in their future lives.

- **Micro-system**

Nonetheless, the micro-system stage also plays a role when every child will have grown up to the age of attending a school, where he or she would then be coming across another strange environment, except his or her family environment (e.g. meeting teachers, learners or other people). In this instance, a chosen theory refers to a school scenario, whereas the topic stresses of the pedagogical content knowledge also inherited and used from a school environment (a suitability between the chosen theory and study) clearly displayed. Apart from this, it is also at a school environment where every learner learns other beliefs and cultural behaviours (Berk, 2000). Such very characteristics could obviously include: greeting or playing well with the other learners as taught by teachers during the Life Orientation lessons. From my own opinion, it also displays a clear suitability between the study and a theory used in this research topic, hence it entails the learnt behaviours being practiced by learners after the adults (teachers) having being taught them perfectly-well.

- **The Macro-system**

The Macro-system is really regarded as one of the most valuable steps, in every child's growth or while being moulded towards becoming like other people behaviours-wise. Needless to say that, it does not matter where the growth of a child is taking place from (e.g. whether from a school, church, village, township, homes or in a society),

therefore nothing does exactly matter. The reason behind this, being that such type of a system (macro-system), mainly concerns directly to the cultural customs, beliefs, rules and laws that govern people. Children should grow up, or be moulded learns the good life skills taught in Life Orientation so that they could become the good people of tomorrow. For example, one might find that bigger boys in schools do not respect the lady-teachers; hence they might have learnt it from the cultural beliefs, which stress 'women' can never ever rule men. In this context, the macro-system falls exactly under one system, which supports the Vygotsky social constructivism theory (1989), hence it stresses that children after being taught by adults (teachers) should gain experience and discuss the learnt skills continuously.

- **Exo-system**

Of all the systems so far cited in this study, the exo-system appears to be one of the largest of them all. The reason being that, it takes a long term while every child's development in life is studied (Moloi, 2013). Besides this, this system does sometimes also interact with the micro-system already explained; hence it acts as a vehicle of transporting every child towards attaining the well-mannered characters in tomorrow's life span. It is also during the exo-system stage, where every child has to learn how to cope with the outside surroundings well. For instance, it also implies that it is also during the exo-system stage where a child has to come into contact with the other people, apart from those from his or her home environment. In this regard each of them, the chosen theory and the topic under study, talks about the essence of the developmental stages in every child's growing periods (suitability between the theory and a topic for the study). Nonetheless, the chosen theory (Vygotsky Social Constructivism theory) seems to be playing a vital role while every child is growing up at whatever place in life. Therefore, learners while being taught Life Orientation in schools, should be motivated towards discussing or discovering new life skills so that they could use them in their tomorrow's lives.

Finally, the way in which the chosen theory and a topic of the study do correlate relationship-wise, could lead one to suspect that a 'secret' meeting between the theory-developer and a researcher in question might have firstly been held, hence the rigid relationship is at a higher level. Additionally, the key characteristics of the Vygotsky Social Constructivism theory (1989) are the following: it is content and

context dependent on knowledge construction, it places sensitivity towards learners, previous knowledge constructions, it also regards learning as a social and collaborative endeavour, and it place much emphasis on discovering and constructing knowledge (Tambara, 2015)

2.3. OVERVIEW OF THE PEDAGOGICAL CONTENT KNOWLEDGE

Still on the same note, of how the pedagogical content knowledge (PCK) of Life Orientation teaching of the life skills among learners, could be attained in schools through looking at one school in a country, whose results are always below average. However, in a strict pursuit of a reliable generation, the discussion would be done being based on aspects, like: global, continental, regional and local views as follows:

2.3.1. GLOBAL VIEW

The United Nations (UN) had been trying to promote the essence of obtaining the skills in education globally, so that learners while proceeding with their academic careers, would have also gained the life skills in school subjects since 1993 (UNESCO, 2013). On the other hand, UNICEF (2015), had also tried by all means to urge countries to include a heavy psychological development in their schools so that learners could end up having accumulated life skills to be used in their future. However, life does not exactly end in a school environment, but even continues even after school. For example, in schools, children are trained to be teachers of tomorrow, but life still continues thereafter. For this reason, WHO (2014), argues that there is indeed a need for learners to be taught the accumulation of the needed life skills while in schools, hence it serves to equip them with life skills to be used in their future.

WHO (2014), further urges the leaders of all the countries to select a subject in their own choices, which would results learners in having gained experience, and discuss or discover the better ways of living even well, after they have obtained their

educational careers from schools. The reason behind this, being that, despite wherever they would be living the needful life skills will really be of beneficial importance. Suppose, a person has obtained the highest social worker qualifications, but stays being a nuisance or troublesome in his dwelling place, he would never be regarded as a 'good' person altogether (Mwamwenda, 2013; Ashori & Najafi, 2021). From the afore-gone statements, it therefore means that educational careers qualifications are supported by life skills learnt in schools.

Moreover, the attainment of life skills while using the pedagogical content knowledge (PCK) all over the world is an important aspect that needs a careful recognition in all schools all over the world, and not in South Africa alone (Van de Walle Jansen, 2013).

2.3.2. LIFE SKILLS TEACHING IN ENGLAND

From my own point of view, teaching of whatsoever subjects in schools, differs from one country to another. The same also applies to the naming of those subjects, whereas in South Africa life skills are taught through the use of Life Orientation (Hoadley and Jansen, 2013). On the one hand, in a country like England, life skills are taught in the form of learning areas known as: Personal, Social, Health and Economic education (PSHE) (Roux, 2013). Looking carefully at the abbreviation mentioned-above status for such a subject, as it is used in England, it clearly shows one that learners there are taught the social and health aspects as a whole in schools.

This also shows that those learners after completing their educational careers, would have experienced the rightful foods to eat for health purposes. In this context, they would further have learnt the ways and means of guarding themselves against the pandemic diseases such as: HIV/AIDS and Corona Virus (Covid-19). Why is it necessary for them to have a thorough knowledge of those diseases, hence they are not even health workers? The reason behind this, is that those learners are going to experience such diseases in their daily lives while living wherever they would be living (Long, 2017).

In addition to this, but still in England schools also provide learners with aspects like: moral, spiritual, social and cultural life skills while schooling (Chester, et al., 2019). In a nutshell, it also implies that, often after completing their schools careers learners in England will have gain enough skills religiously, while obviously lead them behave in an acceptable manner living with the other people (Hayman, 2016). This is happening although (PSHE) is not taught as a compulsory subject, despite several efforts exerted by many organizations to push it to that end (Willis & Wolsten Holme, 2016; Lestari & Setyawan, 2021).

2.3.3. LIFE SKILLS TEACHING IN INDIA

India falls under countries where the issue of life skills gaining in schools is regarded as an issue of paramount importance, for learners' lives in future (Singh & Sharma, 2016). Furthermore, the attainment of life skills by learners while still in schools, is a contributory factor for youth outcomes in life. However, in India, its main focus is primarily put on developing learners' life skills while still in schools. Moreover, they could in future use them as tools for living the better lives, while being everywhere they might be living in Talreja, et al. (2018), and Singh, et al. (2016), make a clarion call to all the concerned stakeholders in schools to include the systematic reforms aiming at integrating life skills in the educational system in India.

Nevertheless, these reforms could be implemented to intensify the life skills to be imparted to learners, as moving life skills from margins to end-points to the centre of schooling and creating learning opportunities or replacement within schools subjects. The introduction of the learner centric pedagogy, the improvement of the capacity and motivation of teachers towards developing and integrating the life skills into their practice and life skills to be age-aligned in schools that are inclusive, with trained and motivated teachers, who can employ participatory and experiential teaching practices in schools (Theron, Ungar & Höltge, 2022).

In short, subject in schools are offered differently from one country to another. For example, LO in England is taught as social and health aspects, which includes

personal, social, health and economic education. On India's side, Life Orientation is taught aiming at developing the Life Skills while learners are still in schools.

2.3.2. CONTINENTAL VIEW

2.3.2.1. Kenya

As mentioned, in terms of the life skills gained from Life Orientation in the South African context, it shows the Kenyan educational system main's aim, is to obtain the life skills for a better living in their future. On the other hand, the national aim as practiced in Kenyan schools is meant to assist those learners to cope well with the rapid changes brought about by ethics, such as: modernization, urbanization, globalization and industrialization (Ndirangu, Wamue-Ngare & Wango, 2013). For instance, in Kenya, life skills has become a compulsory subject in schools, aiming at equipping learners with enough experience or knowledge to can live well in future (Chenge & Syomwene, 2016).

In addition to this, in 2009 the Kenyan Department of Education urged schools to teach the life skills seriously to learners so to have a brighter future. The main emphasis was put on aspects such as knowing and living with one's own self knowing and living with others and making effective decisions (Okech & Role, 2015; Wangu, et al., 2021). In Kenya, many efforts had been tried in order to teach the proper life skills to learners for use in their future lives. Nonetheless, such attempts tremendously failed due to lack of proper classes, inadequate manpower and more emphasis on imparting academic knowledge. Arising from the afore-said examples so far given, teachers in Kenyan schools had also contributed to the lower teaching rate of life skills in that country; hence they practiced the tendency of neglecting the provision of life skills in schools (Kitimo, 2014).

Besides this, the imparting knowledge to learners in Kenyan schools also failed due to inadequacy of teaching and learning resources in schools there. Okech and Role (2015), also stress that life skills as a subject in Kenyan schools is not effectively and

efficiently taught by teachers. Hence it is not an examinable learning area but it is only taught in a way that teachers are only forced for fear of being reprimanded by their school heads (Wanjiku, 2017).

2.3.2.2. Uganda

In Uganda life skills teaching was initiated as an element of sectoral educational program between 2007 and 2012 (Bwayo, 2014). Life skills education forms an integral part of the curricula. The content of the curriculum is based on five themes, each of which is divided into topics. The said themes are:

- i. Introduction to the approach of life skills and life skills education,
- ii. Life skills for experiencing and understanding oneself fully,
- iii. Life skills for knowing and cooperating with society,
- iv. Life skills for decision making, and
- v. Implementation of life skills in the job market.

The curriculum is accompanied by a Teachers' Handbook, whose purpose is to enable teachers to internalise the content for the curriculum (Ministry of Education and Sports, 2011). The teaching of Life Skills in Kenya is based on enabling learners to cope well with the rapid changing of ethics. It also helps learners to be equipped with knowledge of living well in future. However, its other plan is retarded by lack of teaching resources. In Uganda, Life Skills form part of the whole teaching curricula. On the other hand, it is based on five things, like introduction to life skills and education, experience and understanding of one self, knowing and cooperating with society decision making, and life skills in job market.

2.3.3. REGIONAL VIEW/ SADEC

2.3.3.1. Malawi

Most importantly, as also happening in the countries where leaders are worried that learners do lack life skills as displayed in their lives after schooling in Malawi (Hako & Mbango, 2018). The reason being that even after being employed to some

government positions, former learners are found to be drunkards, substance abusers and earlier illegal sexual activities and being the number one HIV / AIDS victims (Kalanda, 2010; Jumbe, et al., 2022). Kalanda (2010), further argues that: 'If life skills education had been effectively taught in schools, such nasty and troublesome infectious diseases would not have been attacking those former learners as their playground in their lives. Ideally, the very victims would have socially, emotionally, intellectually, creatively and spiritually the life skills tactics of preventing those diseases from attacking them unnecessary. In fact, learners could not indeed feel happy including some female teachers, hence culturally the sexual issue seems to be a secret not to easily expose in publicity (Chirwa & Naidoo, 2014). It then seems to be an established fact that the implementation of life skills in schools by teachers should be vigorously taught to teachers during the training of them at the training colleges (Centre for Social Research, 2011). Additionally, principals are to be invited to seminars, workshops or conferences where the experts in life skills could address them in motivating their teachers towards teaching the life skills well in schools as the other subjects (Chirwa, 2009).

2.3.3.2. Namibia

According to Hako and Mbango (2018), and Haikera (2021), there are social problems clearly hampering learners there, from performing well, while in schools. To mention only but a few some of those acute problems, they include: teenage pregnancy, violence, passion killings, child abuse, sexual harassment, earlier school drop-outs, substance and alcoholic abuses. If life skills education had been effectively applied those nuisance and nasty life-barriers would have long got rid of both in schools or in the communities. Life skills education looms out as the principal subject which can assist to convey some of these challenges.

Malawi as it is, falls under many African countries, where Life Skills are not taught to learners effectively. This results in learners there being either drunkards or substance –abuses. If Life Skills was taught well there, it would have assisted learners because it teaches them the good life of tomorrow. On the other hand, in Namibia learners are also not taught Life Skills well. In this regard, learners there are found to be involved in many troublesome actions, such as: teenage pregnancy, sub stance abusing and

alcoholic-users. In short, it goes without further doubt that the two countries are on the same path concerning the teaching of Life Skills in their countries.

2.3.4. SOUTH AFRICAN VIEWS

2.3.4.1. LIFE SKILLS TEACHING IN SOUTH AFRICAN CONTEXT.

The issue that teaching of life skills in schools is a global issue does not warrant any further argument, it stays an obvious fact (Moloi, 2013). From a South African schools context, life skills education occurs in two learning areas like: Life Orientation and Life Skills respectively. Nevertheless, the only difference crops up in the manner that one occurs in foundation up to intermediate phases; as called Life Skills (LS); whereas in GET band until the FET phase, it then comes to be definitely known as Life Orientation (Hoadley, et al., 2013). Essentially, it then further sounds more likely than a true evident that South African teachers are really fortunate to can train learners well, in gaining extreme experience for life uses. For one reason, those teachers have a free chance of imparting the life skills knowledge from the foundation phase up to the FET band. Subsequently, either Life Skills or Life Orientation as they have been recently explained are not just taught, but have a vital duty of empowering learners so that they can live well, in their future lives. Needless to say that, those misbehaving or violent former learners we do have today in either societies or communities, might not have been well-trained in gathering the life skills (Magano & Berman, 2016). Of all the learning areas introduced after the use of the Curriculum Assessment Policy Statement (CAPS), Life Orientation appears to be the only one that makes a strict emphasis on the social and human characteristics ready to be used in the life instances for tomorrow (Stroebe, et al., 2016).

Another matter of great concern, is that Life Orientation in the CAPS-curriculum appears to have offered teachers the whole chances of teaching the importance of life skills fully from grade R-12, although only given different names but having the same contents (Gama, 2015; Maree, 2022). Furthermore, while being taught in all South African schools as from grade 7 to 9, the important aspects to be covered include

amongst others aspects like: development of learners, self-images in a society, the health, social and environmental responsibilities, world of work and finally the physical education issue. In short, it then simply implies that the well-taught learners will have to behave well and always guard themselves against some infectious diseases never happening in most societies today (Department of Education, 2013).

The following topics are covered in the Life Orientation curriculum of Grade 7 to 9 in the GET band:

- ***Development of the self in society***

This topic consists of development of self-consciousness, self-concept and self-esteem. The main topical areas and key elements include adolescence, peer pressure, sex and sexuality as well as relationships and companionships (Department of Basic Education, 2011).

- ***Health, social and environmental responsibility***

This topic comprises of thematic areas such as alcohol and drug abuse, decision-taking about health and safety especially in concerning to HIV and AIDS, volunteerism and safety concerns pertinent to violence.

- ***Constitutional rights and responsibilities***

This topic necessitates themes such as Human rights as stipulated in the South African Constitution, abuse, ethnic diversity in South Africa and participations of numerous religions in enhancing peace.

- ***World of work***

This field relates to career paths, time-management skills, subject choices as well as study and career funding providers.

- ***Physical Education***

This field mainly comprises of participation in fitness programmes, improves physical wellness levels as well as participating in an outdoor recreational programme (Department of Basic Education, 2011).

Based on the foregoing topics, the specific aims of LO in the Senior Phase can be summed up as enabling learners to:

- i. Achieve their full physical, intellectual, personal, emotional and social potential.
- ii. Develop skills to respond to challenges and play an active and responsible role in the economy and society.
- iii. Exercise their constitutional rights and responsibilities and to respect the rights of others.
- iv. Make informed and responsible decisions about their health, environment, subject choices, further studies and careers.
- v. Demonstrate an understanding of, and participate in activities that promote movement and physical development (Department of Basic Education, 2011).

To comply with the right skills of teaching Life Skills in South Africa, Life Orientation is taught through the use of two learning areas, Life Orientation and Life Skills in the Foundation Phase, or in the Intermediate phase respectively. For instance, learners are taught to gain experiences in Life Skills. Teachers are impacting life skills easily to learners. Additionally, learners are taught social and human characteristics, this leads them to develop good images in South African schools.

2.3.4.2. LIFE SKILLS TEACHING WITHIN THE LIMPOPO PROVINCE

There seems to be a necessity that the consistent of applying the pedagogical content knowledge of Life Orientation has to be imparted to learners all over the world, hence it helps learners to be left with the adequate life skills to be used in the future lives (Ayoubi, et al., 2017). In such an instance, it should be realized that the application of Pedagogical Content Knowledge (PCK), especially while applying the Life Orientation (LO) requires learners not to only understand the learning area itself, but also to be in full position of imparting it to learners in schools (Abd & Scaife, 2012). However, the Limpopo Province could never be an exception in this attempt, hence it is rural setting where the need for the attaining of life skills might play a major role in protecting learners there, from being affected by infectious diseases such as: TB and HIV / AIDS (Modiba, 2017).

Needless to say that challenges concerning the proper teaching of Life Orientation resulting in learners having gained experience in life skills throughout the whole of South Africa, but the rural areas as in case of the Limpopo Province could be still affected. In other words, it appears to the effectively offering of life skills to such learners might enable those learners to live in either healthy or socially-stable societies in schools there (Nkambule, et al., 2012). The reason behind this, might that being adolescent in a rural area setting, requires the in-depth life skills so that such learners could live in an acceptable conditions in their future lives in their communities. This happens in such a manner, because the life skills inherited from their homes could be cultural-based rather than to be socially-based. It further sounds more likely than a true evident that teachers found in those areas, have to really work in terms of implementing life skills in their learners minds.

Essentially, it is also an established fact that the teaching of Life Orientation in terms of gaining life skills by learners, should be strictly applied to learners in rural areas. It is also an established fact, that the strictly-offering of the LO-lessons could prevent learners from being affected by hence their chances of being affected by teenage pregnancies and HIV / AIDS are slightly higher in comparison to those in urban areas (Department of Basic Education, 2015; Sekopa, 2021). Furthermore, teachers struggling towards teaching the rural areas (Limpopo Province), have to be especially-trained to perform such a task, hence it indeed involves the ability to can tackle both the cultural and indigenous attitudes naturally invested in the learners' minds while still in schools (Modiba, 2017). Finally, teaching learners in gaining the life skills is an effort of practicing the best accepted lives in either societies or communities they are living in. It seems only the effectively trained teachers might succeed in making such an implementation in schools.

Compared to earlier – explained African countries, Limpopo Province is helping learners to always possess the future life adherences well. In this regard, in the Limpopo Province schools teachers are expected not to only understand the learning area, but they should be able to can impart the learnt knowledge to learners successfully. Still on Limpopo's schools, teachers have gained knowledge in terms of teaching Life Orientation as it is also done in South Africa per se.

2.7. CONTEXTUALISATION OF THE PEDAGOGICAL CONTENT KNOWLEDGE OF LIFE ORIENTATION TEACHING OF LIFE SKILLS AMONG LEARNERS IN GET BAND IN VHEMBE EAST DISTRICT

2.7.1 JUSTIFICATION OF PEDAGOGICAL CONTENT KNOWLEDGE OF LIFE ORIENTATION IN ADDRESSING LIFE SKILLS AMONG LEARNERS

According to the Department of Education (2013), one of the most important aspect to be considered while generally living in life, concerns the use of the well-learnt experiences one should be in possession of, despite at whatsoever place one can find himself or herself in. Ideally, the same applies to teaching, hence one has to be in possession of both skills and rigid experiences while trying to accomplish such a difficult job. Why should it be done in the very fashion? The reason behind this, being that it is not an easy task but a complicated one, as it involves the imparting of life skills knowledge from the concerned teachers to the learners.

Moreover, it is also an imperative that teachers while teaching Life Orientation with the aim of imparting the life skills to their learners, should really be in possession of a vast professional knowledge of identifying how those concerned learners would be ever ready to voluntarily accept the offered knowledge from their teachers. Apart from this, teachers should teach the concerned learners particular subject's content (Life Orientation), using the relevant practices and procedures so that at the end, learners would have obviously obtained the needful life skills for future uses in either communities or societies including at their work places.

2.7.2 Unpacking the Pedagogical Content Knowledge

It is generally expected that teachers should hold proficiencies that enable them to execute pedagogical strategies such as 'planning, teaching methods, evaluation, group work, questioning, wait time, feedback, individual instruction, demonstration, and reinforcement' (Nezvalová, 2011). However, the advent of globalisation has key implications for teaching practices in schools. These include the application of

principles which respond to current 21st century trends and demands (Kathirveloo, et al., 2014).

Bećirović (2023), opines that in the contemporary era of globalisation, education must comprise of cogent and authentic instructional and pedagogical methods and applicable content. This is vital to prevent learners from having misconceptions on subject matter and teachers from using wrong concept application in classrooms (Kruger, 2018). In light of this, it stands to reason for studies to examine whether the knowledge base of teachers is adequately informed by relevant scientific research in teaching practices. The concept of PCK was first introduced in 1985 by Lee S. Shulman at the annual meeting of the American Educational Research Association (AERA) (Şimşek & Boz, 2016).

Shulman (1987), defines PCK as 'the kind of knowledge that takes a teacher, from being able to comprehend subject matter themselves, to becoming able to elucidate subject matter in new ways, reorganize and partition it, clothe it in activities, and emotions, in metaphors and exercises, and in examples and demonstrations, so that it can be grasped by students'. In agreement, Dziva (2018), and Kathirveloo et al. (2014), posit that for teachers to execute their duties in a judicious manner, they should be equipped with specialised knowledge as propounded in the concept of PCK. The good grasp and application of PCK by teachers is regarded to be essential for effective teaching and delivering meaningful lessons in classrooms (Kathirveloo, et al., 2014). In simpler terms, PCK is a combination of essential knowledge, teaching strategies and support materials that are used by teachers to transmit information on a particular subject matter to learners (Kleickmann, et al., 2013). It is the ability to 'translate subject matter to a diverse group of learners using multiple strategies and methods of instruction and assessment while understanding the contextual, cultural, and social limitations within the learning environment' (Nezvalová, 2011).

Based on the foregoing, it can be deduced that the main dictum of PCK is that teachers must understand subject matter for teaching and possess the dynamic capacity to structure and convert the subject matter into forms that are easily understood by learners (Chapoo, et al., 2013). This is further affirmed by Nota (2018), who opines

that through PCK, teachers should demonstrate mastery of subject matter or what they teach (content knowledge) accompanied by effective teaching strategies or what they know about teaching (pedagogical knowledge).

At this point, it is imperative to provide explanations of these two main building blocks of PCK (content knowledge and pedagogical knowledge).

- ***Content knowledge***

This refers to the teachers' knowledge of the subject that is taught or learnt in classrooms (Kleickmann, et al., 2013). Having exact and good knowledge on the teaching subject is very important with regard to teachers and necessary comprehensive knowledge is necessary to quality education (Aksu, et al., 2014). Good teacher knowledge of subject content has a positive effect on strategies for creating better learning opportunities. It also has a positive effect on planning, assessment, implementation of curriculum and curriculum development (Jones & Moreland, 2015). Given that teachers are entrusted to enhance students' outcomes, adequate content knowledge helps them to be free of misconceptions in teaching (Kathirveloo, et al., 2014).

- ***Pedagogical knowledge***

This is the mainstay of the teaching process and refers to knowledge about strategic teaching methods, classroom management, developing lesson plans and evaluation (Aksu, et al., 2014). Pedagogical knowledge (PK) is the knowledge of pedagogy that is potentially generalizable across topic and even discipline. It may include knowledge of theories of learning, general principles and approaches to instruction and assessment, lesson structure, classroom organization and management, student motivation, and other knowledge of learners (Auerbach & Andrews, 2018).

- ***Combining content knowledge and pedagogical knowledge***

Jones and Moreland's (2015), view that PCK is a complex blending of pedagogy and subject content and includes aspects related to an understanding of what is to be taught, learned and assessed, an understanding of how learners learn, an understanding of ways to facilitate effective learning, and an understanding of how to

blend content and pedagogy to organize particular topics for learners'. In light of its technique and description, Shulman (1987), colourfully depicts PCK as a 'special amalgam of content and pedagogy that is uniquely the province of teachers, their own special form of professional understanding'. On that score, PCK elevates teachers and the teaching profession as a level of professional gravitas where the teacher is not viewed as a classroom technician but a scholar and an intellectual force that produces knowledge through teaching activities and interaction with learners (Fernandez, 2014).

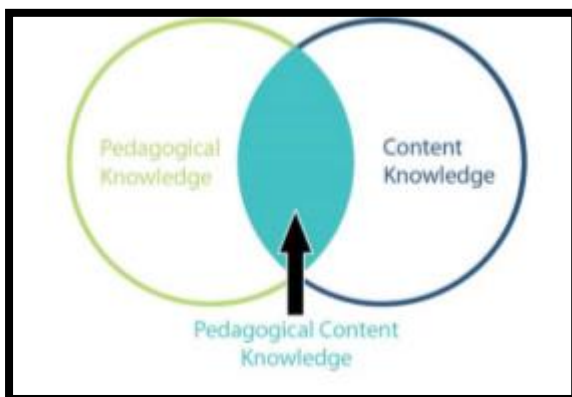


Figure 2.1: PCK Framework (Shulman, 1986; Ibrahim & Sarkawi, 2017)

In further clarifying the concept of PCK, the review explores on selected models and proponents of PCK. This is intended to trace the evolvement of PCK and how its various components are adapted to suit various learning areas. This will provide key legitimacy and impetus for the possible evolvement of a PCK model that is applicable to the Life Orientation subject.

Broadly-speaking, it also stands as an established fact that teachers where-ever they are, would be imparting the knowledge in their possession, it should really enable them to execute the pedagogical strategies for use such as: planning, teaching methods, exclusion of facts, group work, questioning, time, individual instruction, demonstration and re-enforcement (Nezvalova, 2014). For example, the time issue plays a pivotal role, hence time during which something is taught proceed well if time is given attention to. For example, from a South African context, teaching today's learners could not be done as it was conducted during the Bantu Education systems apartheid-era, as there

seems to be a wider difference time-wise (Kathirveloo, et al., 2014). Consequently, Shulman (2017), associates the use of the (PCK), as the kind of knowledge that drives every teacher to be enable, to simply comprehend the subject matter of the prepared lessons to an extent that they can easily impart the accumulated knowledge to the learners effectively. After attending the very lessons, one aiming at imparting life skills the learners end up comprehending it well (Nezvalova, 2014).

In support of the above views, Al Yakin, et al. (2023), point out that for teachers to can deliver lessons in schools, leaving them having enabled learners understanding their contents, they should have been strongly equipped with the specialized knowledge and also be able to give the clear examples while teaching those learners. In addition to this, while attempting to use the (PCK) teachers should themselves be in possession of the knowledge to can offer the learners enough chances of understanding the subject matter at stake (Chapro, et al., 2013). Finally, the firm practices of all the tactics so far mentioned could lead learners to have easily understood the teaching life skills properly to can implement them henceforth.

2.7.3 MODELS OF PCK

2.7.3.1. Shulman's PCK model

The use of (PCK) in an attempt of teaching Life Orientation towards enabling learner to can accumulate life skills for the needful life skills has really later reached meaningful attainment of learning in many schools the world over (Romylos, 2018). The reason being that learners could then after being taught resulted in gaining experience, discussing, discovering or showing the true understanding of the really life skills from Life Orientation. Furthermore, it then means that they would be able to use those life skill in the course of time. From the afore-said views, it then exactly implies that those learners have gained such life skills after teachers have developed the higher quality of teaching Life Orientation after adopting the Shulman (1986), PCK teaching styles in schools.

Additionally, its main components clearly was made up of items like: knowledge of topics regularly taught in LO lessons, the imperative skills used in knowledge forms and knowledge further imparted to learners in a clear format so that learners could easily comprehend them. Besides this Shulman's model developed with the main aim of enabling teachers to can teach learners effectively and efficiently, had at last resulted in them obtaining the (PCK)'s tactics of mastering the life skills from the LO as a learning area for the perfect use in their lives.

2.7.3.2. Grossman's PCK model

Nonetheless, models as established by different scholars in terms of enabling teachers to teach the Life Orientation's life skills, do differ from one another. For one reason, they are also made by different characteristics and the pedagogical content knowledge concerning it. In reality, no model can exist without no actual components thereof, being explained clearly well (Grossman, 1990; Jing-Jing, 2014; Simsek & Boz, 2016). Chisholin (2014), notes that the teaching of whatsoever subject without adequate knowledge thereof, usually results in it not well-understood by the learners concerned in schools. On the other hand, where a learning area is well-taught by a knowledgeable teacher the results are often higher, hence adequate knowledge would be always used. The two models already been mentioned recently namely: Shulman and Grossman's models were formed with the intention of demonstrating how knowledge would affectively be used in order to enable teachers to can teach the Life Orientation (LO) subject well, ending up in the life skills thereof, being gained eventually.

2.7.4 The expectations, roles and responsibilities for Life Orientation teachers

Suffice it to say that, Grossman's (1990), model was also composed of characteristics such as: knowledge of learners understanding, the knowledge of learner's strategies, the knowledge of teaching purposes and the true knowledge of a curriculum. When different subjects are taught especially now during the use of a curriculum like: CAPS, giving much attention to Life Orientation could later pay dividends exclusively in the GET band. The very reason behind such an attempts, being that learners in schools would ultimately ended up accumulating the life skills needful for use by learners in

their future. Ideally it seems it is every teacher's aim to teach learners to later use the gained knowledge later in their lives. For instance, if after teaching learners about good manners one can find them real practicing it in either societies or communities, he/she might feel proud of it or even praise if offered such an opportunity in life. In support of the previous views, Ojo (2015), and Bladdek (2021), argue that a teacher often acts as a cornerstone that steers, enacts and mediates educational proceedings in the classroom. In this context, a teacher plans a lesson, collects materials (teaching aids) and selects the best examples so that learners should comprehend it to their best abilities. After gaining the life skills as taught in Life Orientation it assists learners to use such knowledge in their daily lives while growing up. Suppose learners during the LO lessons have been instructed the good manners of greeting the adults where-ever meeting them, putting such manners in the future lives would mean that they would have learnt the rightful life skills leading them to live well with the other community members in their lives (Fitz Patrick, et al., 2014).

In this context, Magano and Berman (2016), emphasize that teachers especially those teaching Life Orientation as such should often try by all means to possess adequate knowledge and understanding of giving the life skills learnt from the LO in enabling the very learners to eventually use them in their lives profitably. Actually, it would then not be their own benefits alone but for both the societies and themselves while living in communities. It also sounds more likely than a true evident that the well-chosen topics in Life Orientation teaching should be actually geared towards making learners having gain experience after comprehending Life Orientation being taught by teachers in schools. In such instance this obviously relieves teachers of the stress or burden of devising some other mechanisms through which LO should be taught to an extent that learners result in having obtained the life skills thereof clearly (Wasserman, 2014).

As in any subject being taught in schools the Department of Education (DoE) does not discriminate anymore in terms of expecting the best results from them. Therefore, we should not be indeed feel surprised to see the same Department sometimes awarding awards or prizes to the best performers in different subjects on either District or Circuit levels. It then also implies that the Department in its honest capacity likes to see all the subjects being well-performing at all phases.

Still on the same note of how the Department of Education does like seeing schools at whatsoever level performing, it wishes for the following expectations, exclusively in Life Orientation to be displayed:

- **LO teachers should be subject specialist.**

A teacher as a subject specialist should be able to adapt the general educational principles stipulated in the subject policy and select a personal sequence and phase in a manner appropriate to the subject. It is also important to integrate specific subjects into border subject themes and pace suffers to teach concept in a manner that allows learners to transfer acquired knowledge and use it in different contexts (DOE, 2002)

- **Teachers should understand and have knowledge of LO**

Life Orientation teachers should be aware of the assumptions of the subject and how it could be taught. The DoE (2006), indicates that teachers should understand and put the focus area into practice by designing effective learning activities

- **LO teachers should be critical thinkers and reflective practitioners**

The Department of Education (2000), indicates that teachers must also identify and critically evaluate what counted as undisputed knowledge, necessary skills and important values to ensure that they made educational judgement on issues arising from real practice and authentic case study exercises

- **Teachers must be grounded in the subject**

The Department of Education (2000), articulates that life orientation teachers ought to have a firm theoretical and practical basis in LO in order to be able to reflect on their own practices as part of their content area selection during the planning process. It is expected of teachers to understand the subject framework, work schedule and lesson plans in order to sequence and pace the relevant content for their grade level (DOE, 2000)

An LO teacher should be familiar with a various teaching strategies. A teacher should be able to unpack the specialised content of a subject, as well as being able to use

available resources appropriately, so as to plan and design suitable learning programmes (Department of Higher Education and Training, 2015)

Teachers must assess learners in reliable and varied ways, as well as being able to use the results of assessment to improve teaching and learning (Department of Higher Education and Training, 2015).

LO teachers must be conversant with what the diversity of learners brings in order to teach in a manner that includes all learners (Department of Higher Education and Training, 2015). Learners hardly come before teachers as blank slates (Shulman, 1986). That means teachers should be able to connect with learners and understand their weaknesses and strengths. It is out of such interactions that teachers can fully comprehend learners' misconceptions in order to assist learners (Romylos, 2018). The other key component is to have a solid knowledge of topics and concepts of the subject in order to recognise learners' misconceptions (Nezvalová, 2011). The ensuing teachers' ability to analyse learners' errors can lead to remedial teaching and pedagogical actions tailored to learners' characteristics (Ndlovu, et al, 2017).

The South African code of ethics pledge for teachers calls upon teachers to develop loyalty their profession and be punctual, enthusiastic, well prepared for lessons and of sober mind and body (Department of Higher Education and Training, 2015). Therefore teachers who themselves have no positive value system, who entertain little enthusiasm in the teaching task, who show no diligence and are unpunctual should not be allowed to present the LO programmes (Prinsloo, 2007). According to Wasserman (2014), an LO teacher should be:

- i. Approachable
- ii. A good listener
- iii. Caring of learners and colleagues, and show empathy
- iv. Trustworthy and able to keep confidentiality
- v. Sensitive to the community values
- vi. Passionate about the fundamental values of our constitution
- vii. Non-judgemental**

Globalisation has key implications for teaching practices in schools. These include the application of principles which respond to current 21st century trends and demands (Kathirveloo, et al, 2014).

Boyce and Greer (2013), further opine that in the contemporary era of globalisation, education must comprise of cogent and authentic instructional and pedagogical methods and applicable content. This is vital to prevent learners from having misconceptions on subject matter and teachers from using wrong concept application in classrooms (Kruger, 2018).

2.7.5 Teachers' professional development in Life Orientation

Keeping on developing teachers in every subject done in schools, is a dire need expectant for every well-run school, despite where such a school is situated, it could either be in rural or urban areas (Diale, 2016), and for example, after a teacher at whatever school has obtained a degree in a course, he or she would have benefited a lot. On the other hand, it would be for a school or themselves, hence he would have accumulated some other knowledge if not skills in the subject concerned (Motshekga, 2019) once when addressing principals asserted that: "We as teachers or principals should never ever stop from continuing with our personal professional development after only obtaining a diploma in one's training. It should be obviously realized that the improvement of one's professional development is not only done with the aim of getting enough money but it assists one to also gain a wider knowledge pertaining the subject one teaches at a specific school". In this regard, it does not matter whether in a college, private institution or a university, hence the ability to keep on developing one's professional development eventually pays dividends. For instance, after obtaining an additional diploma or a degree, one could be promoted to a higher position or become an expert in his or her own selected subject.

In short, the main theme concerning this sub-topic pertains to the furthering of one's professional development; hence it really has more benefits in it. However, a strong clarion call that one could strictly make is to urge all teachers to keep on updating their professional development in order to cope well with the developing workplace solutions ever experienced today. It actually does not surprise one, why so many

workers not only in teaching have been retrenched or deployed from the original workplaces. The valid reason could be that the majority might have abandoned the serious issue of the professional development while working. Truly-speaking, keep an unproductive worker at a workplace, could lead to a downfall or unproductive situation (Lovemore & Brummer, 2013).

2.7.6 Monitoring, support services and workshops on Life Orientation

Leaders, especially those in the Department of Education (DoE), are day and night failing to come up with the rightful mechanism, whereby the teaching of Life Orientation LO by teachers might be somehow be improved in schools. In other words, seminars, workshops or conferences are rarely held organized by the Department of Education. Since ever, I had been a school principal for some couple years ago no circulars or notices were sent to me notifying to inform the LO-teachers of workshops or seminars about to be held at any organized place. The reason behind this being to allow the experts in (LO) to address teachers so that the poor results therefore, can be achieved.

No wonder why, so many learners who have passed at the affected schools, do lack life skills towards living well in either societies or communities where they reside. In the light of the recently mentioned statements, it leads one to conclude that if workshops or conferences were held there would have been a strong development performance in the way in which (LO) is taught in schools. In most schools today, the issue of poor discipline appears to be the order of the day, hence, teachers are indeed failing to successfully convey the life skills knowledge to the poor learners due to lack of adequate trainings through workshops convened by the Department of Education. In such instance, it leaves teachers without any other choice but even frustrated or stressed in carrying out the burdens of teaching LO without any knowledge in schools (Mabatha, 2016).

Although circumstances are sometimes forcing the workshops to be convened, one could find the conveners thereof, being doing it in an ignorant manner due to lack of motivation. This really leaves the LO teachers without no other alternatives, but to further continue to tackle the most sensitive topics embracing sexuality or HIV / AIDS and religious aspects unwillingly in schools. Apart from this, another aspect which would, may be assist in motivating teachers towards teaching to their level best in

schools, is not even implemented. These include amongst others aspects such as: monitoring or the making of regular follow-up visit to schools by the Department officials. Mosia (2016), emphasizes in schools where the SMTs keep on making class observations on the agreed times, there is always a good performance resulting in the best results achieved. Another matter of great concern, is that not only the DoE should be ever blamed; the involvement of parents and community structures should seriously work hand in hand with the concerned teachers so that an improvement can be achieved towards developing the teaching of (LO) in achieving the most dire need of life skills in schools (Department of Education, 2013).

2.7.7 The availability of the supportive teaching and learning materials.

In the teaching of every subject in any school, despite where it is situated, the learning support materials really play a major role in enabling every subject to be effectively and efficiently taught (Adewumi, 2016). Such said materials, might include: textbooks, life skills books, youths magazines, newspapers, articles, journal articles, video recorders, laptops, printers and fitness resources, environmental health books, the constitution, SASA. No. 84 of 1996 and documents in store (Department of Basic Education, 2015). On the one hand, the availability of those materials in a school library could easily expedite the rate through which learners can be taught Life Skills for use in their future endeavors. In so doing, learners at whatever school where LO is offered, would end up delaying the tactics of mastering life skills found through the teaching of Life Orientation well in schools today (Strydom, 2013). Supportive materials have to be obtainable and accessible to schools so to have greatest impact on learner's lives. If this is not met, the subject will pursue to be perceived as fruitless and the opportunity to assist generate sympathetic environment suitable for the growth of resiliency and preservative element for learners in schools will blunder.

2.8. THE EFFECTS OF THE (PCK) OF LIFE ORIENTATION IN REAL ADDRESSING LIFE SKILLS AMONG SCHOOL LEARNERS

2.8.1. Importance of understanding life skills in school

The definition of the term “life skills” would indeed play a role in enabling the readers of this study to understand its contents well (WHO, 2014). From a UNICEF’S view the term “life skills” whether in Life Orientation or any other subject refers to the adaptive and positive behaviours that enable individuals to deal effectively with the demands and challenges of the everyday life. On the other hand, Tan (2018), UNICEF, and WHO are urging all the teachers to take a more holistic approach in education so that learners could eventually gain life skills while being taught Life Orientation in schools. This comprehensive approach must equip learners not only within the limits of their cognitive capabilities but also socially, emotionally and physically. Furthermore, the WHO (2013), had also urged schools as the most strategic institutions for making the life skills teaching in schools very easier. In so doing, some of the reasons are: it plays a prominent role in the socialization of children, it enjoys a higher credibility with parents and community members, it also provides opportunities for assessment and evaluation (WHO, 2016) respectively.

Another matter of great concern, is that life skills during the teaching of (LO) assist in the provision of knowledge that could leave learners having accumulated the taught life skills easily (Aparma & Raakhee, 2013). Ideally, learners could be ignoring or neglecting the putting of much attention to Life Orientation as one of the subject in schools, hence it is offered as a stand-alone or extra-curriculum subject in schools. WHO knows if it could be offered as other subjects in schools, may be it might end up being accepted like other subjects. Most importantly, it therefore implies that all school leaders including the Department of Education have indeed an obligation of enforcing that LO is well-taught in the manner that the other subjects are taught in schools (Manzini, 2012).

The adolescence stage is purportedly a period where an individual is effervescent, unrealistic, bullying and juvenile delinquency are also ubiquitous at this stage. Bullying is one of the matters which should be taught in Life Orientation classes. Against this context, LO teachers take part in “mediating and deterring bullying in schools, even if they acquire little support on how to prosperously dispense with such problems” (Juvonen, 2003). Formidable social challenges like “poverty, violence, HIV/AIDS, unemployment and maladjusted families are some of the immoralities that adolescents have to deal with” (Prajapati & Sharma, 2017). The consequent outcome is that if these inauspicious circumstances are deserted unchallenged, adolescents can (as they do these days) drift towards discouragement, desperation, lack of motivation, suicidal likelihood and more distraught behaviour (Aparna & Raakhee, 2011)

The world health organisation states the school as the most planned organization for instilling life skills education for the following reasons:

- i. It plays an eminent role in the interacting of learners.
- ii. It lays out a prepared approach to learners on a proportionately huge scale.
- iii. It gives economic adaptabilities in the form of current infrastructure.
- iv. It has teachers (the more competent and professional the better) ready to lead and mentor learners.
- v. It enjoys excessive public esteem with parents and community members.
- vi. It furnishes occasions for assessment and evaluation.

The World Health Organisation extracted the following as the basis of skills that are at the heart of life skills.

- i. Decision-taking skills
- ii. Analytical solving skills
- iii. Innovation thinking skills
- iv. Critical thinking skills
- v. Efficient communication skills
- vi. Interactive relationship skills
- vii. Self-esteem

- viii. Managing self-emotion
- ix. Managing stress (WHO,1997)

From the above, it shows that life skills education consider psychosocial capabilities and relational skills that assist learners to exercise discretion, figure out problems, think critically and creatively, communicate productively, create balanced and strong relationship, sympathize with other and cope with administering their lives in a healthful and fruitful meaner (Prajapati, et al., 2017)

Life Orientation is intended to empower the learner to make knowledgeable choices about personal, community and environmental health issues within his or her specific habitat. Life Orientation is outlined to furnish learners with positive social relationship and teach learners how to utilize their constitutional rights and tasks, to appreciate the dignity and rights of others, to attain and enlarge their personal potential to encourage physical development and to cultivate a positive adaptation with regard to study and work. Schools frequently break down to execute the LO policy or deliver the stipulated PCK as needed by the DoE. Teachers must acknowledge the significance of PCK of Life Orientation and take it earnestly, schools must not assign Life Orientation to a teacher who lay down unpleasant example and who is frequently away from his/her school facility.

2.8.2. LIFE ORIENTATION VERSUS MENTAL HEALTH.

At this important moment, it should also be born in mind that when LO being taught from the GET band to FET phase in schools, it helps to teach the personal development to learners resulting in them being enable to gain life skills. The attainment of the proper life skills, learners could lead them to becoming the psychologically or socially balanced people in their lives (Department of Education, 2012; Damsgaard & Angel, 2021). Besides this, the gaining of the life skills well can lead learners to solve the personal problems well which also enable them to refrain from experiencing the minor health problems which hinder one to can perform well in

life. The maintenance of life skills knowledge exclusively by learners in schools might assist them in preventing from suffering from either stress or depression. The reason being that such learners would then be in the know of wisely-handling some life problem. Still on the same note of how the LO is well-accepted might lead to more benefits to every learner's life, through the use of the gained life skills one could also be able to prevent oneself from being attacked by the pandemic diseases, like: HIV / AIDS, and sexually-related sickness in life as well as the substance abuse. Learners are more accessible to these noticed conditions because of their ambiguities and threatening circumstances they get prone to.

For them to conduct themselves well, control things well, and acquit accordingly they are obliged to be taught Life Orientation first impressions last longer. The same goes for children, whatsoever they encounter in childhood plays an extraordinary part in their health and minds afterwards in their lives. This reminds us as teachers that teaching and advocating health practice to learners at formative years is of uttermost significant. Thus schools as authoritative organization could be used to encourage healthy conduct and life because children spend a main part of their lives at school and presently there is an extent of bound to learn with their health condition.

2.8.3. THE IMPACT OF TEACHING LIFE ORIENTATION IN SCHOOLS

As had been explained earlier on in this study, Life Skills is offered as from grade R to 6, but still the same subject, is named Life Orientation (LO) later on, as from the GET band to the FET phase in schools. Furthermore, it then implies that if learners could be well taught from the lower grades while coming to the FET bands they could be well invested with the adequate knowledge to can master the life skills well (Brown, 2013) . Moreover, the proper teaching of Life Orientation would assist in a South African situation where the teenage pregnancies is happening on a great rate either in schools or communities. In this regard, life skills could play a vital role in empowering the youths (learners) in becoming accountably responsible and informed decision-making about the future well-being of their lives. Learners should also be empowered

so that they can get the rid of both the economic and social development after having inherited the life skills principles. In addition to this, after mastering the needful life skills, learners can also develop spiritually, physically, intellectually, personally, emotionally and socially well (Gala, 2017; Lin et al., 2021) principal subject matter included in Senior Phase. Life Orientation embraces development of the self in society, health, social and environmental responsibility, constitutional rights and responsibilities, world of work and physical education (Department of Basic Education, 2011).

Life Orientation subject matter is intended for developing skilful and learned learners who can make deliberate decisions in a fast changing community. The senior phase topics in LO are related to debating points which have an impact on teenagers. The foremost threats facing South African adolescents are spontaneous pregnancies and addiction to alcohol and substance abuse. This lay down an academic responsibility on LO teachers to be alongside with current developments in their subject area (Wasserman, 2014). Nevertheless, a study by Brown (2013), discloses that most students did not intend to be committed fully with LO and spend their time by chatting and disturbing one another up until the period was over.

Life Orientation as a subject is perplexing like composite phenomenon's which develop programmes, sets of activities and impressions more empirical and realistic. It turns into the only subject that drive learners to exercise life skills, which assists them to behave positively to life threats and also plays a significant role in the commercial issues and society. Life skills results in capacitating adolescents in accomplishing explicable and enlightened resolution about their forthcoming and welfare. Life Orientation strengthen learner's morale and inspire them to be analytical. It is of great importance that learners have to be capacitated so that they can use several personal skills to ascertain abilities in all means that is spiritual, physical, intellectual, personal, emotional, and social.

2.9. CHALLENGES ENCOUNTERED BY TEACHERS WHEN TEACHING LIFE SKILLS

Life Orientation lessons are habitually offered by teachers with pessimistic belief, who view this subject as absolute a bad use of time. Taking into consideration the level of

sense of responsibility of the learners concerned, it is presumably that they will take up and follow suit the demeanour that their teachers have a gloomy outlook regarding the subject, teaching LO is of trivial, if any value (Gala, 2017). Modisaotsile (2012), states that the classrooms of some schools jam-packed, that teachers are unacquainted, unskilled or lack of dedication to life skills teaching. Teachers seem not to comprehend that they are preparing the eventual leader of the country, nor acknowledging how significant schooling is a point of departure for later life.

2.10. STRATEGIES THAT TEACHERS CAN USE TO TEACH LIFE SKILLS

2.10.1 The use of teaching strategies and life skills

Subjects even as they appear in any curriculum, cannot be taught in the same manner in any school environment (Van der Westhuizen, 2013; Hew, et al., 2018). The reason being that, they are composed in various aspects in their make-ups or contents. For example, an English lesson could not be taught as Life Science hence each one of them has its own characters or topics through which it should be taught and explained. For instance, one can need group work method when being given, whereas the other might need memorization while being taught in a class situation (Damba, 2013).

Furthermore, the teaching strategies in each true sense of the word, refer to different methods and techniques which teachers could use as content an example or tactics so that learners might simply understand it well. The proper use of each method can help to let learners eventually master the life skills effectively. In this context, the reason could be that learners' interests towards the very subject can be somehow stimulated. Furthermore, learners should be ever led to self-activity through the application while teaching it. Ideally, this could be possible through the use of the different learning materials to help in obtaining insight thereof. Learning in such instances, could be learnt through discussing, listening, reading, writing and exercising. No wonder why all these can be maintained after being provided with Annual Teaching Plans (ATPs) so that life skills can finally be motivated.

2.10.2. EFFECTIVE PROFESSIONAL DEVELOPMENT OF TEACHERS

Professional development of every workplace's workers, is one of the most important leading method towards development and wider production at every workplace situation. Werner (2014), and Sheldon (2014), further highlight that the professional development especially in a Life Orientation scenario, could lead to learners improvement of their understanding and gaining of the needful life skills in enhancing their paces of living a healthy life. Effective professional development has the best benefits for both teachers and learners in schools. For one reason, a teacher could accumulate more knowledge as far as the subject taught by him is concerned. Suffice it to say that effective professional development could lead to the very teacher being promoted to a higher position in the teaching areas. Nonetheless, some teachers by themselves could not embark on effective professional development as such, but then the Department of Basic Education (DBE) has a bounding obligation of keeping on motivating teachers towards their effective professional development. As a matter of fact, through introducing the free programs whereby teachers could join others in developing themselves professionally well, these could be possible (Hart, 2013).

2.10.3. Good communication

Cowie and Hornby (2013), define the term "Good communication" as the activity or process of expressing ideas and feelings or of giving people information. Furthermore, communication could occur in a variety of ways, hence it could sometimes be a good one or a bad communication type of an event. On the other hand, the way in which communication happens means a lot especially between an educator and his learners. In support of this view, Mwamwenda, (2013), and Anderson, et al. (2020), stress that a teacher who talks to his learners well, often receive good responses from the learners being taught. During the presence of a good communicator who is also approachable leads to learners comprehending the contents well, of whatever lesson the very teacher has offered. In addition to this, when exercises or tests based on the lessons are posed learners do answer them freely and correctly.

On the contrary, an autocratic or bossy type of an educator often fails to impart the taught lessons to learners, hence they would sometimes be afraid of him or her. Besides this, learners could also go to an extent of having a bad attitude towards the teacher at stake, hence he might be keeping on insulting them for failing to answer the posed questions clearly. Nezvalova (2013), concurs with this view, by even stating that an effective or efficient lesson is of vital importance, while the given content has been grasped by learners (Van der Walle & Jansen, 2013). For example, if a problem could happen between an effective or approachable teacher and a learner an easier solution might be used to tackle it. As a matter of fact, it then implies that there should always be a good communication between a teacher and his learners. In such an instance, everything usually goes well, hence the English adage goes: 'Unity is strength'. This simply means where there is peace or a working together spirit, works are definitely well-done at whatsoever institution in education.

2.10.4. The use of the different teaching methods

It appears the issue of using style or characteristics have been mentioned for several times in this study, since its introduction. The reason therefore being that things do sometimes happen differently in life be, it in a school or any working place. The same then applies to the time when Life Orientation is offered in schools aiming at achieving the life skills from it. Nevertheless, it should really be born in mind that even every teacher in a school scenario teachers, learners with different characteristics or behaviours to an extent that reactions towards the given lessons would be different in nature. Suppose, a teacher might greet learners in school, and they all keep quiet in a class, he or she should react in a gently or friendly manner. This could be a token that something not good could have happened to one of them during the previous lessons. In this context, it is through reacting in a gently or friendly manners a solution could soon emerge.

On the other hand, learners also in classes usually have different intelligences (IQs) and do not comprehend every lessons contents at the same paces. Therefore, while teaching them teachers should exercise different methods of teaching them the same contents It is also of paramount importance or even the methods to be used in teaching

them, could be applied should differently. The reason being that subjects cannot be offered in the same manner. To mention only but a few, the lecture method, group-discussion, individualized instruction, learning teaching strategies, peer teaching strategy could be used where possible (Gumbo, et al., 2017). In an effort of further emphasizing the differences in methods for teaching learners in schools, the extra classes issue can be also successfully used in schools. From my own perspective, it really implies that different methods of teaching should be used in schools so that the best results could be achieved.

2.10.5. FOUR KEY TEACHING AND LEARNING STRATEGIES

2.10.5.1. Active engagement

All teachers should time and again keep on engaging learners to their school works (e.g. exercises, lessons, tests, etc.), so that they can keep up on gaining life skills while LO is being offered. Therefore, this could obviously go to an extent of motivating them towards performing to their maximum level in their school works Modiba (2017). Apart from this, no other irrelevant activities should be ever allowed to unnecessarily crop in a lesson unless the examples relevant to the lesson. For one reason, it could unnecessarily diverge those learners from the lesson in progress.

2.10.5.2. Carefully sequenced and well-placed activities

Before any lesson could be ever given to learners in a classroom scenario, a relevant preparation must done carefully. In so doing, this enables the very lesson to be well-conducted and eventually succeeding performed (Sutherland, et al., 2016). Essentially, the idea of arranging things carefully in a sequentially way and placing the activities well, results in the work to be done, exceptionally performed. On the one hand, where a teacher did not make a thorough preparation before giving a lesson he or she may keep on going in and out in order to cleverly wasting time for teaching.

2.10.5.3. A facilitative teaching styles

As mentioned, preparation plays a vital role before any type of a work is done. For example, a teacher who intends to do a lesson well has to firstly prepare it wisely.

2.10.5.4. The issue of experiential learning

Seemingly the ability to learn any lesson or content well, one should be ready to eventually gain experience thereafter. Suppose a language teacher is busy teaching learners the English language, his or her intention would be to see them speaking or be able to write it well (Prajapati, et al., 2017). However, such an attempt could not just happen, but needs items like: discussions, brainstorming, practices, role plays, situation analysis and a thorough study of QSE studies before happening in an intended manner. Ideally, for a teacher to can simply achieve the ability to gaining experiences for what one intends to do. On the other hand, teachers should be ever confident with the subject's contents using the rightful methods while training the very same learners.

2.11. CHAPTER SUMMARY

This chapter discussed the introduction of the literature related to the study, theoretical framework, and overview of the pedagogical content knowledge from global to local views, Life Orientation teachings in schools, strategies to be used by teachers in teaching life skills and finally a chapter summary. The main emphasis focused in this study concerned the: 'pedagogical content knowledge of Life Orientation teaching of Life Skills among learners in the GET band in Vhembe East District. The next chapter will present and discuss the research designs and methodologies in detail.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1. INTRODUCTION

The previous chapter presented the literature related to the topic under study and theoretical framework clearly. Furthermore, this discussion was mainly based on the effective teaching of Life Orientation to learners in the GET-band in the Vhembe East District, Limpopo Province compared to the other countries, and not in South African schools alone. This chapter will present and discuss the research design and methodology used, which includes amongst others aspects, the research paradigm, approach and research design. In addition to this, the research instruments are mentioned so that the readers know the type of instruments used for both data collection and analysis (Bless Higson-Smith & Kagee, 2014).

In this regard, items such as: population, sampling procedures, data collection and analysis are also explained. Ethical and safety measures including criteria: like validity and reliability and trustworthiness will also be presented. The reason behind this, being that both qualitative and quantitative methods were used during the data collection procedures in this study. Kumar (2017), cautions that for every study to be well-conducted the objectives should always be strictly adhered to during its proceeding. Kumar (2017), further highlights that both the research topics do not just come from the air, but they are basically formed from the exact objectives of the topic under study.

This study was guided through the use of chosen objectives as stipulated in chapter 1:

- i. To justify the pedagogical content of Life Orientation in the teaching of life skills among Learners in the GET band in the Vhembe East District.
- ii. To assess the effects of the pedagogical content of Life Orientation in addressing life skills among school learners.
- iii. To discover challenges encountered by teachers when teaching life skills to learners in the GET band through Life Orientation.

- iv. To establish strategies that teachers can use to teach life skills guided by pedagogical knowledge of Life Orientation.

3.2 RESEARCH DESIGN AND METHODOLOGY

3.3.1 Research paradigm

For the sake of this study a pragmatic paradigm was used, it can sometimes be used as method. Therefore, the researcher used it following such recommendations (Creswell, 2013). In an attempt of either trying to examine the challenges encountered by teachers when teaching Life Orientation in the GET-band in the Vhembe East District, or devising some strategies to be used while teaching Life Orientation to learners. The reason being to enable them to can master the life skills for use in their future lives, specifically in either societies or communities. Besides this, it seems through the right teaching of Life Orientation to learners, it might end up having assisted all the schools found under the Vhembe East District, towards accumulating knowledge in terms of life skills, so that the very learners can prosper well in their lives ahead (Gama, 2015)

3.2.2 Research approach

Research approach acts as a method to be used in a scientific way (Floyd & Fowler, 2014). Necessarily, if it could also happen to the topic under study, the researcher would have a chance of trying to justify the teaching of Life Orientation amongst learners in the GET-band, in the Vhembe District easily through using the research approach related to the selected topic.

3.2.3. Research design

For the purpose of this study, two research designs could correctly fit in this instance well, hence two methods had also been chosen for data collection (e.g. quantitative and qualitative approaches). Furthermore, Struwig and Stead (2017), hold the view that a 'research design' also relates to the testing of the hypotheses. For example, it would also then helps the schools being affected by the syndrome of teaching Life Orientation well in the GET-band, especially in the Vhembe East District, could end up

having devised some strategies of solving such a crisis after studying the findings of this very study. Besides this, a research design should also be regarded as an adequate item which must be seriously used so that some specific hypotheses could be tested under the given conditions. To be more precise both the quantitative and qualitative methods were used for data collection.

3.3 Population

Oates (2014), refers to a 'population' as the entire group of persons or a set of object and events the researcher is intending to study. The choice of this study's population was indeed chosen bearing mind that its population should always think of the two methods chosen for its data collection (e.g. quantitative and qualitative) respectively. As a result, its population was made up of 160 learners, 8 teachers, 8 principals and 2 curriculum advisors selected from 8 secondary schools in the GET-band in the Vhembe East District, Limpopo Province.

3.3.1 Sample size

It should also be born in mind that the total number of the sampled participants was 178, wherein there were, 160 leaners, 8 teachers, 8 principals and 2-curriculum-advisors respectively. Needless to say, it should never be a surprise at the number chosen from 8 schools, hence only the secondary schools seemed to be mostly affected by the issue under study. The researcher had firstly visited all the affected schools principals in order to make a rightful selection of the participants, while being assisted both the SMTs and principals.

The reason behind this being that those schools as already explained, had been affected by teachers encountering difficulties in teaching Life Orientation in the GET-band, in the Vhembe East District. Necessarily, it should also be remembered that a sample size of the participants' members in the whole population, was chosen for a study purpose (Leedy & Ormrod, 2013). Nonetheless, both purposive and simple random sampling were chosen to select the participants of this study, as follows:

Table 3.1. Sample size of the selected participants

Participants	School type/ phase	Total number
Learners	GET-band schools	160
Teachers	GET-band schools	8
Principals	GET-band schools	8
Curriculum-advisors	GET- band schools	2
Total		178

3.4 Research instruments

In this study, both the questionnaires and interviews (semi-structured interviews) were used, hence the quantitative and qualitative methods had been used to collect data. In short, an explanation of how each instrument was used, would firstly be discussed so that the readers of this study could comprehend its contents well (Punch, 2013)

3.4.1 Questionnaires

Regarding this study, questionnaires were used to collect data as the quantitative approach from the participants. On the other hand, Du Plooy Cilliers, et al. (2014), emphasize that a questionnaire could be regarded as a good item to gather data, if it really directs one to the appropriate literature resources in the research world. The reason being that, a question from a questionnaire should tell one what literature to read and how to narrow down one's bibliographic search. In this regard, it also seems the choice of the questionnaires for this study appeared indeed to be the right choice, hence they help one to drift from original purpose and keeps one fully focused on one's starting interests (Neuman, 2016).

Ideally, it then implies that the use of questionnaires would at last enable the researcher in this study to assess the effects of the pedagogical content of Life Orientation teaching towards addressing the proper life skills to learners so that they could use it in their daily lives. In support of the previous statements, Dornyei (2014),

states that a questionnaire is just a much highly structured method of a data collection rather than the interviews schedules. In addition to this, its chief advantage over the interviews led by methods, is that questionnaires are cheaper especially if they can be group-administered. Furthermore, it should also be realized that the questionnaires may be also used as both open-ended-and-closed questions beneficially in a quantitative approach researches.

Babbie and Mouton (2013), believe that the format of a questionnaire is just as important as either its nature or questions asked in it to ask influence the participants to answer the posed questions correctly. To substantiate my point of view correctly pertaining the topic under study, both the open-ended-and-closed questions were used in this study when collecting data, hence it had been a quantitative and qualitative methods study in its nature. As a result, the use of questionnaires enable the open-ended questionnaires to can offer the participants enough chances of freely giving some whatever views they could be having, while answering the posed questions (Williams, 2013).

3.4.2. Semi-structured interviews

Zikmund, et al. (2013), note an interview is a process whereby an interviewer poses questions to an interviewee being contained in and structural questionnaire format to a participant in either a personal or telephonic manner as firstly arranged. On the other hand, interviews happening at whatever format, are relatively economical in terms of time and resources used rather than the other data collecting instruments in researches. In this regard, Jolley (2014), and Husband (2020), stress that a questionnaire if correctly used, could really end up yielding a great deal of useful information (data) for every well-conducted study. In terms of the instruments chosen for this study, the choice of qualitative approach for data collection, appeared to be a suitable option, so that the semi-structured interviews could then be well-chosen on this topic.

Necessarily, semi-structured interviews give the researchers a wider way of gaining the detailed picture of the participants' views, beliefs about or perceptions or even accounts of a particular topic being studied. Moreover, it also implies that the concerned stakeholders at the schools where Life Orientation teaching in the GET-

band, in the Vhembe East District, Limpopo Province, would have accumulated a thorough knowledge on how the rigid strategies might be devised after studying the findings of the study. In addition to this, the semi-structured interviews when being used correctly in qualitative approach, usually result in the participants feeling more flexible, while answering the posed questions from the interviewers (De Vos, et al., 2013).

Another matter of great concern, is that semi-structured interviews enhance the researcher's chances of making a follow-up of the particular interesting avenues that emerge in the interviews. For one reason, the participants would have given a good picture of such a situation in a clear way. Needless to say, if there would be other schools which warrant follow-up visits in order to also confirm the reliability or validity of the collected data, it could be easily done (Wagner, et al., 2014). Terre Blanche, et al. (2013), remark that semi-structured interviews, if well used, might allow the respondents (participants) a considerable degree of latitude, depending in the way in which questions are being answered. On the contrary, one could also sometimes wonder whether the semi-structured interviews could really offer the best results during the interviews, hence the participants while using them, are permitted to follow a range of responses previously developed by the researcher in question (Murray & Beglar, 2013).

3.5. Data collection procedures.

Once permission to conduct a research hand been offered by the University's Highest Research Ethics Committee (UHREC), I had made use of such an opportunity to approach leaders of the participants in order to ensure whether they had signed the informed consent forms or not. The reason behind this, being that such forms serve as insurance during the main research investigation aiming at securing their lives. The researcher piloted the questionnaire before executing them and gone through some changes before supplying them to the participants. During these sessions, the questions posed to them, enabled them to become used to the interviewer. In so doing, a time for correcting the questionnaires was also created so that the correct questionnaires might be used.

In this context, 8 principals and 2 curriculum advisors were interviewed in their prepared rooms, whereas 8 teachers and 160 learners answered their questionnaires in their staff rooms and prepared mini-halls respectively through writing. Moreover, those answering the questionnaires were given (35) minutes, whereas those undergoing the interviews (teachers) had only (30) minutes available to answer their posed questions completely. In this regard, before interviewees could start, the researcher had asked them whether he could use a tape recorder or not, and they all agreed. However, this was really done in order to make those who were not used to be recorded while speaking to feel freely. Amongst those being interviewed, the researcher had recorded each response and transcribed it with immediate effect so that there should be no difficulties during the data analysis process (Maholtra, 2013).

After both those being interviewed and the ones being answering the questionnaires had finished, he then greeted them with the thankful words for their voluntary participation in those interviews on their own freewill. Finally, he also promised them that their contributions or identities would be kept safe and could be released after an applicant had written an official letter followed by an approval.

3.5.1. METHOD OF DATA ANALYSIS

As it had already been said, two methods were used to collect data (i.e. both quantitative and qualitative approaches), it also implied that two instruments would also be used for the data analysis process (Marlow & Boone, 2013). In this instance SPSS version 28 and thematic data analysis were used respectively.

Quantitative data analysis

The Statistical Package for Social Sciences (SPSS) Version 28.0 for Windows was used to analyse the data. Data was classified, tabulated and analysed according to the objectives of the study. The quantitative results were summarized and interpreted using descriptive statistics. It was necessary to summarize and arrange the data for descriptive statistics in order to make them understandable. It attempts to explain the

data but does not make an effort to draw conclusions about the entire population from the sample (Rotas & Cahapay, 2020). The mean, which measures central trend, and standard deviation, which measures spread, are the two types of descriptive statistics that were used.

Demographic data describing the respondents was analysed using descriptive statistics, Frequencies, and percentages were used to analyse the data related to section A on the demographic characteristics of the teachers and learners.

Qualitative data analysis procedures

Data analysis is the systematic presentation of gathered data in order to make sense of it (Pellas, et al., 2021). Data analysis is the process of making sense of data from the participant's viewpoint through themes, groups, and uniformities (Cohen, et al., 2011). It is a technique for analysing social study data without converting it to a numerical format (Sadiq, et al., 2021). Data analysis, according to Sanders, et al. (2009), is the examination and breakdown of interview transcripts into logical and structured themes in order to unearth insights and explain new knowledge of the area of focus.

The aim of data analysis is to break down large amounts of information into smaller topics (Octaberlina & Muslimin, 2020). One of the primary functions of qualitative data analysis is to create the most detailed, rich, and comprehensive account of the event under study possible (Renjith, et al., 2021). By analysing qualitative data, I was able to identify patterns and meanings in the transcribed writings (Mihas, 2019). In this research, data was analysed using a thematic analysis method.

The thematic analysis method

One of the most common qualitative analysis techniques is thematic analysis. (Lochmiller, 2021). Thematic analysis, according to (Braun & Clarke, 2006; Bryman & Bell, 2012), is a technique for identifying, analysing, and reporting patterns (themes) within data. It organizes and describes data in great depth. Thematic analysis required me to look through data for repeated patterns of meaning. As described below, I used a six-phase thematic analysis method suggested by (Braun & Clarke, 2006).

Familiarizing myself with data

Thematic analysis relies heavily on data familiarization. It was critical that I was very acquainted with my data if the analysis was to be quick and insightful. As a result, it was critical that I gather and transcribe the data myself; otherwise, I would have been at a significant disadvantage (Bolderston, 2012). Transcription is the act of converting 128 bits of voice data into text data (Creswell, 2014). In order to perform thematic analysis, I needed to transcribe data into written form. Although the transcription process was time-consuming and frustrating, it was an excellent method for me to begin familiarizing myself with data (Braun & Clarke, 2006). I began coding after becoming acquainted with transcribed material.

Generating initial codes

This step entails creating initial codes from the data. Codes are the "analytical building blocks" (Braun & Clarke, 2022). Codes are labels that are used to define a section of text or an image (Creswell, 2014). I created and used codes to summarize a big amount of qualitative data (Wong, 2008). With coding, I began to consider how the data links to the research question and phenomenon under investigation in a systematic manner (Castleberry & Nolen, 2018; Freeman & Sullivan, 2019). I coded my data by making notes on the texts I was reading and highlighting possible patterns with highlighters (Braun & Clarke, 2006).

Searching for themes

When I had coded and collated all of the data and had a lengthy list of the various codes that had been found across the data set, I started the theme-searching phase. This phase involved me sorting the various codes into possible themes and collating all the relevant coded data extracts within the identified themes, which re-focused the analysis at the wider level of themes rather than codes. Essentially, I began to analyse my codes and considered how various codes could be combined to create an overarching theme (Braun & Clarke, 2006). I organized various codes into potential themes and gathered all relevant data within those themes (Castleberry & Nolen, 2018). According to Braun and Clarke (2012), finding themes required me to make decisions about what to include and what to exclude.

Reviewing themes

During this stage, I had to create a collection of themes. Such themes were also refined during this period. Two distinct themes could be combined to create a single theme. Other themes had to be separated into distinct themes. I had to ensure that data within themes was effectively cohered together (Braun & Clarke, 2006).

Defining and naming themes

At this stage, I defined and refined the themes I presented for my analysis, as well as analysed the data contained within them. In this context, "define and refine" meant finding the "essence" of what each theme was about and determining what element of the data each theme captured. It was critical that I not only paraphrased the data extracts provided, but also identified what was interesting about them and why. I had to perform and compose a detailed analysis for each individual theme (Braun & Clarke, 2006).

Producing the report

This final phase started when I had a complete set of themes and included the final analysis and report writing. The goal of a thematic analysis report for a thesis is to convey the complex story of my data in a manner that convinces the reader of the merit and validity of my analysis. My report would have to provide enough proof of the themes in the data - that is, enough data extracts to show the theme's prevalence (Braun & Clarke, 2006). The interview data was also combined with documents that would help interpret the emerging results. My data research resulted in the creation of the report.

Still in this study, the use of mixed method should be born in mind that quantitative approach uses numbers, whereas qualitative method is known for using the textual word. At this point, when we combine the two kinds of data, we get the detailed, contextualized insights of qualitative data as well as the universal, externally valid insights of quantitative data. Therefore, advantages of one form of data frequently exceed the disadvantages of the other. The primary objective of the mixed-methods research design, is to provide a better and deeper understanding by giving a more

complete picture that can improve Pedagogical content knowledge of life orientation teaching of life skills among learners in the GET band in the Vhembe East District.

3.6. VALIDITY AND RELIABILITY OF RESEARCH INSTRUMENTS

In an effort of enabling the readers of this study, not to go astray while reading this study, the researcher thought of explaining where each of the criteria, should be rightfully used. Rubin and Rubin cited in Brink, et al. (2018), stress that criteria are not allowed to be used at every research method alternatively, but should only be made in such a way that each criterion is used at its right method. For example, the criteria used in ensuring validity and reliability do fit well in quantitative, whereas in a qualitative approach criteria like: credibility, dependability, transferability and conformability could be rightfully-used. In case, where a non-researcher might use them alternatively, it would then be a great blunder in the research world (Oates, 2014).

In short, validity as used in a quantitative approach refers to a measurement to an extent in which the instrument measures what it is supposed to measure correctly. For example, a barometer can be used to measure the weather focus correctly at least every time. On the one hand, reliability refers to the consistency with which a measuring instrument yields a certain results when the entity being measured has not changed yet. Ideally credibility as a true criterion for a qualitative method refers to the degree through which the research conclusions might be regarded as good and sound in research. For example, after the readers have received the credible findings, they could then confirm that the researcher has indeed understood the social world well.

3.7. ETHICAL AND SAFETY MEASURES

Punch (2014), states “Ethics involves the responsibilities of the researchers towards those who participate in a research, those who sponsor it and those who are the beneficiaries of it”. Furthermore, Gravetter and Forzano (2013), emphasize that ethics to a researcher are like what impartial is to a judge in court, hence he or she has to

often be kept alert that cases are judged fairly in courts. The researcher acquired ethical clearance in writing from the University of Zululand. Permission was granted from the District Director of the Vhembe East District, Circuit managers and school principal research in their respective schools in Mvudi Circuit. For the purpose of this study, the chosen criteria due to be used in ethical considerations were: informed consent and anonymity right to privacy (confidentiality), right of protecting from harm and voluntary participation respectively.

Informed consent and anonymity.

After receiving permission to conduct research, the researcher visited the participants' school leaders. The reason was to ensure whether they had all signed the informed consent forms or not. The reason being that those forms serve as an insurance for the participants before engaging them in the study. I also informed participants not to tell anybody about the place they were operating from. Furthermore, the researcher had also assured them that their identities would not be made available to anybody during the study.

Protection from harm

Protection from harm means the respondents should be given the assurance that they will be indemnified against any physical and emotional harm. In this study, the researcher ensured that all respondents were protected from harm when they participate (Currie & De Waal, 2013). Prior to the start of the study, the researcher had also assured the participants that they were indemnified from any physical or emotional harm that might befall them during the study.

Besides this, the participants were also warned not to eat food from an intruder caterer, but only from the one introduced to them on the first day. In case, where one of them could become ill they are to inform the manager sooner, so that he or she could be taken to the nearest Healthcare Centre as soon as possible. Nevertheless, the study had been taking place during the Coronavirus Disease (Covid-19) pandemic era, thus all the participants were warned to obey all the recommended rules strictly. The reason being that, the adherence to the recommended rules or regulations could indeed prevent them from being attacked by (Covid-19) during the research process.

Right to privacy and confidentiality.

Even during the pilots or pre-test sessions, the research had assured the participants that their names would not be published in any media during or after the researcher. Furthermore, the research had also assured them that their contributions or study's findings would not be exchanged to someone at the expense of getting gifts or money by the researcher. Apart from this, the researcher had also warned the participants that they should also not speak to any journalist or reporter during or after the investigation. Essentially, the research had also really assured them that the records of their findings would be kept safely and would only be handed over to any person having written the official letter requesting for it and got an approval.

Voluntary participation.

Before the start of the research, the research had informed the participants about their rights to participation. Even during the debriefing period, the research had kept on reminding them that participation is free and voluntary and nobody has the right to force someone to participate. Even after the research has started, one who felt not comfortable was at liberty to withdraw. The researcher kept on emphasizing the same matter at least on a daily basis. The reason being that the valid or reliable type of data could only be achieved from the free and safely-feeling participants during the research.

3.8. CHAPTER SUMMARY

This chapter presented and discussed the research design and methodology, including some methodologies types in the form of: research paradigms, approach and the research design. On the other hand, the population from which the participants had been sampled through the use both the purposive and simple random samplings. The reason behind this, being that both quantitative and qualitative approaches were used for data collection. In addition to this, the sampling size was also shown and clearly explained so that the readers could understand the study's contents well. Finally, other aspects of great concern, included in the discussion were: the research

instruments, data collection procedure, data analysis strategies measures to ensure items like: validity, reliability or trustworthiness in research methods ethical and safety issues and chapter summary of the study at stake.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

The study design and methodology were covered in Chapter 3. Results and discussion on pedagogical subject knowledge of Life Orientation in the teaching of life skills for learners in the GET band in the Vhembe East District are presented in this chapter. While 160 students and 8 teachers provided the quantitative data, 8 principals and 2 curriculum advisors provided the qualitative data. Using thematic data analyse qualitative data and SPSS version 28 to analyse quantitative data, the study's objectives were as follows:

- i. To justify the Pedagogical content of Life Orientation in the teaching of life skills among Learners in GET band in the Vhembe East District.
- ii. To assess the effect of the pedagogical content of Life Orientation in addressing life skills among school learners.
- iii. To discover challenges encountered by teachers when teaching life skills to learners in GET band through Life Orientation.
- iv. To establish strategies that teachers can use to teach life skills guided by pedagogical knowledge of Life Orientation.

4.2. DEMOGRAPHICAL INFORMATION OF THE PARTICIPANTS

Gender, age, academic and professional qualifications, and work experiences are discussed in this section.

4.2.1. SECTION A: ANALYSIS OF RESPONSES FROM LEARNERS

4.2.2. BIOGRAPHICAL DATA

4.2.2.1. Gender of participants

Table 4.1. Indicates that females are the majority in grade 9 of the selected schools and they make 57, 5 %, which is 92 in terms of the sample as compared to males. During the second stage of the study, 10 participants were interviewed in a face-to-face interview session.

Table 4.1 Participants gender distribution

Gender		Frequency	Percent
	Male	68	42.5
	Female	92	57.5
	Total	160	100.0

4.2.2.2. Age distribution of participants

Table 4.2 shows that the majority of the respondents, 81, 3%, which is 130 in terms of sample, have ages ranging from 13 to 15 years of age. Age distribution of the majority of the respondents is favourable to the expectation as normally grade 9 learners should be 14 years of age.

Table 4.2: Participants age distribution

Age		Frequency	Percent
	10-12	2	1.3
	13-15	130	81.3
	16-18	27	16.9
	19-21	1	.6
	Total	160	100.0

4.2.2.3. Home language of participants

Table 4.3 shows that Tshivenda is the Home Language for most of the participants as it is spoken by 93, 8%, which is 150 of the given sampled learners. This possibly poses a bit of a challenge for the minority who speak other language as their Home Language whereas at school they are taught in Tshivenda as the language of instruction. One would therefore expect those who speak Tshivenda at home to perform much better than their counterparts, particularly in Tshivenda as a subject. Curriculum advisor number 1 answered this:

C1: "I belong to people who are good communicators, although working with teachers in the implementation of introduced curricular to me is a challenge because there was too much code switching."

In this regard, it implies that most learners failed to understand because they are taught in Tshivenda whereas Life Orientation should be taught in English.

Table 4.3: Participant’s language distribution

Languages		Frequency	Percent
	Tshivenda	150	93.8
	Xitsonga	5	3.1
	Sepedi	2	1.3
	English	1	.6
	Other(specify)	2	1.3
	Total	160	100.0

4.2.2.4 Learners were asked with whom they normally stay at home

Table 4.4 shows that 42, 5% (68) of learners stay with both parents and 29, 4% (47) stay with single mothers, whilst 4, 4% stay with single fathers. Only 20, 6% (33) stay with grandmothers and 6% (1) stay with grandfathers, whereas 2, 5% (4) stay with other relatives. This question was applied as a proxy for a guardian. Thus, there are fertile grounds for learners to be informally taught life skills matters as they stay at least with one adult person at home compared to a situation where learners stay alone without any adult person or guardian. The principal confirmed that:

“Most learners who stay with both parent have good manners, the reason being that those parents keep on teaching them good life skills. Such learners could never be found levelling violence against teachers in schools.”

From the above narrative, it implies that learners staying with both parents do show good manners than those found in single parent families.

Table 4.4: Guardians to the learners

Guardians		Frequency	Percent
	Both parents	68	42.5
	Mother Only	47	29.4
	Father Only	7	4.4
	Grandmother	33	20.6
	Grandfather	1	.6
	Other (specify)	4	2.5
	Total	160	100.0

4.2.2.5 Learners were requested to indicate the type of location.

In Table 4.5, sampled schools are located in rural areas and it is not surprising that by far the majority of learners 66,3% (106) stay in rural area compared to 8,8% (14), 23,8% (38),6% (1) staying in urban, semi-urban and other. Compared to their rural counterparts, urban areas are generally well endowed with resources (e.g. libraries, Wi-Fi), have access to many services and are even exposed to promotional activities such as life skills campaign, billboards on life skills. Thus, it is expected that rural dwellers are less informed about so many things including issues on life skills. When a question was posed to principal number 2, he said:

“Learners schooling in urban areas, seemed to be fortunate in terms of learning resources. In rural areas, one can hear of the resources delivering trucks having failed to deliver the prescribed books due to the sleeper road. On the other hand the rural learners do run short of technological tools”

In short, the above narrative, indicates to us that rural learners do really short of learning resources.

Table 4.5: Participants' location

Location		Frequency	Percent
	Rural	106	66.3
	Urban	14	8.9
	Semi-urban	38	24.8
	Other (specify)	2	,12
	Total	160	100.0

4.2.2.6 Learners were requested to indicate their religion.

Table 4.6 shows that almost all learners belong to a particular religion, with Christianity being the dominant one at 87,5% (140). Assuming that learners comply with certain religious beliefs such as one that advocate for sex before marriage, it means that there is a window of opportunity to have low prevalence of transmitted diseases in the selected regions.

Table 4.6: Participants' religion

Religion		Frequency	Percent
	Christianity	140	87.5
	Muslim	1	.6
	African Tradition	17	10.6
	Other	2	1.3
	Total	160	100.0

4.2.3 SECTION B

4.2.3.1. JUSTIFICATION OF THE PEDAGOGICAL CONTENT OF LIFE ORIENTATION IN ADDRESSING LIFE SKILLS AMONG LEARNERS.

This section discusses the results pertaining to the justification of pedagogical content of Life Orientation in the teaching of life skills among learners in GET band in Vhembe East District.

4.2.3.1. Life orientation is a vital subject

Table 4.7 shows that 64, 4% (103) of learners strongly agrees that Life Orientation is a vital subject while 30, 0% (48) agrees with the statement. However, 4, 4% (7) are uncertain with the statement, and 6% (1) disagrees while, 6 % (1) strongly disagrees with the statement. This then implies that 94, 4% agrees that Life Orientation is a vital subject. Learners must receive on-going education about Life Orientation as it covers transmitted diseases like HIV/AIDS and abstinence in the content of life skills. Answering the asked question, Curriculum 1 replied that:

“Yes, no subject in school should be regarded as a second hand subject. During the introduction of curricular most teachers especially the old once, used to regard LO as a second hand subject. In reality, it was not so.hence LO teaches learners life skills they would using in future.”

However, in a subject like mathematics no life skills are taught but only numbers, once again, it therefore, thus ,shows us that in schools LO is of paramount important as a subject.

Table 4.7

Valid		Frequency	Percent
	Strongly Agree	103	64.4
	Agree	48	30.0
	Uncertain	7	4.4
	Disagree	1	0.6
	Strongly Disagree	1	0.6
	Total	160	100.0

4.2.3.2 Life orientation PCK is taught to learners in a simple and comprehensive manner.

The majority of learners 51, 2% (82) as shown in Table 4.8 below strongly agrees that Life Orientation pedagogical content knowledge is taught to learners in a simple and comprehensive manner. Whereas, 39, 4 % (63) agrees, 5, % (9) remains uncertain, and 2, 5% (4) disagrees whilst, 1,3% (2) strongly disagrees with the statement. Thus, encouraging teachers to assume ownership of Life Orientation. Existing scholarly literature positions the teachers at the core of providing learners with the essential Life Orientation (PCK) in a simple and comprehensive manner, which would unfold learners' eventual capabilities (Griffin, 2016).

Table 4.8

Valid		Frequency	Percent
	Strongly Agree	82	51.2
	Agree	63	39.4
	Uncertain	9	5.6
	Disagree	4	2.5
	Strongly Disagree	2	1.3
	Total	160	100.0

4.2.2.3 Teachers are competent, committed, and caring.

Table 4.9 shows that 64, 4% (103) of participants strongly agree that teachers are competent, committed and caring in Life Orientation teaching, while 29,4% (47) agrees with the statement. However, 4, 4% (7) are uncertain, 1,3% disagreed and 0,6% (1) strongly disagrees with the statement. The implication is that teachers should be energetic and focused in their work for the effective implementation of Life Orientation curriculum. The above discussion concurs with the view that excellent teachers are, “interesting, competent, caring, inspirational and adjustable, yet have stringent standards” (Diale, 2016). This was supported by some of the principals who said that:

P1: “Yes I think they do understand the content of LO because in whatever they think they also expect learners to put that in practice even at the school premises and even at home, thank you.”

P2:” Yes, teachers are versatile they can learn and understand things on their own even though they did not get the training at the institutions, they have been trained”.

A good knowledge and understanding of subject content has an implicit effect on the plan of action for generating superior teaching and learning opportunities.

Table 4.9

Valid		Frequency	Percent
	Strongly Agree	103	64.4
	Agree	47	29.4
	Uncertain	7	4.4
	Disagree	2	1.3
	Strongly Disagree	1	0.6
	Total	160	100.0

4.2.3.4 Teaching and learning materials.

Table 4.10 indicates that 25,0% (40) strongly agrees that teaching and learning materials are readily available in Life Orientation classrooms. While, 32,5% (52) agrees with the statement, 23,1% (37) of participants are uncertain, and 15,6% (25) disagrees while, 3,8% (6) of them strongly disagrees with the statement. It then implies that the majority of the participants had agreed that teaching materials are indeed available in schools. Participants think that the provision of teaching and learning materials seems to be a contributing factor towards good performance in Life Orientation; this may have a positive impact on teaching and learning. The results are in agreement Khoza (2015), who found that incorporating active learning in LO changes teachers' classroom practices. Indeed lack of Learning and Teaching Support Materials (LTSM) and resources influences the content knowledge and teaching demands in Life Orientation (Adewumi, 2012; Stroebel, et al., 2017). Principal number 5 interviewed confirm this:

P5: "Not well resourced because presently we don't have enough textbooks with quality information what I can say the textbooks that we have now I have very shallow they don't contain enough information it seems they written overnight besides this there are no suitable playgrounds where learners can some of the activities in our area here it's very hot maybe if we can have a shed some of the activities can be performed".

From this response, it is clear that there are challenges faced by the teachers, considering learning and teaching support materials.

Table 4.10

Valid		Frequency	Percent
	Strongly Agree	40	25.0
	Agree	52	32.5
	Uncertain	37	23.1
	Disagree	25	15.6
	Strongly Disagree	6	3.8
	Total	160	100.0

4.2.3.5 Learners learn life-skills effectively in a well-resourced classroom.

Table 4.11 reveals that 44,4 strongly agrees to learn life skills effectively in a well-resourced classroom, while 36,9% (59) of them agrees with the statement. However, 13,1% (21) of the participants remains uncertain, whereas 3,8% (6) of them disagrees and only 1,9% (3)strongly disagrees with the statement. This means that learners learn productively and meaningful in a well-resourced classroom and are compelled to achieve the learning outcomes, in a resourced environment. Khoza (2015), states that teachers need to elevate quality teaching of life skills in a well-equipped classroom in order to inspire their learners to comprehend that there is constructive learning.

Table 4.11

Valid		Frequency	Percent
	Strongly Agree	71	44.4
	Agree	59	36.9
	Uncertain	21	13.1
	Disagree	6	3.8
	Strongly Disagree	3	1.9
	Total	160	100.0

4.2.3.6 All learners have relevant textbooks.

The majority of learners 43,1% (69) as shown in Table 4.12 indicates that all learners strongly agrees that they have relevant textbooks. Whereas, 21,9% (35) agrees with the statement. However, 11,3% (18) are uncertain, 6,9% (11) disagrees and 16,9% (27) strongly disagrees with the statement. This implies that an adequate and appropriate textbooks help to enhance and stimulate learners in learning Life Orientation. Literature suggests that learners should be provided with appropriate textbooks that encompasses the essential framework to facilitate Life Orientation programmes (Prinsloo, 2007; Nasheeda, et al., 2019).

Table 4.12

Valid		Frequency	Percent
	Strongly Agree	69	43.1
	Agree	35	21.9
	Uncertain	18	11.3
	Disagree	11	6.9
	Strongly Disagree	27	16.9
	Total	160	100.0

4.2.3.7 Bullying is one of the topics which should be tackled in Life Orientation.

A greater proportion of learners, approximately, 88,1% (141) in table 4.13 strongly agrees that bullying is one of the topics which should be tackled in Life Orientation, compared to 9,4% (15) of learners who agrees with the statement. However, 1,3% (2) are uncertain while, again 1,3% (2) disagrees with the statement. This implies that when bullying as a topic is taught, dropout rate of learners will decrease and most likely the school enrolment rate will rise. Juvonen (2003), affirms that bullying is one topic which should be taught in Life Orientation. One of the principal replied that:

“Bullying in most schools is at its peak. School leaders and other stakeholders, have tried to stop this but failed. I am now making a clarion call that bullying should be included as an aspect in teaching life orientation. Moreover, this could help to control bullying in schools.”

From the afore-said narrative it drives one conclude that bullying should be included as a learning topic in LO. Maybe, this could help in controlling bullying in schools?

Table 4.13

	Valid	Frequency	Percent
	Strongly Agree	141	88.1
	Agree	15	9.4
	Uncertain	2	1.3
	Disagree	0	0
	Strongly Disagree	2	1.3
	Total	160	100.0

4.2.3.8 Learners are more interested in sex-related issues

Table 4.14 reveals that 33,1% (53) of participants strongly agrees that learners are more interested in sex-related issues in Life Orientation class, while 25,6% (41) agrees with the statement. On the other hand, 21,9% (35) are uncertain; 8,1% (13) disagrees and 11,3% (18) strongly disagrees with the statement. This implies that learners have sufficient access to superior-quality sexual and reproductive health facts. Moreover, they are more unlikely affected by sexual transmitted diseases, e.g. HIV/AIDS. Existing scholarly literature agrees that there is an increasing call for analytical pedagogy of sexuality education in the context of the sexual and reproductive challenges encountered by youth in South Africa (Macleod & Vincent, 2014). In response to the posed question, Principal 4 answered that:

“Yes today’s youth seem to be very much interested in practising bad actions wherever they are.Despite,whether it is in a primary or in a secondary schools, one would find learners conducting illegal sexual activities,Ideally,it seems most of them who are involved in such activities,are those from single parenting families.”

Nonetheless, school leaders and the other community structures have an obligation of controlling illegal sexual activities in schools. Additionally, the known religious leaders and motivational speakers should be invited to address learners about this in schools.

Table 4.14

	Valid	Frequency	Percent
	Strongly Agree	53	33.1
	Agree	41	25.6
	Uncertain	35	21.9
	Disagree	13	8.1
	Strongly Disagree	18	11.3
	Total	160	100.0

4.2.3.9 LO is an interesting subject to learners

The majority of learners 69,4% (111) as shown in table 4.15, strongly agrees that Life Orientation is an interesting subject because it sets them free and engages them in fun activities during practical lessons, and 23,1% (37) agrees with the statement. However, 6,9% (11) are uncertain and, 6% (1) strongly disagrees. This gives us an indication that Life Orientation education should be geared towards the development of the learners' fullest potential. Literature findings indicate that Life Orientation content and pedagogy should be adjusted to the various interests and potentialities of learners in its directions and delivery (Ayoubi, et al., 2017).

Table 4.15

	Valid	Frequency	Percent
	Strongly Agree	111	69.4
	Agree	37	23.1
	Uncertain	11	6.9
	Disagreed	0	0
	Strongly Disagree	1	0.6
	Total	160	100.0

4.2.3.10 Physical education lessons are offered weekly.

Table 4.16 shows that 29,4% (47) participants strongly agrees that physical education lessons are offered weekly, while 27,5% (44) agrees with the statement. However, 13,8% (22) are uncertain; 20,0% disagrees and 9,4% (15) of the participants strongly disagrees. Thus, as physical education is offered weekly, promotes physical activities and of great significance. It promotes lifelong physical activity routine. From this discussion, it is clear that physical education is one of the lessons that in Life Orientation, with physical development as a focal part (Department of Education, 2002).

In answering the posed question, Principal 6 said that:

“None of the school offered subject, is not important in teaching learners in schools. Furthermore, all subject taught to learners in schools are important. For example, physical education teaches learners the health aspect of encouraging learners to take care of their bodies health-wise”

As discussed above, all school leaders should urge their teachers to offer physical education in school seriously. In general, physical education assists learners to take care of their bodies so that they could live well.

Table 16

Valid		Frequency	Percent
	Strongly Agree	47	29.4
	Agree	44	27.5
	Uncertain	22	13.8
	Disagree	32	20.0
	Strongly Disagree	15	9.4
	Total	160	100.0

4.2.3.2. THE EFFECT OF LIFE ORIENTATION IN ADDRESSING LIFE SKILLS AMONG LEARNERS

4.2.3.2.1. Life orientation is fundamental in the teaching of all subjects.

Table 4.17 shows that 36,9% (59) of participants strongly agrees that Life Orientation is fundamental in the teaching of all subjects, while 30.0% (48) agrees with the statement. Approximately, 18, 1% (29) are uncertain whereas 10,6% (17) disagrees and 4,4% (7) strongly disagrees with the statement. This implies that Life Orientation is a highly valued subject as it embraces different topics like religion, education, sexuality, HIV and AIDS, gender and Human Rights education. From this discussion, it is clear that Life Orientation is crucial in the teaching of all subjects as it assists learners to develop holistically, in order to exercise discretion (UNICEF, 2012)

Table 4.17

Valid		Frequency	Percent
	Strongly Agree	59	36.9
	Agree	48	30.0
	Uncertain	29	18.1
	Disagree	17	10.6
	Strongly Disagree	7	4.4
	Total	160	100.0

4.2.3.2.2. Life Orientation guides and moulds children overall learners

In Table 4.18, 83,1% (133) of respondents agrees that Life Orientation guides and moulds learners, while 2,5% (4) are uncertain; 1,3% (2) strongly disagrees. This implies that Life Orientation plays a vital part in self-development, personal growth, and skills development as well as knowledge that can ease the education of children. Literature suggests that Life Orientation steer, shape and assists learners in preparing them for their future. Learners also are to be prepared for real life skills that will help them to behave to life demands (Tan, 2018)

Table 4.18

Valid		Frequency	Percent
	Strongly Agree	133	83.1
	Agree	21	13.1
	Uncertain	4	2.5
	Disagreed		
	Strongly Disagree	2	1.3
	Total	160	100.0

4.2.3.2.3. Learners achieve learning and obtain social skills through skills of life.

Table 4.19 shows that 66,9% (107) of participants strongly agrees that learners achieve learning and obtain social skills through the skills of life, whereas 29,4% (47) agrees with the statement. However, 1.9% (3) were uncertain; 0,6% (1) disagrees and 1,3% (2) strongly disagrees with the statement. Thus, life skills also raise learners' self-confidence in generating problem-solving to get the better of social and economic barrier to self-development. The Department of Education (2002), states that Life Orientation as a curriculum subject is expected to educate learner's social and emotional skills as well as cognitive skills

Table 4.19

	Valid	Frequency	Percent
	Strongly Agree	107	66.9
	Agree	47	29.4
	Uncertain	3	1.9
	Disagree	1	0.6
	Strongly Disagree	2	1.3
	Total	160	100.0

4.2.3.2.4. Gender sensitiveness amongst learners.

Table 4.20 indicates that 61,3% (98) of participants strongly agrees that Life Orientation indicates gender sensitiveness amongst learners, while 29,4% (47) agrees with the statement. Nonetheless, 8,1% (13) are uncertain; 0,6% disagrees and 0,6% (1) of the participants disagrees. Thus, male and female learners should be treated equally as it affects learners' willingness to learn. The implication is that males and females think differently and evidently have diverse viewpoints.

Table 4.20

Valid		Frequency	Percent
	Strongly Agree	98	61.3
	Agree	47	29.4
	Uncertain	13	8.1
	Disagree	1	0.6
	Strongly Disagree	1	0.6
	Total	160	100.0

4.2.3.2.5. Sexuality and HIV/AIDS topics

The majority of participants 78,8% (126) as shown in Table 4.21, strongly agrees that sexuality and HIV/AIDS topics assist learners to be cautious of being infected with HIV/AIDS, while 12,5% (20) agrees with the statement. Even so 6,3% (10) are uncertain; 0,6% (1) disagrees and 1,9% (3) strongly disagrees with the statement. Thus, sexuality education and HIV/AIDS topics should be a fundamental part of the school curriculum. Several studies reveal that youth aged from 13 years are identified to be the category with the excessive rate of new HIV infections and consequently be most at risk. Amid this age group, heterosexual transmission of HIV infection is primarily the predisposing factor (WHO, 2013).

Table 4.21

Valid		Frequency	Percent
	Strongly Agree	126	78.8
	Agree	20	12.5
	Uncertain	10	6.3
	Disagree	1	.6
	Strongly Disagree	3	1.9
	Total	160	100.0

4.2.3.2.6. Life Orientation assist learners to approach life with more open minds.

Table 4.22 indicates that 57,5% (92) of participants strongly agrees that Life Orientation assist learners to approach life with more open mind, while, 35,6% (57) agrees with the statement. Be that as it may, 5% (8) are uncertain and 1,9% (1) disagrees with the statement. This implies that Life Orientation assist learners to deal productively with the societal contributions, creative, and critical thinking. According to Kibret (2016), Life Orientation also eases the expansion of intellectual skills that are needed to cope with the exigencies and challenges of life.

Table 4.22

	Valid	Frequency	Percent
	Strongly Agree	92	57.5
	Agree	57	35.6
	Uncertain	8	5.0
	Disagree	3	1.9
	Strongly disagree	0	0
	Total	160	100.0

4.2.3.2.7. Learners tend to focus more on career guidance.

In Table 4.23, 49,4% (79) of participants strongly agrees that learners tend to focus more on career guide, while, 32,5% (52) agrees with the statement. However, 14,4% (23) are uncertain; 1,9% (3) disagrees, while, 1,9% (3) strongly disagrees. Therefore, it is at this point where learners are at a stage where they should decide about their careers that will affect their entire life through Life Orientation. Galles and Lenz (2013), suggest that it is of great significance for learners to appreciate who they are and what they like and dislike so that they can make comprehensible decisions regarding their career paths.

Table 4.23

Valid		Frequency	Percent
	Strongly Agree	79	49.4
	Agree	52	32.5
	Uncertain	23	14.4
	Disagree	3	1.9
	Strongly Disagree	3	1.9
	Total	160	100.0

4.2.3.2.8. Teenage pregnancy rate tends to lower significantly.

Table 4.24 indicates that 40% (64) of participants strongly agrees that teenage pregnancy rate tends to lower significantly while 23,1% (37) agrees with the statement. Be that as it may, 23,1 % (37) are uncertain; 7,5% (12) disagrees and 6,3% (10) strongly disagrees with the statement. However, there is a need for sexual education and programs focussing at inscribing esteem matters that direct adolescents' girls to fall pregnant. This finding is supported by literature which indicates that pregnant teenagers are less likely to finish their secondary last grade and attend tertiary institutions (WHO, 2013).

Table 4.24

Valid		Frequency	Percent
	Strongly Agree	64	40.0
	Agree	37	23.1
	Uncertain	37	23.1
	Disagree	12	7.5
	Strongly Disagree	10	6.3
	Total	160	100.0

4.2.3.2.9. Physical Education components is much favoured and liked by learners.

The majority of participants 73,8% (118), as shown in Table 4.25, strongly agrees that physical education components is much favoured and liked by learners, while 18,8% (30) agrees with the statement. However, 4,4% (7) are uncertain, 2,5% (4) disagrees and 0,6% (1) strongly disagrees with the statement. Thus, in PE lessons learners are proned to several of activities for improvement of their motor skills, appreciate themselves and be delightly involved in PE. Corbin (2004), claims that providing intrinsic motivation is a key stone to encouraging a constructive atmosphere in a PE classroom.

Table 4.25

Valid		Frequency	Percent
	Strongly Agree	118	73.8
	Agree	30	18.8
	Uncertain	7	4.4
	Disagree	4	2.5
	Strongly Disagree	1	0.6
	Total	160	100.0

4.2.3.2.1 0. The results of Life Orientation are much higher than other subjects.

Table 4.26 reveals that 50,6% (81) participants strongly agrees that the results of Life Orientation are much higher than other subjects, while 25,6% (41) agrees with the statement. Nonetheless, 16,3% (26) are uncertain; 5 % (8) disagrees and 2,5% (4) strongly disagrees with the statement. It would appear that educators do teach Life Orientation with great enthusiasm as the majority agrees with the statement. This implies that teachers are fully committed and supporting the CAPS that advocates for the teaching of Life Orientation in schools. Teachers should remain determined as they help each other to propel the results as they are much higher than other subjects (Spaull, 2013).

Table 4.26

Valid		Frequency	Percent
	Strongly Agree	81	50.6
	Agree	41	25.6
	Uncertain	26	16.3
	Disagree	8	5.0
	Strongly Disagree	4	2.5
	Total	160	100.0

4.2.3.3. CHALLENGES ENCOUNTERED BY LEARNERS DURING THE TEACHING OF LIFE SKILLS.

4.2.3.3.1. Learners view Life Orientation as necessary.

The majority of learners, 58,1% (93) in Table 4.27 strongly agrees that learners view Life Orientation as necessary, while 26,9% (43) agrees with the statement. Contrastingly, 10% (16) are uncertain; 3,8% disagrees and 1,3% (2) strongly disagrees. This implies that as Life Orientation is a mandatory subject which offer opportunities for providing learners with the skills, knowledge, values (SKV) and attitudes that attain confidence within themselves and guide them to become accountable freemen. Kumar, (2017), indicates that the holistic approach must prepare learners “not only within their margins of their psychological capacities, but also socially, mentally, emotionally and physically challenges encountered by principals when they manage teaching of life skills in schools”.

All the principals reveal similar answers on the importance of Life Orientation. The main importance of Life Orientation is to equip learners with life skills, health awareness, career choices and self-development. Two principals commended that:

P4: “LO is very important because it plays a pivotal role in addressing different skills of learners while equipping them to take care of themselves”.

P8: “This is a very important subject in school because Life Orientation addresses so many things. So, it addresses how learners should take their

career because the career guidance is there in life skills. And also, their conduct behaviour is guided by this Life Orientation. Those educators who are teaching these things may guide learners during the development stages more especially during the Adolescent stage”.

This implies that Life Orientation provides an opportunity for empowering learners with knowledge, skills, attitude and ethics that pursue within themselves and guide them towards becoming accountable citizen.

Table 4.27

	Valid	Frequency	Percent
	Strongly Agree	93	58.1
	Agree	43	26.9
	Uncertain	16	10.0
	Disagree	6	3.8
	Strongly Disagree	2	1.3
	Total	160	100.0

4.2.3.3.2. Learners view LO as a “free period”

Table 4.28 shows that 11,3% (18) of participants strongly agrees that learners view Life Orientation as a free period, whereas 15,0% (24) agrees with the statement 35,0% (56) disagrees and 21,3% (34) strongly disagrees with the statement. This implies that learners connote the attitude of their teachers who have lack of confidence in LO. Thus, learners regard Life Orientation period as a free time in which they socialise with their peers. This supports Gala (2017), who claims that learners often consider Life Orientation as a ‘free period’ or moment wherein they interact with their companions.

Table 4.28

	Valid	Frequency	Percent
	Strongly Agree	18	11.3
	Agree	24	15.0
	Uncertain	28	17.5
	Disagree	56	35.0
	Strongly Disagree	34	21.3
	Total	160	100.0

4.2.3.3.3 Overcrowding is often the case for LO classes.

Table 4.29 shows that 23,1% (37) of the participants strongly agrees that overcrowding is often the case for Life Orientation classes. Nevertheless 22,5% (36) of the participants agrees, 25% (40) are uncertain, while 21,9% (35) disagrees and 7,5% (12) strongly disagrees with the statement. This means that learners overcrowding can affect learning in the Life Orientation classroom. Modisaotsile (2012), notes that Life Orientation classroom of some schools are overcrowded, learners performance will be in sufficiently established considering that frequently teachers find it difficult to identify each individual learners' achievement.

Table 4.29

	Valid	Frequency	Percent
	Strongly Agree	37	23.1
	Agree	36	22.5
	Uncertain	40	25.0
	Disagree	35	21.9
	Strongly Disagree	12	7.5
	Total	160	100.0

4.2.3.3.4 English as a LoLT is a barrier

Table 4.30 shows 18,8% (30) of participants strongly agree that English as Language of Learning and Teaching (LoLT) is a barrier. Nevertheless, 28,7% (46) of the participants agree with the statement, whereas 14,4% (23) are uncertain; 25,6% (41) disagrees and finally, 12,6% (20) strongly disagrees with the statement. This implies that most schools face challenges as English is the LoLT, consequently, teachers sometimes are compelled to code-switch during their teaching. Learners' poor proficiency in English makes them perform badly or even fail the subject. The Department of Education (2010), emphasises that it is of significance to fully recognition how English as a language is being used for teaching and learning in the schooling system.

Table 4.30

	Valid	Frequency	Percent
	Strongly Agree	30	18.8
	Agree	46	28.7
	Uncertain	23	14.4
	Disagree	41	25.6
	Strongly Disagree	20	12.5
	Total	160	100.0

4.2.3.3.5 The time allocated to teach Life Orientation

Table 4.31 shows that 29,4% (47) of the participants strongly agree that the time allocated to Life Orientation to teach life skills is sufficient. Nevertheless, 30,6% (49) of the participants agree with the statement, whereas 11,3% (18) are uncertain; 22,5% (36) disagrees and 6,3% (10) strongly disagrees with the statement. This confirms that Life Orientation is taught according to time allocation, which means the CAPS document of Life Orientation is being adhered to. This discussion concurs with the statement that the instructional time that is dedicated to the teaching of Life Orientation in the GET band is 2 hours per week. One hour per week out of the 2 hours is expected

to be devoted on physical education while the other hour is divided among the other four topics which compose the subject (Department of Basic Education, 2011).

Table 4.31

Valid		Frequency	Percent
	Strongly Agree	47	29.4
	Agree	49	30.6
	Uncertain	18	11.3
	Disagree	36	22.5
	Strongly Disagree	10	6.3
	Total	160	100.0

4.2.3.3.6 Some learners experiment the use of drugs, alcohol abuse or sexual activities.

Table 4.32 indicates that 20% (32) of the participants strongly agrees that some of the learners experiment the use of drugs, alcohol abuse or sexual activities partly after learning about them in class. On the other hand, 15,6% (25) of the participants agrees with the statement, although 21,9% (35) are uncertain, 18,8% (30) disagrees and 23,8% (38) strongly disagrees. Thus, learners view Life Orientation teaching and learning as critical in reducing hazardous behaviours such as drugs, alcohol abuse or sexual activities as well as positive attitude, and healthful lifestyle. Roux (2013), argues that Life Orientation should entails educating learners on drugs and alcohol abuse, diet, nutrition, tobacco, emotional wellbeing and safety education.

Table 4.32

Valid		Frequency	Percent
	Strongly Agree	32	20.0
	Agree	25	15.6
	Uncertain	35	21.9
	Disagree	30	18.8
	Strongly Disagree	38	23.8
	Total	160	100.0

4.2.3.3.7. Satisfactory participation of parents

Table 4.33 shows that 59,4% (95) of the participants strongly agrees that there is a satisfactory participation of parents in learners educational learning. Contrarily, 26,3% (42) of the participants agrees with the statement, whereas 7,5% (12) are uncertain; 1,9% (3) disagrees and 5% (8) strongly disagrees. This implies that parents' involvement in learners' school activities is effective and it helps to enhance pedagogical attainment and lessen devious conduct. Phokane (2012), states that collaboration between these partners brings about exceptional and advantageous education. Teachers can only deliver with the collaboration of parents with regard to acquire increased information of the child in the learning environment.

Table 4.33

Valid		Frequency	Percent
	Strongly Agree	95	59.4
	Agree	42	26.3
	Uncertain	12	7.5
	Disagree	3	1.9
	Strongly Disagree	8	5.0
	Total	160	100.0

4.2.3.3.8 Bullying is the biggest challenge.

Table 4.34 indicates that 76,9% (123) of the participants strongly agrees that bullying is the biggest challenge to many learners. However, 16,9% (27) of the participants agrees with the statement, while 5% (8) are uncertain. An equal number of participants 0,6% (1) disagrees and strongly disagrees. This means that the school is the most strategic institution for instilling life skills education where bullying and juvenile delinquency is also rite at their stage. Life Orientation teachers should playan indispensable part in interceding and forbidding bullying in schools. Despite the presence of Life Orientation, learners bullying tendencies continues in schools (Mabatha, 2014).

Table 4.34

Valid		Frequency	Percent
	Strongly Agree	123	76.9
	Agree	27	16.9
	Uncertain	8	5.0
	Disagree	1	0.6
	Strongly Disagree	1	0.6
	Total	160	100.0

4.2.3.3.9 LO carries more written tasks

Table 4.35 shows that 15,6 (25) of the participants strongly agrees that Life Orientation carries more written tasks in comparison to various subjects. On the other hand, 26,3% (42) of the participants agrees with the statement, 21,3% (34) are uncertain; 26,9% (43) disagrees and finally 10% (16) strongly disagrees. Thus, from the above implication, most learners agree to the statement, however, the current researcher disagrees with the statement because there are only minimum of 2 written tasks per week for Life Orientation unlike other subjects, with many tasks. For example, Mathematics has more written tasks, a minimum of 10 per week. Literature suggests that the written task should match the appropriate instructional.

Table 4.35

Valid		Frequency	Percent
	Strongly Agree	25	15.6
	Agree	42	26.3
	Uncertain	34	21.3
	Disagree	43	26.9
	Strongly Disagree	16	10.0
	Total	160	100.0

4.2.3.3.10. Adequate resources

Table 4.36 shows that 25,6% (41) of the participants strongly agrees that there are adequate resources when getting to physical education. Although 31,9% (51) of the participants with the statement 24,4% (39) seems uncertain, whereas, 13,1% (21) disagrees and 5% (8) strongly disagrees. This implies that learners in schools where resources are adequate achieve better. Teachers do not have difficulties in assimilating fitness and wellbeing conceptions into their PE classrooms. Bevans, et al. (2010), report that having adequate physical resources and sufficient PE teachers lead to learner's impression in the involvement of physical education. Teachers have to ensure that they minimise the limitation in physical education teaching like insufficient resources considering that this may hinder on teaching and learning.

Table 4.36

Valid		Frequency	Percent
	Strongly Agree	41	25.6
	Agree	51	31.9
	Uncertain	39	24.4
	Disagree	21	13.1
	Strongly Disagree	8	5.0
	Total	160	100.0

4.2.3.4 STRATEGIES THAT CAN BE USED TO TEACH LIFE SKILLS GUIDED BY PEDAGOGICAL KNOWLEDGE OF LIFE ORIENTATION

4.2.3.4.1 Teaching and learning environment should be stimulating

Table 4.37 shows that 64,4% (103) of the participants strongly agrees that teaching and learning environment should be stimulating to enhance willingness to learn. Contrarily, 30% (48) of the participants agrees with the statement, while 2,5% (4) are uncertain, 1,9% (3) disagrees and 1,3% (2) strongly disagrees. Teachers must set down the classroom out in a way that assists and encourages active learners individually. Learners have no qualms to engage themselves actively in class if they are given an opportunity. Moreover, even if they know that there won't be any differentiation between their peers and teachers (Modiba, 2017).

Table 4.37

Valid		Frequency	Percent
	Strongly Agree	103	64.4
	Agree	48	30.0
	Uncertain	4	2.5
	Disagree	3	1.9
	Strongly Disagree	2	1.3
	Total	160	100.0

4.2.3.4.2 Annual Teaching Plans should be supplied to learners.

Table 4.38 shows that 61,9% (99) of the participants strongly agrees that Annual Teaching Plans should be supplied to learners. Nonetheless, 25% (40) of the participants agree with the statement; 8,1 % (13) are uncertain, 3,8% (6) disagrees and 1,3% (2) strongly disagrees. Thus, appropriate constructive support measures should be provided by supplying learners with ATPs or pacesetters to maximise their academic development. They guide learners' decisions planning and learning actions in the classroom. Literature suggests that pacesetters have to be made available impact on learners' lives (Adewumi, 2012).

Table 4.38

Valid		Frequency	Percent
	Strongly Agree	99	61.9
	Agree	40	25.0
	Uncertain	13	8.1
	Disagree	6	3.8
	Strongly Disagree	2	1.3
	Total	160	100.0

4.2.3.4.3 Learners should be acquainted with the aims and objectives

Table 4.39 indicates that 6,3% (102) of the participants strongly agrees that learners should be acquainted with the aims and objectives of Life Orientation lessons. However, 30,6% (49) of the participants agrees with the statement, 5% (8) are uncertain and 0,6% (1) disagrees. Thus, learners should know the aims and objectives of the Life Orientation lesson as it is an integral part of life skills contingent which is well-liked, frequently generated and executed in academic realm. Literature suggest that Life Orientation is focussed at “establishing and undertaking learners in personal, psychological, neuro-cognitive, motor, physical, moral, spiritual, cultural and socio-economic areas so that they can attain their full capabilities in the new democracy of South Africa” (Department of Education, 2002).

Table 4.39

Valid		Frequency	Percent
	Strongly Agree	102	63.7
	Agree	49	30.6
	Uncertain	8	5.0
	Disagree	1	0.6
	Strongly disagreed		
	Total	160	100.0

4.2.3.4.4 Learners good attitude towards Life Orientation

Table 4.40 shows that 42,5% (68) of participants that learners' good attitude towards Life Orientation can affect learning. Nevertheless, 30% (48) of participants agrees with the statement, while 18,1% (29) are uncertain, 6,9% (11) disagrees and 2,5% (4) strongly disagrees. Meaning that teachers should be encouraged to like learners as it is an uncomplicated way to create a situation for learning in Life Orientation. Teachers are encouraged to enjoy their duties as it restores learners' good attitude towards the subject. Good working relationship between teachers and learners is a pre-requisite. According to Magano and Berman (2016), good attitudes towards the subjects facilitates learners to execute substantiated decision concerning their personalities, community, surroundings and health promotion.

Table 4.40

Valid		Frequency	Percent
	Strongly Agree	68	42.5
	Agree	48	30.0
	Uncertain	29	18.1
	Disagree	11	6.9
	Strongly Disagree	4	2.5
	Total	160	100.0

4.2.3.4.5 Profiling of learners

Table 4.41 shows that 41,3% (66) of participants strongly agrees that learners should be profiled according to their learning abilities. On the other hand, 22,5% (36) agrees 4,4% (7) are uncertain, 14,4% (23) disagrees and 17,5% (28) strongly disagrees with the statement. Thus, learners come before teachers as clean slate. That means teachers supposed to be associated with learners and understand their strengths and weaknesses. Effective learning takes place where learners are grouped according to their learning abilities. The Department of Higher Education and Training (2015), stipulates that Life Orientation teachers need to be acquainted with what diversity or multiplicity of learners brings so as to teach in a way that comprises all learners.

Table 4.41

Valid		Frequency	Percent
	Strongly Agree	66	41.3
	Agree	36	22.5
	Uncertain	7	4.4
	Disagree	23	14.4
	Strongly Disagree	28	17.5
	Total	160	100.0

4.2.3.4.6 Listening, writing, reading, discussing, role plays and brainstorming.

Table 4.42 indicates that 69,4% (111) of the participants strongly agrees that learners can learn better by listening, writing, reading, discussing, role plays and brainstorming. However, 23,1% (37) agrees, 6,3% (10) are uncertain and finally 1,3% (2) disagrees with the statement. Thus, Life Orientation mostly relies on classroom discussions, brainstorming, role plays, listening, writing, reading, analysis of situations and case studies, and they are regarded as being vital strategies in life skills learning. The above is supported by existing body of literature, which indicates that Life Orientation teachers must have extraordinary facilitation skills in teaching their subject. Teachers should be optimistic with the content of their subject and different techniques of teaching, which pedagogical content knowledge (Jain, 2011).

Table 4.42

Valid		Frequency	Percent
	Strongly Agree	111	69.4
	Agree	37	23.1
	Uncertain	10	6.3
	Disagree	2	1.3
	Strongly disagreed	0	0
	Total	160	100.0

4.2.3.4.7 Confidence to learn

Table 4.43 shows that 76,9% (123) of the participants strongly agrees that learners must have confidence to learn. Contrarily, 22,5% (36) agrees, 0,6% (1) is re uncertain with the statement. This implies that learners who are confident are energetic to learn and have the capacity to endure in the face of impediments. These learners must be able to get the relevant tasks done and be positive in the learning process. The capacity to assert confidentiality is often characterised by honesty. According to Archie, et al. (2018), confidentiality is one of the basic needs in Life Orientation for learners to perform their school duties absolutely and to free challenges from time to time.

Table 4.43

	Valid	Frequency	Percent
	Strongly Agree	123	76.9
	Agree	36	22.5
	Uncertain	1	0.6
	Disagree	0	0
	Strongly disagree	0	0
	Total	160	100.0

4.2.3.4.8 Teaching of Life Orientation on a daily basis

Table 4.44 presents that 45,6% (73) of the participants strongly agrees that learners should be taught Life Orientation on a daily basis. However, 32,5% (52) agrees with the statement, while 13,1% (21) are uncertain, 6,3% (10) disagrees and 2,5% (4) strongly disagrees. This means that time allocation in Life Orientation should be increased to provide enough periods on a daily basis, as it needs to be viewed just like other subjects. Two hours per week is insufficient and is a barrier within the school timetable. Hence, the CAPS document stipulates that Life Orientation need to be designated equivalent position like other school subjects at a given time (Fomunyan, 2014).

Table 4.44

	Valid	Frequency	Percent
	Strongly Agree	73	45.6
	Agree	52	32.5
	Uncertain	21	13.1
	Disagree	10	6.3
	Strongly Disagree	4	2.5
	Total	160	100.0

4.2.3.4.9 Evaluate learners' performance

Table 4.45 shows that 65,6% (105) of the participants strongly agrees that teachers should evaluate learners' performance and give feedback to learners. Nevertheless, 24,4% (39) of participants agrees with the statement, while 5% (8) are uncertain, 1,9% (3) disagrees and 31% (5) strongly disagrees. It means that when learners' performance is evaluated', it motivates learners to learn and buttress their endeavours. Teachers and learners need to ensure that they move their schools' performance to the next level each and every year. Feedback to learners is an important factor to contemplate with regard to Life Orientation. In concurrence, the Department of Education (1997), supports that learners should be evaluated and engaged in pursuits that display effective human movement and development.

Table 4.45

Valid		Frequency	Percent
	Strongly Agree	105	65.6
	Agree	39	24.4
	Uncertain	8	5.0
	Disagree	3	1.9
	Strongly Disagree	5	3.1
	Total	160	100.0

4.2.3.4.10 Excellence awards

Table 4.46 shows that 73,8% (118) of the participants should be conducted for learners' good performance. Though, 22,5% (36) of participants agrees with the statement, 1,9% (3) are uncertain, 0,6% (1) disagrees and 1,3% (2) strongly disagrees. Thus, learners should be awarded for producing best results in Life Orientation. This will be done to improve the effectiveness of learners and formation of enthusiasm with regard to the teaching and learning of Life Orientation. Otherwise, the Department of Education (2009), makes provisions for awarding best results.

Table 4.46

Valid		Frequency	Percent
	Strongly Agree	118	73.8
	Agree	36	22.5
	Uncertain	3	1.9
	Disagree	1	0G.6
	Strongly Disagree	2	1.3
	Total	160	100.0

4.2.4 SECTION C: ANALYSIS OF RESPONSES FROM TEACHERS

4.2.4.1 BIOGRAPHICAL DATA

4.2.4.1.1 Gender of participants

Table 4.47 shows that 37,5% (3) of participants are males whereas 62,5% (5) are females. This implies that female teachers who took part in the study were more than males.

Table 4.47.

Gender		Frequency	Percent
	Males	3	37.5
	Females	5	62.5
	Total	8	100.0

4.2.4.1.2 Age distribution of participants

Table 4.48 shows that 12,5% (1) of Life Orientation teachers indicates that they were between 26-35 years old. Approximately, 25% (2) of Life Orientation teachers were between 36-45 years old. Furthermore, 25% (1) is between the age of 46 and 50. Furthermore, 37,5% (3) were 51 years and above. This therefore suggests that Life Orientation teachers are well experienced in Life Orientation teaching. This means that teachers within the sampled schools are matured people who can guide and assist learners and teachers in teaching of LO.

Table 4.48

Age		Frequency	Percent
	26-35	1	12.5
	36-45	2	25.0
	46-50	2	25.0
	51 and above	3	37.5
	Total	8	100.0

4.2.4.1.3 Marital status

Table 4.49 shows that 37,5% (3) of the teachers are single, 37,5% (3) are married, 12,5% (1) is divorced, whereas 12,5% (1) is widowed. Thus, there are fertile grounds for these teachers to speak about Life Orientation matters with learners, as they might also be having children from the infliction of diseases like HIV/AIDS. The implication is that there is a great chance that these educators have children at home, who also assist and educate them in life support skills, making it easy for them to convey this to learners who they head.

Table 4.49.

Marital status		Frequency	Percent
	Single	3	37.5
	Married	3	37.5
	Divorced	1	12.5
	Widowed	1	12.5
	Total	8	100.0

4.2.4.1.4 Distribution of academic qualifications

Table 4.50 indicates that the majority of teachers 50% (4) have an Honours degree as the highest academic qualification. Teachers who have a degree are at 37,5% (3), whereas those who have master's degree is at 12,5% (1). This implies that teachers are relatively highly qualified and are capable of performing their educational duties, transforming complicated issues into simple matters to be comprehended by learners no matter how challenging or sensitive it is to implement a specific topic. This means that teachers of the sampled schools are upgrading their qualifications, which additionally stipulate that those schools are under the administration or management of educated principals.

Table 4.50

Academic qualification	Frequency	Percent
Degree	3	37.5
Honours	4	50.0
Master's degree	1	12.5
Total	8	100.0

4.2.4.1.5 Distribution of professional qualification

Table 4.51 shows that 62,5% (5) of teachers have acquired Secondary Teachers Diploma (STD) followed by 12,5% (1) of teachers with a University Education Diploma. An equal number of teachers 12,5% (1) have a Senior Secondary Teachers Certificate (SSTC) and other one which was not specified. This means that sampled educators are qualified to teach in secondary schools, and they hold professional teaching qualifications.

Table 4.51

Professional qualification	Frequency	Percent
STD	5	62.5
UED/PGCE	1	12.5
SSTC	1	12.5
Other(specify)	1	12.5
Total	8	100.0

4.2.4.1.6 Home language

From Table 4.52, the majority of teachers 75% (6) speak Tshivenda as their Home Language. Considering their academic qualifications as presented in Table 4.50, it is anticipated that they are proficient in at least two languages (i.e. English and Tshivenda) making it possible for learners to fully understand what is being taught in class.

Table 4.52

Home languages		Frequency	Percent
	Tshivenda	6	75.0
	Xitsonga	2	25.0
	Total	8	100.0

4.2.4.2. JUSTIFICATION OF THE PEDAGOGICAL CONTENT KNOWLEDGE OF LIFE ORIENTATION IN ADDRESSING LIFE SKILLS AMONG LEARNERS

4.2.4.2.1 Life Orientation is a compulsory subject

Table 4.53 indicates that all teachers (100%) strongly agrees that Life Orientation is a requisite subject offered to all learners. This implies that Life Orientation is seen as a fundamental and mandatory subject in the GET band as it assists in preparing learners for their future in accordance with new political freedom writing. In South Africa Life Orientation is regarded as a requisite curriculum subject which learner have to accomplish from grade 7 to grade 12, and it is intentionally to teach them social, emotional and as well cognitive skills (DoE, 2011).

Table 4.53

Valid		Frequency	Percent
	Strongly Agree	8	100.0
	Agreed	0	0
	Uncertain	0	0
	Disagreed	0	0
	Strongly disagreed	0	0
	Total	8	100.0

4.2.4.2.2 Improving and bettering of PCK methods

From table 4.54, 62,5% (5) of the teachers strongly agrees with the statement that teachers ought to improve their PCK, approaches and techniques to teach Life Orientation, while 25% (2) agrees and 12,5% (1) are uncertain. This implies that it is significant that teachers acquire and surpass cultural norm PCK of the subject's content, strategy and method to implement Life Orientation. Teachers have to be

educated continuously to enable them to make sound decisions on how to execute Life Orientation teaching and learning that accommodate all learners. In terms of knowledge (teaching strategies) teachers must recognise that Life Orientation could be learnt fruitfully through the use of different methods and tools (Monteiro & Shetty, 2016).

When interviewed, Principal number 7, stated that:

“Typically, it is not all teachers who have a thorough knowledge of knowing the subject that they are teaching fairly. Yes others are teaching subject that they have not been trained for but are forced by circumstances to teach them. Therefore, PCK cannot be the same in all the taught subject in schools.”

Suffice if to say that, some teachers do not have enough knowledge hence they are teaching subject that they are not entitled to teach due to shortage of teachers.

Table 4.54

Valid		Frequency	Percent
	Strongly Agree	5	62.5
	Agree	2	25.0
	Uncertain	1	12.5
	Disagree	0	0
	Strongly disagree	0	0
	Total	8	100.0

4.2.4.2.3 Life orientation entails Physical Education, life skills and health promotion

Table 4.55 shows that 87,5% (7) of the participants strongly agrees and 12,5% (1) agrees with the statement that Life Orientation entails physical education, life skills, health promotion. Thus, the entire Life Orientation approach must develop learners not only within the limits of their intellectual capabilities, but also socially, emotionally, mentally, physically and religiously. This is supported by literature which indicates that the Life Orientation curriculum is outlined to precisely enhance the development of a learner as a whole, thus it focuses on the idea that health embraces all features of an

individual's wellbeing i.e. mental, social, physical , spiritual, etc. (Board of studies, 2007).

Table 4.55

Valid		Frequency	Percent
	Strongly Agree	7	87.5
	Agree	1	12.5
	Uncertain	0	0
	Disagree	0	0
	Strongly disagree	0	0
	Total	8	100.0

4.2.4.2.4 Implementation of HIV/AIDS POLICY

All the teachers (100%) as shown in Table 4.56 strongly agree that Life Orientation teaching include the implementation of HIV/AIDS content. The implication is that the teachers fully support prescripts of the National Policy on HIV/AIDS that recommends for the teaching of HIV/AIDS in Life Orientation at schools and it would appear that teachers do teach HIV/AIDS with passion as they all agrees with the statement. Social challenges such as poverty and HIV/AIDS are some of the immoralities that adolescents need to be taught in Life Orientation (Prajapati & Sharma, 2017). Leaving HIV/AIDS content out of the curriculum would results in learners being disheartened ,discouraged, and further leads to lack of motivation, fatal tendencies and more anti-social behaviours (Apama & Raakhe, 2011).

While trying to answer the posed question, principal 8 replied that:

“Today, diseases, be they knew or old; due attack everybody unaware. Diseases like HIV/AIDS has attacked both learners and teachers, wherever they have been found”

Essentially, it is the school leader's duties to prevent it from happening at school. Let school leaders draw up a policy to prevent it from transferring it to others. In this context, teachers are also responsible for teaching learners the prevention of HIV/AIDS during the LO lessons.

Table 4.56

Valid		Frequency	Percent
	Strongly Agree	8	100.0
	Agreed	0	0
	Uncertain	0	0
	Disagree	0	0
	Strongly disagree	0	0
	Total	8	100.0

4.2.4.2.5 The importance of LO

Table 4.57 indicates that 62,5% (5) of participants strongly agreed, whereas 37,5% (3) agrees that teachers must acknowledge the significance of Life Orientation. This implies that teachers should know Life Orientation propositions as a means in order to evaluate the accomplishment of the academic performance during the teaching and learning process. Teachers should bear in mind the significance of Life Orientation as it entitles learners to attain and expand their personal capabilities to provide constructively to community and to deal with and respond to the obstacles in their world (Magano & Berman, 2016).

Table 4.57

Valid		Frequency	Percent
	Strongly Agree	5	62.5
	Agree	3	37.5
	Uncertain	0	0
	Disagree	0	0
	Strongly disagree	0	0
	Total	8	100.0

4.2.4.2.6 Teachers must be masters of the subject.

From the Table 4.58, 75% (6) of participants strongly agrees and 25% (2) agrees that teachers must be masters of the subject. Thus, a Life Orientation teacher needs to be extremely well-informed about the subject. The teacher should be able to take a vital means in generating a stimulating educational setting that goes beyond the classroom and apart from being a teacher mastering his subject; he should be a counsellor and a social worker in a school setting. In relation to Jacobs (2011), teachers also have to master life orientation PCK ,concepts, theories, plan of action capability progress in these teachers several tasks and outlining activities. Further, the skills, knowledge, values and attitudes transmitted to learners are anticipated to prepare them for their future (Jacobs, 2011).

In response to the asked question, Curriculum advisor number 2 replied that:

“As a curriculum advisor, I keep on urging teachers to further their teaching profession regularly. During the workshops, conducted buy me, I often motivate them to improve their teaching skills. I also regard it as my duty to encourage teachers to impact their known life skills to learners effectively.”

In the light of the above narrative, leaders and all stakeholders have got a duty to motivate teachers in improving their teaching skills, at whatever manner.

Table 4.58.

	Valid	Frequency	Percent
	Strongly Agree	6	75.0
	Agree	2	25.0
	Uncertain	0	0
	Disagree	0	0
	Strongly disagree	0	0
	Total	8	100.0

4.2.4.2.7 Life orientation teachers are considered valuable stakeholders.

Table 4.59 shows that 12,5% (1) of the participants strongly agrees that Life Orientation teachers are considered as valuable stakeholders, while 25% (2) strongly disagrees with the statement. Thus, the current researcher disagrees with the majority of the respondents above because the Life Orientation teacher is the ultimate key to an effective quality teaching and learning, educational change and the acquiring of crucial life and work skills. Teachers have an important role to play in a school setting and community. Findings discussion concurs with the statement that the norms and standards for educator's policy described Life Orientation teachers as a subject specialists, leaders and managers whose task has a dynamic importance for the intellectual, moral and cultural planning of the young ones (DoE, 2007).

Table 4.59

Valid		Frequency	Percent
	Strongly Agree	1	12.5
	Agree	2	25.0
	Uncertain	0	0
	Disagree	3	37.5
	Strongly Disagree	2	25.0
	Total	8	100.0

4.2.4.2.8 The structure, organisation, balance and presentation of the content in the classroom is embedded in the LO.

Table 4.60 shows that 62,5% (5) of participants agrees that the structure, organisation, balance and presentation of the content in the classroom is embedded in the Life Orientation, followed by an equal percentage of 12,5% (1) who are uncertain. This implies that if efficiently executed, Life Orientation has the capacity to develop the standard of all learners' lives as upcoming society, initiating a community cantered on democratic values, social justice and Human Rights. Previous studies indicate that the subject Life Orientation if successfully implemented might have the capacity to institute change in the learners' lives and rectify the social and economic imbalance of the Post-Apartheid Era (Brown, 2013).

Table 4.60.

Valid		Frequency	Percent
	Strongly Agree	5	62.5
	Agreed	0	0
	Uncertain	1	12.5
	Disagree	1	12.5
	Strongly Disagree	1	12.5
	Total	8	100.0

4.2.4.2.9 School principals drive the achievement of the set of LO goals.

Table 4.61 shows that 37,5% (3) of the participants agrees that school principals drive the achievement of the set of Life Orientation goals, 12,5% (1) are uncertain, 37,5% (3) disagrees and 12,5% (1) strongly disagrees with the statement. This, therefore, means that half of the participants 50% agrees whereas the other 50% disagrees with the statement. Principals should steer the goals of Life Orientation as they provide learner with plan of action on how to make sound choices that provide to a subsequent life (DoE, 2003).

Participant principal number 7 said that:

“As said before subject in schools could be well taught only if school leaders could motivate teachers and learners to perform to their maximum level in schools. We as principals should make competitions for teachers who perform well in LO.I think principals have to request sponsorships from public companies to give gifts and prizes to the best performers in LO”

As a result, motivating either teachers or learners to perform well in LO would bring good results in the very subject, no wonder why, LO would then be one of the beloved subject in schools.

Table 4.61

	Valid	Frequency	Percent
	Strongly Agree	3	37.5
	Agreed	0	0
	Uncertain	1	12.5
	Disagree	3	37.5
	Strongly Disagree	1	12.5
	Total	8	100.0

4.2.4.2.10 Subject teachers are bound to plan lesson activities

Table 4.62 shows that 75% (6) of the participants strongly agrees whereas 25,% (2) agrees with the statement that subject teachers are duty bound to lesson planning activities. Thus, teachers are duty bound to present their uppermost levels of lesson planning effectively to complete the desired content of the grade. It is clear from the above discussion that teachers are expected to comprehend the subject framework, work schedule and lesson plans, effectively as a means to plan and measure the pertinent content for their grade level (DoE, 2000).

Table 4.62

Valid		Frequency	Percent
	Strongly Agree	6	75.0
	Agree	2	25.0
	Uncertain	0	0
	Disagree	0	0
	Strongly disagree	0	0
	Total	8	100.0

4.2.4.3 THE EFFECT OF LIFE ORIENTATION IN ADDRESSING LIFE SKILLS AMONG LEARNERS

4.2.4.3.1 Life Orientation has a pivotal task in the education, training, and development of an individual

In table 4.63, all participants 100% agree that Life Orientation has a pivot task in the education, training and development of an individual, assuring an integrative development of a learner. Participants state that Life Orientation has a significant task on the education, training and advancement of a learner and this assured the holistic development of such learner. Life Orientation becomes purposeful on condition that is well taught contingently using examples from the situations that learners are habitual. This falls in with what the Department of Education (2007), indicates, that Life Orientation content is outlined precisely to provide learners development.

Table 4.63

Valid		Frequency	Percent
	Strongly Agree	5	62.5
	Agree	3	37.5
	Uncertain	0	0
	Disagree	0	0
	Strongly disagree	0	0
	Total	8	100.0

4.2.4.3.2 LO focus on learners with critical and creative thinking skills

Table 4.64 shows that 50% (4) of participants strongly agree with the statement that Life Orientation is structured in a way that leads a learner to pay more attention on critical and creative thinking skills. And 12,5% (1) of participants agrees, 25% (2) are uncertain and 12,5% (1) strongly disagrees with the statement. The implication is that the majority (62.58%) agrees with the statement, therefore, Life Orientation helps and leads a learner to take a correct decision, solve problems, and who by indicated that a learner must think critically and creatively, live a healthy life, seek productive opportunities and manoeuvre new technologies.

Table 4.64

Valid		Frequency	Percent
	Strongly Agree	4	50.0
	Agree	1	12.5
	Uncertain	2	25.0
	Disagree	1	12.5
	Strongly disagree	0	0
	Total	8	100.0

4.2.4.3.3 LO prepares learners for practical life skills.

Table 4.65 indicates that 62,5% (5) of participants strongly agrees that Life Orientation prepares learners for practical life skills, whereas 25% (2) agrees and 12,5% (1) are uncertain with the statement. Thus, Life Orientation prepares and develop learners to use the information inclined to them in the day- to- day lives as they grow-up in a practical way. It is clear that teachers must be creative when laying down life skills into practice because this is where their inventiveness is incredibly quantifiable and thus considered (Mabatha et al., 2014).

Table 4.65.

Valid		Frequency	Percent
	Strongly Agree	5	62.5
	Agree	2	25.0
	Uncertain	1	12.5
	Disagree	0	0
	Strongly disagree	0	0
	Total	8	100.0

4.2.4.3.4 LO aims to equip learners with life skills

Table 4.66 shows that 62,5% (5) participants strongly agrees that PCK of Life Orientation aims to furnish learners with the life skills challenges in a convoluted and rapidly dynamic South Africa society. However, 25% (2) of participants agree and 12,5% (1) are uncertain with the statement. This implies that PCK of LO facilitates the development of psychosocial skills that are needed to cope with requirements and confrontations of daily life. Life Orientation equips and assists learners to manage life even in complex challenging society. The above discussion concurs with the statement that the PCK of life orientation provision must absolutely equip learners for life's challenges and opportunities in a society encountered with life skills challenges such as HIV/AIDS, teenage pregnancies, poverty, and unemployment (Voss et al., 2011).

Table 4.66

Valid		Frequency	Percent
	Strongly Agree	5	62.5
	Agree	2	25.0
	Uncertain	1	12.5
	Disagree	0	0
	Strongly disagree	0	0
	Total	8	100.0

4.2.4.3.5 Life Orientation instil acceptable social companionships in learners

Table 4.67 indicates that 50% (4) participants strongly agrees that Life Orientation instil acceptable social companionship in learners. However, 12,5% (1) participants agrees, while 37,5% (3) are uncertain with the statement. The implication is that Life Orientation takes into consideration psychosocial capabilities and emotional intelligence that assist learners to take correct decisions, communicate effectively and sound relationship, sympathise with others and manage their lives in a healthy and fruitful manner. Literature suggests that Life Orientation ensures the potential of a life and establish acculturation of oneself society (DoE, 2003).

When answering the posed question principal number 5, had this to say:

“Friendship amongst people, despite with whom it is formed appears to be an appreciable aspect when living. In this regard ,learners when in schools should also encouraged to form friendship against amongst themselves. However, teachers appear to be the one’s’ who could do it well while teaching LO in schools” . Broadly speaking, every school leader has a serious duty of encouraging teachers to motivate learners to form companionship amongst themselves. In fact this could be well done during the LO lessons in schools.

Table 4.67.

Valid		Frequency	Percent
	Strongly Agree	4	50.0
	Agree	1	12.5
	Uncertain	3	37.5
	Disagree	0	0
	Strongly disagree	0	0
	Total	8	100.0

4.2.4.3.6 Sexuality education

Table 4.68 shows that 87,5% (7) participants strongly agrees that sexuality education should also be covered in Life Orientation. However, 12,5% (1) participants strongly disagrees with the statement. The implication is that LO is the only subject that propels learners to sexuality education and to practice life skills. It also generates an extraordinary level of understanding of sexuality education. Life Orientation sexuality education seems to instil learners with messages of illnesses, danger and consequences. This concurs with the statement that one of the main strategies used IN the South African government is to generate sexuality education awareness and encourage behaviour modification among learners is school through Life Orientation (Department of Education, 2002).

Table 4.68

Valid		Frequency	Percent
	Strongly Agree	7	87.5
	Agree	0	0
	Uncertain	0	0
	Disagree	0	0
	Strongly Disagree	1	12.5
	Total	8	100.0

4.2.4.3.8 Life Orientation prepare learners for life in the world of work

Table 4.70 shows that 50% (4) participants strongly agrees that the teaching of Life Orientation is to prepare learners for life in the world of work. An equal number of participants 25% (2) agrees and others disagrees with the statement. Thus, learners should have insight of the world of work and know the career and subject selection through the teaching of Life Orientation. It is part and parcel of planning of learners' future. The DOE (2011), states that world of work relates to career paths, time management skills, subject choices as well as study and career funding providers. The DOE (2011), goals for the implementation of Life Orientation are to prepare learners for the life in world of work, for learning at higher centre of learning and for adulthood in particular.

On the one hand, principal number 4, said:

“Of all the subject taught in schools, LO seems to be the only one full of opportunities for leading learners to find good works in future. The reason is that, when being taught, it explains different types of work and how one could find them, In addition to this, it also teaches the life skills of workers that learners might have already seen in their communities”.

Likewise, LO also appears to be the best subject in creating work opportunities for learners in future.

4.2.4.3.7 Learners might be taught unbecoming life skills

Table 4.69 shows that 37.5% (3) participants strongly agrees that learners may be taught unbecoming life skills that hinder them from reaching good social lives within their communities. Contrastingly 50% (4) participants agrees and 12,5% (1) disagrees with the statement. This implies that learners gain knowledge and skills through life skills teaching to acquire positive attitudes and behaviours. Teachers show effect behaviour modification through content knowledge, they associate a certain life skill with a specified topic. Real life and solid applications of content knowledge can establish skills which empower learners to respond to real life circumstances in a well-informed way (Monteiro & Shetty, 2016).

Table 4.69

Valid		Frequency	Percent
	Strongly Agree	3	37.5
	Agree	4	50.0
	Uncertain	0	0
	Disagree	1	12.5
	Strongly disagree	0	0
	Total	8	100.0

4.2.4.3.8 Life Orientation prepare learners for life in the world of work

Table 4.70 shows that 50% (4) participants strongly agrees that the teaching of Life Orientation is to prepare learners for life in the world of work. An equal number of participants 25% (2) agrees and others disagrees with the statement. Thus, learners should have insight of the world of work and know the career and subject selection through the teaching of Life Orientation. It is part and parcel of planning of learners' future. The D0E (2011), states that world of work relates to career paths, time management skills, subject choices as well as study and career funding providers. The DOE (2011), goals for the implementation of Life Orientation are to prepare learners

For the life in world of work, for learning at higher centre of learning and for adulthood in particular.

Table 4.70

Valid		Frequency	Percent
	Strongly Agree	4	50.0
	Agree	2	25.0
	Uncertain	0	0
	Disagree	2	25.0
	Strongly disagree	0	0
	Total	8	100.0

4.2.4.3.9 Life Orientation teacher is at the core for providing learners with the crucial life skills

Table 4.71 indicates that 50% (4) of participants strongly agrees that Life Orientation has to give learners a chance of unfolding their developmental thinking, knowledge, skills and understanding/ However, 25% (2) participants agrees and an equal number of participants of 12,5% (1) seems uncertain while others disagreed with the statement. The subject Life Orientation should also equip learners with the opportunity to gain knowledge, establish, unlock and implement a range of their developmental thinking, knowledge, skills and understanding. Life Orientation teachers are intended to be innovative in designing activities in the subjects (Stoffel, 2004). Lack of clearness about innovation is a factor determinant to implementation.

Table 4.71

	Valid	Frequency	Percent
	Strongly Agree	4	50.0
	Agree	2	25.0
	Uncertain	1	12.5
	Disagree	1	12.5
	Strongly disagree	0	0
	Total	8	100.0

4.2.4.3.10 Life Orientation empower learners to a meaningful life in a society

Table 4.72 indicates that 75% (6) participants strongly agrees that Life Orientation empowers learners to a meaningful life in a society, whereas 25% (2) participants agrees with the statement. Thus, on this subject the learners' rights and authorities are significant since knowledge informs learners about their roles and tasks in relation to society. Life Orientation teachers assist learners to advance holistically so that they are able to exercise good discretion for their lives and become accountable citizens in a society. Literature states that Life Orientation teachers have to be well informed about society in which the learners live and adhere to the code and principles of the 1996 Constitution of the Republic of South African (Tlhabane, 2004).

In response to the asked question, principal number 3, had this to say:

“LO, is the most silent and much discussed subjects in schools today. In fact, it is the only subject that during its use teaches learners about all the life skills involved in life. For instance it teaches learners about their health including good manners while living in communities”

Quiet importantly, it is in this subject where teachers are to out firmly teach learners about everything pertaining the better life while living.

Table 4.72.

Valid		Frequency	Percent
	Strongly Agree	6	75.0
	Agree	2	25.0
	Uncertain	0	0
	Disagree	0	0
	Strongly Disagree	0	0
	Total	8	100.0

4.2.4.4 THE CHALLENGES ENCOUNTERED BY TEACHERS WHEN THEY TEACH LIFE SKILLS TO LEARNERS IN GET BAND THROUGH LIFE ORIENTATION

4.2.4.4.1 Life Orientation is mostly taken as an added subject

Table 4.73 shows that 50 % (4) of participants agrees that Life Orientation is taken as an added subject just to add on teacher’s workload. However, 12,5% (1) of the participants disagrees and 37,5% (3) of participants strongly disagrees with the statement. Thus, Life Orientation is considered as inconsequential and added subject and is assigned to any teacher to fill up and to weigh up their timetables and workload. Christiansen (2016), and Pokhrel, et al. (2021), make similar statements, through stressing that LO is indeed today regarded as an “added subject” in schools. This application results in Life Orientation being regarded as an underlying subject. The DOE (2011), states that education from a teacher-centred approach and Life Orientation was added as a mandatory subject. Life Orientation is regarded as an added-on subject after teachers have been assigned the rest of their workload (Christians, 2006).

Curriculum advisor number 2, answered an asked question as:

“From the old teachers view, subject like LO is regarded as a second learning area .On the contrary, this sounds not to be the correct statement, hence, LO has many life skills aspects that learners could be equipped with in order to live well in future”.

Once again, teachers should be warned not to further regard LO as an added subject but a more important one concerning learner life skills.

Table 4.73

	Valid	Frequency	Percent
	Strongly Agree	2	25.0
	Agree	2	25.0
	Uncertain	0	0
	Disagree	1	12.5
	Strongly Disagree	3	37.5
	Total	8	100.0

4.2.4.4.2 Teachers experience challenges

Table 4.74 shows that 12,5% (1) of participants agrees that teachers experience challenges with regard to understanding and implementation of Life Orientation. However, 12,5% (1) of participants are uncertain, 75% (6) disagrees with the statement. This implies that teacher’s don not face challenges in the successful implementation of Life Orientation and can be ascribed to the insufficient number of workshops. The application of Life Orientation granted the need of high quality and committed teacher development to enhance the pedagogical and didactical skills of Life Orientation teachers to the professional level. Jacobs (2011), and Chen and Yang (2019), ascertain this by stating that the implementation of the Life Orientation curriculum call for knowledgeable and quality teachers with pre-requisite skills that are enlightened by subject ideology.

Table 4.74.

Valid		Frequency	Percent
	Strongly Agree	1	12.5
	Agree	0	0
	Uncertain	1	12.5
	Disagree	3	37.5
	Strongly Disagree	3	37.5
	Total	8	100.0

4.2.4.4.3 The use of Life Orientation policy

From Table 4.75, all the participants 100% (8) agree that schools adapt and use the Life Orientation policy or teach what is required of them by the Department of Education. This implies that presenting the Life Orientation CAPS policy document buttress teaching and learning in South African schools, in all the grades. Life Orientation is possibly the only subject in the Curriculum Assessment Policy Statements (CAPS) which consists of subject matter and educational content that mounts across all these social and civic imperatives (Stroebe, et al., 2016; Tseng, et al., 2019)

Table 4.75

Valid		Frequency	Percent
	Strongly Agree	6	75.0
	Agree	2	25.0
	Uncertain	0	0
	Disagree	0	0
	Strongly disagree	0	0
	Total	8	100.0

4.2.4.4.4 Life Orientation is contextually based

Table 4.76 shows that 50% (4) of participants strongly agree that Life Orientation is contextually based and taken for granted in some schools, however, 25% (2) of the participants are uncertain and 12,5% (1) of the participants disagrees with the statement. Thus, teachers have to use examples from the text. Cottone (2011), and Lee (2021), indicate that Life Orientation becomes more substantial if it is taught circumstantially using exemplars from the context that learners are acquainted with.

Table 4.76

Valid		Frequency	Percent
	Strongly Agree	4	50.0
	Agree	0	0
	Uncertain	2	25.0
	Disagree	1	12.5
	Strongly Disagree	1	12.5
	Total	8	100.0

4.2.4.4.5 Teachers are qualified in offering Life Orientation

Table 4.77 shows that 12,5% (1) strongly agrees that teachers are qualified in offering Life Orientation. However, 25% (2) of the participants are uncertain, 37,5% (3) disagrees and 25% (2) strongly disagrees with the statement. This implies that the majority of teachers are unqualified to teach and need some training on how to teach Life Orientation to learners. Thus, they do not have a background and knowledge of teaching life skills. Department of Education aims to assure that teachers are duly qualified, properly equipped, and appropriately capable to engage on vital tasks and duties and are too frequently intensify their professionals' competence and performance.

Table 4.77.

Valid		Frequency	Percent
	Strongly Agree	1	12.5
	Agree	0	0
	Uncertain	2	25.0
	Disagree	3	37.5
	Strongly Disagree	2	25.0
	Total	8	100.0

4.2.4.4.6 The challenges of Life Orientation are limited to adding new content

Table 4.78 shows that 25% (2) of participants strongly agrees that the challenges of Life Orientation as a subject are limited to adding new content. An equal number of participants 12,5% (1) agrees, while others are uncertain. However, 50% (4) of the participants disagrees with the statement. Thus, those challenges serve as an escapade that negatively impact on the quality of teaching in schools. A challenge to teaching and learning achievement is the pedagogy perspective where there is a lack of accurate and pertinent instruction. In spite of the persuasive and acculturation role that Life Orientation plays in the school curriculum, its pursuit is encircled by challenges that are pedagogical (Van Deventer, 2009; Mielgo-Conde, et al., 2021).

Table 4.78.

Valid		Frequency	Percent
	Strongly Agree	2	25.0
	Agree	1	12.5
	Uncertain	1	12.5
	Disagree	4	50.0
	Strongly disagree	0	0
	Total	8	100.0

4.2.4.4.7 There is a need of knowing and coming up with new topics

Table 4.79 shows an equal number of participants 25 % (2) strongly agree, whereas 37,5% (3) are uncertain and 12,5% (1) strongly disagree with the statement. Thus, teachers should bear in mind the expected curriculum topics so they will not misapprehend or diverge from the goals of the curriculum as planned. They should establish new topics and barriers originality from curriculum changes and be guided by their confidence when teaching. This finding aligns with the statement that the teacher is conceivably the fundamental who establish, pilot, validate and arbitrate educational proceedings in a school situation (Boesen, et al., 2014).

Principal number 1 commented that:

“As a matter of fact, every teacher, has to change his or her teaching method while teaching in schools. In so doing, he or she will be able to offer his learners a clearer- chance of coming with new topic. Today teachers do not tell learners about the topics due to be taught but only lead through examples to come with the new topic concerned”.

In my own view, teachers have to come with the clearer examples so that learners could come with the proposed topic.

Table 4.79.

Valid	Frequency	Percent
Strongly Agree	2	25.0
Agree	2	25.0
Uncertain	3	37.5
Disagree	0	0
Strongly Disagree	1	12.5
Total	8	100.0

4.2.4.4.8 Life Orientation content is guided by the socio-political changes

Table 4.80 indicates that 25% (2) of participants strongly agrees that the choice of Life Orientation content is guided by the socio-political changes that South Africa is undergoing. However, 37,5% (3) of the participants agrees, 12,5% (1) disagrees and

25,5% (2) strongly disagrees with the statement. Thus, Life Orientation enable learners to attain and expand their socio-political, personal capacity to benefit positively to society and to cope with and respond to the demands in their world. Literature supports the above findings that Life Orientation play a crucial role in learners' socio-political changes that South Africa is going through and provide an intact condition where learning, and expansion can take place (Clarke, 2013).

Principal number 2 answered the asked question, as:

“In a school situation, there are subject from which politics could be learned like history and geography. Besides this, it should further be realised that socio-political changes, might also be learnt in LO respectively. In some countries LO is taught being based on tribal ethics”

Accordingly, every subject that talks about either tribal or traditional ethics, leads to the socio politics stand.

Table 4.80.

Valid		Frequency	Percentage
	Strongly Agree	2	25.0
	Agree	3	37.5
	Uncertain	0	0
	Disagree	1	12.5
	Strongly Disagree	2	25.0
	Total	8	100.0

4.2.4.4.9 Teachers bear great interest in life skills teaching

Table 4.81 indicates that 25% (2) strongly agrees that teachers bear great interest in life skills teaching, while 37,5% (3) agrees with the statement. An equal number of participants 12,5% (1) are uncertain, disagrees and strongly disagrees with the statement. This implies that teacher's interests and proficiency in a subject must be rigorous enough in order to provide a positive demeanour towards life skills teaching as well as behaviour change. Literature suggests that teachers should be interested,

well informed enough and anticipates the facilitations of Life Orientation and expectantly and efficiently (Spaull, 2013).

Table 4.81.

Valid		Frequency	Percent
	Strongly Agree	2	25.0
	Agree	3	37.5
	Uncertain	1	12.5
	Disagree	1	12.5
	Strongly Disagree	1	12.5
	Total	8	100.0

4.2.4.4.10 Teachers should be fair, just, unbiased and not judgemental

Table 4.82 indicates that majority of participants 100% (8) agree that teachers should be fair, just, unbiased and not judgemental. Teachers should be equitable enough and have the necessary knowledge and perform according to what is expected in order to reach the goals that are anticipated. This is also advocated by Wasserman (2014), who indicates that an Life Orientation teacher should be sincere, unbiased, caring of learners and colleagues, show empathy, fervent about the significant values the country's Constitution and be non-judgemental.

Table 4.82.

Valid		Frequency	Percent
	Strongly Agree	4	50.0
	Agree	4	50.0
	Uncertain	0	0
	Disagree	0	0
	Strongly disagree	0	0
	Total	8	100.0

4.2.4.5 STRATEGIES THAT TEACHERS CAN USE TO TEACH LIFE SKILLS THROUGH GUIDED BY PEDAGOGICAL KNOWLEDGE OF LIFE ORIENTATION

4.2.4.5.1 Teachers should be the sources of insight and truth

Table 4.83 shows that the majority of participants 100% (8) agree that teachers should adapt to Life Orientation curriculum and be the sources of insight and truth. This implies that the teacher is the core of thriving Life Orientation facilitation and demand insight, truth, expertise and subject pedagogy to productively teach and generate excellent results. The Department of Education (2000), states that it is anticipated of teachers to understand the subject framework, ATP and lesson plans in order to array and pace the pertinent content for their grade constant.

Table 4.83.

	Valid	Frequency	Percent
	Strongly Agree	7	87.5
	Agree	1	12.5
	Uncertain	0	0
	Disagree	0	0
	Strongly disagree	0	0
	Total	8	100.0

4.2.4.5.2 Different methods and techniques

Table 4.84 shows that 87,5% (7) strongly agrees that teachers should use different methods and techniques to teach Life Orientation, while 12,5% (1) agrees with the statement. Thus, a Life Orientation teacher should be conversant with various teaching methods tools and strategies and have some privilege to modify their working methods to attain uttermost effect and pertinence within their distinct classroom context. This discussion pertains to the view that Life Orientation teachers should be inventive in teaching the topics and ought-to use several collaborative methods Life Orientation activities (Modiba, 2017; Veteska et al., 2022).

Table 4.84.

Valid		Frequency	Percent
	Strongly Agree	7	87.5
	Agree	1	12.5
	Uncertain	0	0
	Disagree	0	0
	Strongly disagree	0	0
	Total	8	100.0

4.2.4.5.3 Engage learners actively in their work

Table 4.85 shows that 62,5% (5) of participants strongly agrees and 37,5% (3) agrees that teachers should be able to know and engage learners actively in their work. Thus, teachers must establish frequent engagement of learners in Life Orientation lessons to intensify greater extent of pedagogical achievement and enhance accustomed intellectual operation of the learners' imaginations. Smith and Gurton (2020), state that all teachers should be able to partake learners' activity in their work. Learners have to exercise skills, knowledge and attitudes required from them.

Table 4.85

Valid		Frequency	Percent
	Strongly Agree	5	62.5
	Agree	3	37.5
	Uncertain	0	0
	Disagree	0	0
	Strongly disagree	0	0
	Total	8	100

4.2.4.5.4 Good communication with learners

Table 4.86 shows that the majority of participants 100% (8) agrees that there should be a good communication skill with learners. This implies that teachers should have regular effective good communication with learners of different ages and background. Teachers have to interact with learners and understand their weaknesses and strengths. Even the subject policy needs to be communicated effectively to the entire stakeholders. This is confirmed by Capone (2022), who states that teacher's good communication with learners ensure ability to examine learner's misconceptions that can lead to remedial teaching and pedagogical activity tailored to learners' characteristics.

Table 4.86

Valid		Frequency	Percent
	Strongly Agree	6	75.0
	Agree	2	25.0
	Uncertain	0	0
	Disagree	0	0
	Strongly disagree	0	0
	Total	8	100.0

4.2.4.5.5 Demoralized teachers should be motivated

Table 4.87 below shows that 75% (6) of participants strongly agrees that when teachers are demoralized, they should be motivated. However, 25% (2) of participants were uncertain with the statement. Thus, to uplift the morale of the teachers, they should be entrusted, motivated and empowered in the content that they should teach to carry out the curriculum demands. Literature suggests that the above course of action needs developing the capability of teachers, enhancing low morale, ousting negative energy and resistance as well as dealing with a lack of dedication and lack of investigation (Prajapati, et al., 2017).

Table 4.87.

Valid		Frequency	Percent
	Strong Agree	3	37.5
	Agree	3	37.5
	Uncertain	2	25.0
	Disagree	0	0
	Strong disagree	0	0
	Total	8	100.0

4.2.4.5.6 Diversity of learners in the classroom

In Table 4.88, all participants 100% (8) agree that Life Orientation teachers should be conversant with diversity of learners. Thus, they ought to be acquainted and understand diversity among learners against the context of dubious socio-economic conditions and underprivileged pedagogical conditions. Teachers must conversant with what the diversity of learners deliver beneficial to teach in a method that incorporate all learners (DHET, 2015).

Table 4.88.

Valid		Frequency	Percent
	Strongly Agree	8	100.0
	Agree	0	0
	Uncertain	0	0
	Disagree	0	0
	Strongly disagree	0	0
	Total	8	100,0

4.2.4.5.7 Effective professional development

Table 4.89 shows that 75% (6) and 25% (2) of participants agrees that effective professional development can improve teacher quality and learner achievement. This implies that teachers are to be entrusted as professionals where teachers' content knowledge and the actualities of the classrooms are of great significance. Effective professional development enables and empower a teacher to make enlightened professional options that are conducive for learner's beneficial learning. The above discussion concurs with the statement that professional development through workshops and collaborations can enhance teacher's quality and learner's achievement (DHET, 2015).

Table 4.89

	Valid	Frequency	Percent
	Strongly Agree	6	75.0
	Agree	2	25.0
	Uncertain	0	0
	Disagree	0	0
	Strongly disagree	0	0
	Total	8	100.0

4.2.4.5.8 Incentives for teachers

Table 4.90 shows that 12,5% (1) of participants strongly agrees that there should be incentives for teachers for going an extra-mile. However, 37,5% (3) agrees and 50% (4) disagrees with the above statement. Thus, incentives and motivation should be dispensed to teachers to encourage them to execute their work to the best of their abilities. The Department of Education (2012), has subsidized some of the schools with laptops as motivation or incentives that can be used in the process of teaching and learning.

Table 4.90.

Valid		Frequency	Percent
	Strongly Agree	1	12.5
	Agree	3	37.5
	Uncertain	0	0
	Disagree	4	50.0
	Strongly disagree	0	0
	Total	8	100.0

4.2.4.5.9 Principals monitor and support.

Table 4.91 shows that 100% (8) of participants agree that principals have to monitor and support all the Life Orientation activities done by teachers. Thus, principals should have an ongoing guidance, support and monitoring teachers' progress for an effective teaching of Life Orientation, to establish gaps in the curriculum that the teachers are contesting on. This supports Mosia (2011), who postulates that principals are obliged to monitor and support the implementation of all Life Orientation activities.

Table 4.91.

Valid		Frequency	Percent
	Strongly Agree	7	87.5
	Agree	1	12.5
	Uncertain	0	0
	Disagree	0	0
	Strongly disagree	0	0
	Total	8	100.0

4.2.4.5.10 Regular visitation by LO Curriculum Advisors

Table 4.92 shows that 100% (8) of participants agree that there should be regular visitation by Life Orientation Curriculum Advisor for support. This implies that Life

Orientation Curriculum Advisors need to visit schools regularly to provide the fundamental support for their prescribed programmers or programmer adjustment. This is meant to build teachers self-confidence, to assess the efficiency of the curriculum or to discover whether the learning objectives have been achieved. Miles (2015), also advises that Curriculum Advisors have to frequently monitor and support teachers with the aim of upgrading the quality delivery and implementation of the curriculum.

Table 4.92.

Valid		Frequency	Percent
	Strongly Agree	7	87.5
	Agree	1	12.5
	Uncertain	0	0
	Disagree	0	0
	Strongly disagree	0	0
	Total	8	100.0

4.3 QUALITATIVE DATA ANALYSIS

This section outlines data collected from the principals on pedagogical content knowledge of Life Orientation teaching of life skills among learners in the GET band in the Vhembe East District

4.3.1 SECTION D: ANALYTICAL OF RESPONSES FROM PRINCIPALS

4.3.2. BIOGRAPHICAL DATA

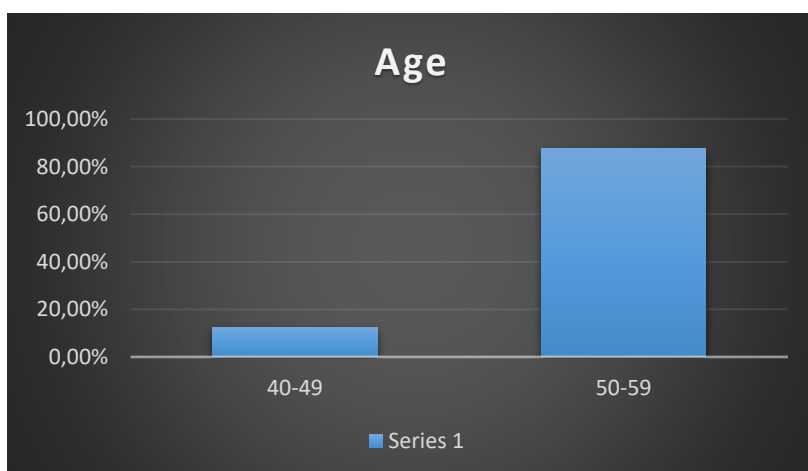
The biographical data involve the age, level of academic qualification, professional qualification as well as number of professional experiences.

4.3.2.1 Age distribution

Table 4.93

Principals		Frequency	Percent
	40-49 years	1	12.5
	50-59 years	7	87.5
	Total	8	100.0

From the interviews, 12,5% of the respondents are ages 40-49 years the majority of principals (87,5%) have ages ranging from 50 to 59 compared to 12,5% whose ages range from 40-49. This means that school principals within the sampled schools are matured people who can guide and assist both learners and teachers in the teaching of Life Orientation in their schools.



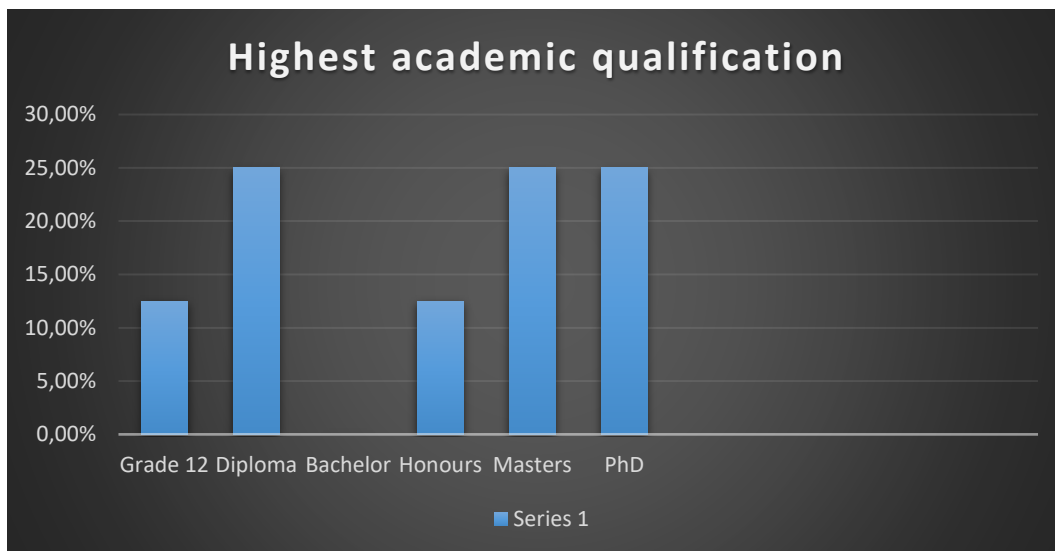
4.3.2.2 Highest academic qualification

Using the interview feedback, the respondent's highest academic qualification was sought. The following was found:

Table 4.94

		Frequency	Percent
Principals	Grade 12	1	12.5%
	Diploma	2	25.0%
	Bachelor	0	0%
	Honours	1	12.5%
	Masters	2	25%
	PhD	2	25%
	Total	8	100.0

From the table above, 12.5% of the principals are in possession of a grade 12 certificate, 25% have a diploma, 12.5% have an Honours degree, and 25% have a Master's degree, while 25% also have a PhD. This implies that principals of the sampled schools are improving their qualifications, which further indicate that those schools are under the management of highly educated principals.

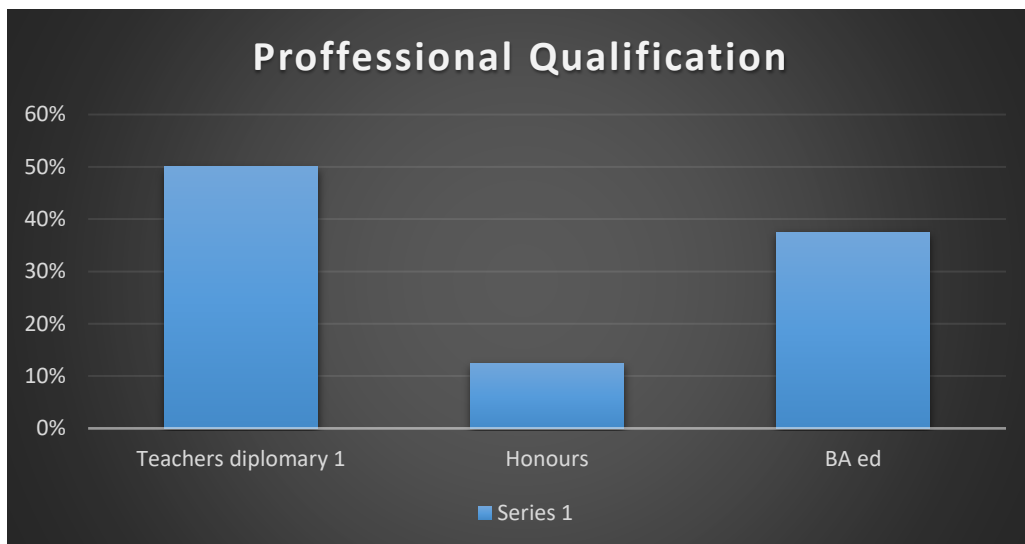


4.3.2.3 Professional qualification

Table 4.95

		Frequency	Percent
Principals	Teacher's diploma	4	50%
	Honours	1	12.5%
	BA ED	3	37.5%
	Total	8	100.0

As observed from the table 4.95 above 50% of the principals have a Teachers diploma, 12.5% have an Honours degree and 37.5% are in possession of a Bachelor of Arts in Education degree. The implication is that the sampled principals are qualified to teach in secondary schools.



4.3.2.4 Work experience

Table 4.96

		Frequency	Percent
Principal s	1-3 years	0	0%
	4-6 years	2	25%
	7-10 years	3	37.5%
	10+ years	3	37.5%
	Total	8	100.0

As observed from the table above, 25% of the principals have between 4-6 years of experience, 37.5% have 7-10 years of experience, while 37.5% of the principals have more than 10 years of experience. This implies that all principals interviewed have more than four years of managing an institution, meaning that they might be having some Life Orientation knowledge to impart to the learners and teachers.



4.3.3 PRINCIPALS' INTERVIEWS: CONTEXTUAL RESEARCH QUESTIONS

4.3.3.1 Teachers understanding of pedagogical content knowledge

In this section of the study, themes had emerged from the participants responses: Justification of Pedagogical Content Knowledge of Life Skills in addressing Life Skills amongst learners, the effects of the PCK of Life Orientation in addressing Life Skills amongst school learners, Life Orientation versus mental health, impact of teaching Life Orientation in schools, challenges encountered by teachers when teaching life orientation skills, strategies that teachers can use to teach life skills, effective professional development of teachers development, good communication, the use of teaching methods and four key teaching and learning strategies.

Valid		Frequency	Percent
Principals	Yes	5	62,5%
	No	3	37,55%
	Total	8	100.0

From the above table 62,5% (5) of the principals show that they have an understanding of pedagogical content knowledge of Life Orientation. Nonetheless, 37,5% (3) of the principals do not have PCK of Life Orientation. This was supported by some of the principals who said that:

P1: "Yes I think they do understand the content of LO because in whatever they think they also expect learners to put that in practice even at the school premises even at home thank you".

P2: "Yes teachers are versatile they can learn and understand things on their own even though they didn't get the training at the institutions, they've been trained".

A good teacher knowledge and understanding of subject content has "an implicit effect on the plan of action for generating superior teaching and learning opportunities. It has a good outcome on designing, assessment, facilitation of curriculum and curriculum development" (Jones & Moreland, 2015).

4.3.3.2 Teachers qualification

		Frequency	Percent
Valid	1	2	25.0
	2	6	75.0
	Total	8	100.0

Life orientation is a new subject that was only introduced in 2006. Majority of the teachers do not have the relevant qualification to teach Life Orientation. Only a few respondents who have graduated within the last 10 years have an understanding of what Life Orientation entails. Another major observation from the participants was that teachers do not fully give full attention to Life Orientation. This observation leads to a critical question of why educators don't weigh Life Orientation as they would weight subjects such as Mathematics. Principals indicate that most of the Life Orientation teachers are unqualified to teach the subject and few of them have the relevant qualifications of teaching the subject. The following are some of the utterances from the school principals;

P1: 'Thank you for that question in this question I can say yes or no because as a combined school we have educators who are in the primary section who are teaching Life Orientation program who were not trained for that so this educators are getting knowledge through attending workshops through guidance from the curriculum advisors but in our High School section we do have the educators who have qualified for Life Orientation”.

P2: “Yes not all teachers because some do not have postgraduate certificate in education whereas the word teaching Life Orientation in the GET Band as personalised in Life Orientation”.

This supports Diale (2016), who indicates that it is an ordinary knowledge that teachers in South Africa do not have applicable sufficient qualifications in association with the curriculum implementation.

4.3.3.3 Managing teaching of Life Orientation

The majority of the principals suggest the use of policy documents to be amended so that Life Orientation can be given the recognition it deserves. These documents will help enlighten educators on issues pertaining to assessment guidelines or criteria. Principals argue that in order for them to carefully monitor the teaching of Life Orientation, work should be delegated to the HoD’s involved to monitor educators and a hierarchal reporting system should be created. Additionally, different principals reveal that they use workshops as a means of training aid for these educators.

4.3.3.4 Effect of the Life Orientation subject

All the principals reveal similar answers on the importance of Life Orientation. The main importance of Life Orientation is to equip learners with life skills, health awareness, career choices and self-development. One principal is quoted as saying:

P4: “LO is very important because it plays a pivotal role in addressing different skills of learners while equipping them to take care of themselves”.

P8: “This is a very important subject in school because Life Orientation addresses so many things. So, it addresses how learners should take their career because the career guidance is there in life skills. And also, their conduct

behaviour is guided by this Life Orientation. Those educators who are teaching these things may guide learners during the development stages more especially during the Adolescent stage”.

This implies that Life Orientation provides an opportunity for empowering learners with knowledge, skills, attitude and ethics that pursue within themselves and guide them towards becoming accountable citizen. Kumar (2017), indicates that the holistic approach must prepare learners “not only within their margins of their psychological capacities, but also socially, mentally, emotionally and physically challenges encountered by principals when they manage teaching of life skills in schools”.

4.3.3.5 Teachers resources

The majority of the principals do not believe that Life Orientation educators have the necessary resources to teach the subject with ease. For instance, one of the principals says:

P5: “Not well resourced because presently we don’t have enough textbooks with quality information what I can say the textbooks that we have now I have very shallow they don’t contain enough information it seems they written overnight besides this there are no suitable playgrounds where learners can some of the activities in our area here it’s very hot maybe if we can have a shed some of the activities can be performed”.

From the above response, it is clear that there are challenges faced by the principals, considering learning and teaching support materials. Indeed lack of Learning and Teaching Support Materials (LTSM) and resources influences the content knowledge and teaching demands in Life Orientation (Adewumi, 2012; Stroebel, et al., 2017).

4.3.3.6 Challenges faced by schools

The main challenge that schools face is the scarcity of qualified Life Orientation teachers. Majority of the principals reveal that it seems that teachers are so incompetent and their incompetence leads to teachers not taking the Life Orientation subjects despite its perceived benefits. Lack of training is argued by some principals in that the Department of Higher education does not provide regular trainings and workshops. This is confirmed by other interviewed principals who indicate that:

P7: “Challenge number one absenteeism. Absenteeism we are referring to teachers even learners themselves this challenge number one, challenge number two lack of trainings and workshops especially this year where we were having experienced this Corona virus, we didn’t have any workshop or any seminar that can capacitate this type of teachers. I’ve already alluded about these testers are not qualified in terms of the subjects”.

This suggests that Life Orientation teachers are appointed inconsistently without the indispensable qualifications to implement the subject. To this end, available literature considers that LO is taught by unqualified teachers or those who did not specialise in the subject while undergoing trainings at colleges and universities. As a result, many teachers in South Africa lack proper training and they are incompetent to teach the subject Life Orientation (Nasheeda, et al., 2019).

4.3.3.7 Addressing challenges

Principals agree with the notion that this subject should be taken passionately and given equal respect with other subjects. The findings reveal that there should be a change in policies. These policies should weigh Life Orientation equally with other subjects, as supported by these principals, below.

P1: “To me I think it should start from the Department of Education the people who are in higher authority to change this policy. And this subject should be taken very seriously because to me here is very important because this is where we teach our learners how they’re supposed to live it teach them and their lifestyle”.

P6: “ This one is a tough one firstly one might say that teacher training colleges should be reopened again wherein teachers are going to be taught or to be trained in teaching Life Orientation. We also have to get serious In-service Training and workshops”.

Thus, Life Orientation is one of the subjects in the CAPS document and should be given some dignity just like other school subject at a current stake. The Department of Education (2015), states that it is its aim to ensure that Life Orientation is not be

considered as a negligible subject in the restoration and transfiguration of the South African community.

4.3.3.8 Strategies to address challenges faced by teachers in teaching Life Orientation

The majority of the principals believe it is important that both teachers and learners be stimulated and inspired to take Life Orientation vigorously. One principal goes to an extent of saying that the government should provide bursaries and incentives that will help both teachers and scholars to take Life Orientation seriously. This is further asserted by the principal below.

P2: “What I think can be the strategies are that teachers must be given bursaries to encourage them to study more on this subject. There might also be teachers must also provide with in-service trainings on this subject in order to attract them in the subject teachers and learners must be given incentives for example prizes at provincial and national level as best teachers and baseline is like what is being done in all other subject Mathematics and many more. They must also be given prizes. I used to listen to prize-giving speeches and ceremonies there is nowhere LO been mentioned in a nutshell it must be taken seriously thank you”.

P6: “Those are a number of strategies that can be developed or that can be employed to develop and address challenges facing teachers in teaching Life Orientation. Firstly, we need to have professional development of the teachers. Again, we have to see to it that teachers and learners are both motivated enough so that they take Life Orientation seriously. We can also introduce things like excellence awards in Life Orientation may be for producing good results or have outstanding performances in Life Orientation. We can try to incentivize this system so that learners who perform outstandingly get incentivizes. This can I buy back the love and the value in Life Orientation”.

This implies that Life Orientation teachers should be motivated through incentives, certificates, and awards in order to encourage them to implement or teach the subject, effectively. This discussion concurs with the statement that the DoE has sponsored

some of the schools with laptops as a means of motivation or incentives that can be utilised in the process of teaching and teach (Department of Education, 2012).

4.3.4 SECTION E: ANALYSIS OF RESPONSES FROM CURRICULUM ADVISORS

4.3.5 BIOGRAPHICAL DATA

4.3.5.1 Age distribution

All the curriculum advisors interviewed in this study are within the ages 50-59. This means that they are matured people who can guide, assist and advise both learners and teachers in the teaching of the Life Orientation as a subject.

4.3.5.2 Highest academic qualification

Fifty percent (50%) of the Curriculum Advisors are in possession of a Diploma. Only 50% have a Bachelor's degree. Conclusively, Life Orientation Curriculum Advisors who participated in this study have the relevant qualifications to support schoolteachers.

4.3.5.3 Professional qualification

Fifty percent of the Curriculum Advisors have a teacher's diploma, while 50% of them have a BA.ED. This means that curriculum advisors of the sampled schools are qualified to develop course curricula, monitor, and support learners and teachers.

4.3.5.4 Work experience

All the curriculum advisors who participated in the study have more than 10 years working experience. Therefore, all the respondents had considerable experience in their field of work, to provide data for the current study.

4.3.6 CURRICULUM ADVISORS: CONTEXTUAL RESEARCH QUESTIONS

4.3.6.1 Implementation of Caps in Life Orientation

The findings reveal that 50% of the Curriculum advisors are neutral that teachers are successfully implementing the CAPS in Life Orientation. Their arguments are based on the fact that Life Orientation is not a subject that is taken earnestly and such, Teachers do not perceive the need to get themselves educated and trained. On the other hand, some Curriculum Advisors believe that some teachers are interested in Life Orientation, and as a result they give themselves time to attend the CAPS

requirements. Teachers who have volunteered to teach the subject give special attention to training and development. This is confirmed by some curriculum advisors who says:

C1: “Yes, our educators are implementing the policy, caps policy successfully. The reason been that I have evidence. We monitor our schools to check whether the educators are implementing the caps documents. So, in the majority of our schools, they are following the policy document”.

C2: “From my observation as the curriculum advisor for almost 12 years I learnt that some do implement Life Orientation correctly where is some they don’t know how to implement CAPS in Life Orientation correctly”.

Life Orientation is considered as a less significant subject in schools and is not enforced effectively because is just allocated to any teacher to fill up the above findings that most teachers are not well trained in the CAPS approach or informed about how the new curriculum works (DoE, 2014).

4.3.6.2 Teachers understanding

Some Curriculum Advisors believe that Life Orientation Teachers understand what the subjects comprise on the basis that during their college or university trainings they have a module called “Educational Psychology” which by far relates to Life Orientation. Some teachers have received adequate training from workshops that were conducted by the Department of Basic Education. Government has also sent some teachers for short programs to help and equip them gain knowledge of Life Orientation. One Curriculum advisor is quoted as saying:

C1: “The majority of them, they do not have qualifications in terms of Life Orientation per say. Maybe because this subject”.

From Curriculum Advisors view, Teachers have an understanding and relevant qualifications for the subject Life Orientation. Hayman (2016) proposes that in order for teacher to accomplish their responsibilities, it is thus crucial that sufficient education of teachers be acquired (Hayman, 2016).

4.3.6.3 Teachers support

Curriculum Advisors reveal that teachers are assisted to teach Life Orientation through creating lesson plans for them; conducting training and development workshops that will assist train them and equip them to teach Life Orientation. Support meetings are held on regular basis to monitor the progress of such teachers. School visits are also important in that they help identify the issues challenging teachers. One Curriculum advisor stated:

C1: “Our educators get full support because we have got different programs in our schools. Like school monitoring and support, where we visit them to their schools to see what is happening, to find out the challenges, and also to advice”.

Hence, curriculum advisors develop pace-setters, lesson plans and control or direct workshops and trainings to teachers. Literature concurs with the statements that Curriculum Advisors should ensure that workshops and INSET conducted occasionally as they are of great importance and to change or adjust the LO subject content (Miles, 2015).

4.3.6.4 The role of Life Orientation

All the curriculum advisors in this study, believe that Life Orientation is vital in shaping the wellbeing of students. Character is built by Life Orientation and it further helps students to take positive life decisions such as career paths and their health.

One of the curriculum advisors states:

C1: “The role of L.O in the implementation of life skills teaching in the GET Band. Life Orientation is one of the very important subjects, because it builds a person. It is a very important subject, that's where the character of a human being is built”.

C2: “Life Orientation is different from other subject; Life Orientation is the only subject which deals with the holistic development of a learner. It deals with their personal issues, social issues, and intellectual issues.

Another curriculum advisor explains a similar point that Life Orientation plays an important role in developing human character and behavioural aspects of students. From the above statement, it is clear that Life Orientation plays a significant role in such a way that it provides a readily accessible to learners on a comparatively wide scale. Literature supports that Life Orientation help learners to develop holistically, which enables them to exercise good judgment for their lives and to become accountable citizen (Spaull, 2013).

4.3.6.5 Challenges faced by curriculum advisors

Some curriculum advisors believe that the most important challenges are teacher who resist and do not want to be assisted, such resistance emanates from the view that they undermine the subject. What was also deduced from the interview is that some schools change Life Orientation teachers frequently, and as such there is no development that occurs with teachers. One more important aspect that was deduced from the interview is that there are few curriculum advisors in the district which makes it difficult for them to monitor and support schools.

C1: “They are some few challenges. Number one, this subject is undermined, it’s regarded as a side subject. Is not regarded as other subjects like Mathematics, Science and Social science. So, this is some of the challenges that we have. Even the allocations at schools. You find that the management of the schools, they will just give this subject to any educator, because they believe it’s not a challenging subject to teach”.

From this commentary, it is clear that there are challenges faced by the curriculum advisors. They experience challenges such as teachers being disillusioned about the subject due to negative viewpoint and customs of the SMT, learners and teachers regarding the subject as not being important and the overall perspective towards the subject.

4.3.6.6 School visit

“Visiting schools is part of our daily plans”, said one curriculum advisor. However, curriculum advisors reveal that due to the shortage of Life Orientation curriculum advisers, it is impossible to visit schools on a regular basis and as such it might affect issues of quality assurance.

C2: “We support the educators; we visit schools for support, actually its plus minus 49 days for support in a normal situation”.

Curriculum advisors did not have an exact answer to these questions. However, they allude that they try to go to all schools every year in a rotational basis. Thus, they have the responsibilities of monitoring and supporting schools on stipulated times. Van der Vyver, et al. (2023), found that curriculum advisors have to “monitor, support and manage the teachers with the intention of enhancing the quality of teaching and learning.

4.3.6.7 Learning and Teaching Support Materials

Curriculum advisors are neutral and believe that there is no adequate infrastructure to help with the teaching of Life Orientation. Arguments raised are that Life Orientation has a component of physical education and as such sporting facilities, infrastructure as well as Life Orientation textbooks. Shortage of these equipments renders this useless. One curriculum advisor is quoted saying:

C1:”We don’t have that infrastructure. To be honest with you, we do not have. So, educators are just improvising. Like sports grounds, all those kinds of resources that will cater for different games. Physical games. I think we do have challenges on that”.

It is clear that there are challenges faced by schools regarding the Learning and Training Support Materials (LTSM). Literature agrees that materials resources, their efficiency are regarded as vital element of the successful implementation of Life Orientation. Resources have to be made available to schools in order to have the uppermost impact on learners’ lives (Lavonen & Salmela-Aro, 2022).

4.3.6.8 Skills, Information and strategies relating to teaching of LO

Curriculum advisors explained the need for further training and development towards the issue of teaching Life Orientation. Due to people undermining, Life Orientation, it should be aligned in such a way that it resonates with people at the grassroots level. One of the curriculum advisors states:

C1: “So, I think what we can do to improve the teaching of this subjects is to make some campaigns, advocates especially to the managers of institutions. To say to them, all these subjects are equal, otherwise it would have not been part of the curriculum”.

This suggests a need for principals and teachers to be trained and developed professionally, concerning the teaching of Life Orientation in the GET band. The current research advances that professional development through workshops, INSET partnerships and teamwork can improve the practices and teaching techniques. This can be achieved by “intensifying knowledge of the curriculum and assessment strategies” (Department of Higher Education and Training, 2015). The following probes which emanated during the cause of the study are detailed below;

What is the role of the Life orientation as a subject?

Curriculum adviser believes that Life Orientation contribute in shaping the development of learners. One curriculum advisor goes to an extent of saying “Life Orientation is one of the very important subjects, because it builds a person. It is a very important subject, that's where the character of a human being is built”. Basically, this is the subject which deals with human life, human behaviour, respect to self and others, ethics of care for one and others. Life Orientation is the basic subject which every learner must be able to understand in order to cope with life in different situations such as workplace home, and schools.

Are Life Orientation teachers well resourced?

Qualified teachers are a major concern for all curriculum advisors. Incompetent teachers who do not value the importance of Life Orientation, remain a problem. Secondly, the issue of physical education training came into light. Curriculum advisors believe schools do not have the necessary infrastructure enabling teachers to successfully teach their students.

What are the main challenges faced by schools in implementing Life Orientation?

Curriculum advisors face a challenge when training educators because majority of these educators take Life Orientation for granted. Schools have been seen allocating this subject to any teacher without careful consideration of whether or not they can teach it. One curriculum advisor says “resources are always scarce. Especially if I’m referring to the resources for this subject in terms of physical education tasks. In most schools many of them, they don't have infrastructure to perform these physical activities. But there is a part of those activities in the curriculum”.

How can the identified challenges be addressed?

Curriculum advisors state the need and importance of monitoring and evaluation. One curriculum advisors state “we have to monitor and support schools, to check the curriculum coverage”.

What strategies can help address challenges facing teachers in teaching Life Orientation?

Curriculum advisors suggest the use of workshops that will enable them to train and develop concerned teachers

The use of mixed methods increased the utility of the research findings significantly. If we had only used quantitative techniques, we would have known how many teachers had pedagogical content knowledge of Life Orientation teaching of life skills among GET learners, but we would have only had a limited understanding of why teachers lack pedagogical content knowledge in schools. It is difficult to design interventions to address gaps in coverage because we do not know the specific reasons why teachers lack pedagogical subject knowledge. In contrast, if we had only used qualitative research, we would have a clear understanding of why teachers teach Life Orientation of life skills to learners in the GET band in the Vhembe East district. However, without statistics on program coverage, we may struggle to convince policymakers and

program staff that the issues we report are widespread and impact all citizens. Furthermore, both quantitative and qualitative methods are appropriate for this study.

4.4 CHAPTER SUMMARY

This chapter presented data, analysed data and interpreted it with reference to the literature review. The data was analysed and interpreted, and the extent to which the research questions were addressed, was provided. Chapter five presents a discussion of the findings, contribution of the current study, conclusions, recommendations and overall conclusion for the study.

CHAPTER 5

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

The previous chapter analysed and discussed data from secondary schools regarding pedagogical content knowledge of Life Orientation teaching of life skills in secondary schools among learners in the GET band in the Vhembe East District. This chapter summarises the study, presents the findings, and draws conclusions and recommendations.

5.2 SUMMARY OF THE STUDY

The current study focused on the pedagogical content knowledge of Life Orientation teaching of life skills in secondary schools among learners in the GET band in the Vhembe East District in the Limpopo Province. This is due to the fact that Life Orientation is not taught and assessed as other subjects in the school curriculum. The research was conducted in the Vhembe East District within the Mvudi Circuit. The study was limited to eight (8) secondary schools and it focused on learners, teachers, principals and curriculum advisors. Guided by the pragmatic paradigm, the study adopted mixed method approach (quantitative and qualitative) Questionnaires were distributed to a simple random sampling comprising 160 learners and 8 teachers. The rate of return for the questionnaires sent out was 100%. Quantitative data was gathered from each school that was sampled. Data collected were kept confidential and the analysis did not reflect individual participants as it was reported at an

aggregate level. Data collected was analysed using the Statistical Programme for Social Sciences (SPSS) version 28.

Eight (8) principals and two (2) curriculum advisors were involved in in-depth interviews to collect qualitative data. Qualitative data was analysed using thematic content analysis. The research also presented operational definitions. The study also dealt with literature reviews whereby researchers reviewed what other scholars observed as in the teaching of Life Orientation in secondary schools globally, regionally and nationally. The study also focused on the research design and methodology through which data was collected concerning the pedagogical content knowledge of Life Orientation teaching of life skills in secondary schools. The study also dealt with the analysis and interpretation of data that has been collected.

This aim of the study was to investigate the pedagogical content knowledge of Life Orientation in the teaching of life skills among learners in the GET band in the Vhembe East District. To achieve this, the following research questions were formulated:

- i. How does the pedagogical content of Life Orientation affect the teaching of life skills to learners in the GET band in the Vhembe East District?
- ii. To what extent does the pedagogical content of Life Orientation affect the teaching of life skills to learners in the GET band?
- iii. Which pedagogical contents of Life Orientation challenge teachers when teaching life skills to learners in the GET band?
- iv. How can teachers teach life skills guided by pedagogical knowledge of Life Orientation in the GET band in the Vhembe East District?
- v.

5.3 FINDINGS APPLICABLE TO THE STUDY

This section presents major findings emanating from quantitative and qualitative data of the study. The major findings are characterised according to the research questions as stipulated in Chapter 1.

5.3.1 Findings for research question No.1.

How does the pedagogical content of Life Orientation affect the teaching of life skills to learners in the GET band in the Vhembe East District?

The majority of learners learning the subject believe that Life Orientation is vital and should be offered in schools and be taught in an easy and uncomplicated approach. In this instant, most of the teachers teaching learners were capable, entrusted and kind-hearted. Therefore, the current researcher also found that teaching and learning materials are available in Life Orientation lessons or classrooms as it influences learning to be meaningful and effective. Moreover, the prescribed textbooks are readily available, and this seems to be a contributing factor towards good performance in Life Orientation. On the other hand, the majority of learners acknowledge that bullying and sex related issues are included in their Life Orientation learning, as interesting topics and Physical Education lessons are provided in a weekly basis. Once again, the current researcher found that majority of teachers stipulated that Life Orientation is a compulsory subject that is taught to all learners in the GET band. Life Orientation is a compulsory subject and teachers should improve and excel in their pedagogical content knowledge methods to enable them to make informed decisions about how to implement the subject's teaching and learning.

The content of Life Orientation entails physical education, life skills including health promotion, which features in human being wellbeing and HIV/AIDS. Nonetheless, most teachers view Life Orientation as important since it prepares learners for natural life and it is like Principals should always bear in mind the goals and objects set for Life Orientation as they prepare learners with an action plan on how to make better and healthier decisions. Needless to say that, subject teachers are obliged to plan and design suitable lesson activities that are required to achieve the desired educational goals. Majority of principals indicate that teachers have a comprehension of PCK of Life Orientation. Further, as a new pertinent qualification to teach Life Orientation. These challenges experienced have undesirable effect in the quality of teaching and learning of Life Orientation. Ideally, both Curriculum advisors reveal that Life Orientation is considered insignificant subject in schools and is not implemented effectively because it is just allocated to any teachers regardless of his or her

competency. Finally, the researcher found that some curriculum advisors believe that Life Orientation teachers have an understanding and relevant qualification of the subject's content.

5.3.2 Findings for research question No. 2

To what extent does the pedagogical content of Life Orientation affect the teaching of life skills to learners in the GET band in the Vhembe East District?

In its broader sense, the findings from learners reveal that Life Orientation is an essential subject which include different learning subject matter e.g. education, sexuality, gender. Majority of learners also believe that life skills uplift learners' self-assurance in engendering problem-solving to attain the best of social and economic obstacles to self-guided improvement. On the one hand, the findings reveal that Life Orientation influence and shape learners in adapting them for their fate. Essentially, learners indicate that Life Orientation reveal that learners of different sex should be treated with respect equally, since it might affect learning performance. At this point, sexuality and HIV/AIDS are also important topics that assist learners to be alert of being infected with HIV/AIDS and thus should be an essential component of the school curriculum, therefore, Life Orientation assist learners to deal fruitfully with the society. Moreover, learners at this stage start deciding about their entire life through Life Orientation. This subject entails sexual, education as there is a need to talk about teenage pregnancy. It is through it that teenage pregnancy tends to lower drastically. In general, physical education is much preferred and admired by learners as they develop their motor skills.

Furthermore, the findings indicate that Life Orientation helps and leads learners to take a correct decision, solving problems, think critically and creatively. In particular, Life Orientation equips and assist learners to manage life even in complex challenging society. Learners should have insight of field of work and know the career and subject selections through the teaching of Life Orientation. Therefore, in this regard, the majority of principals suggest that the implementation of policy documents should be altered so that Life Orientation can be designated the perception it warrants. In this

context, principals contend that in order for them to attentively manage Life Orientation teaching, they delegate work to HoDs concerned and create a hierarchal reporting system. They use workshops as a means of training these teachers. In fact, most of the principals indicate that the significance or role of Life Orientation is to equip learners and self-development. Basically, the findings from C1 and C2 curriculum advisors reveal that assisted to teach Life Orientation is being made through creating lesson plans for teachers, conducting training and development workshops that will assist to train them to teach the curriculum. Curriculum advisors believe that Life Orientation is an important subject in shaping the wellbeing of students.

5.3.3 Findings for research question No.3

Which pedagogical contents of Life Orientation challenge teachers when they teach life skills to learners in the GET band?

The following are findings on teachers' challenges when they teach life skills to learners in the GET band. However, from the quantitative study's point of view, it is found that Life Orientation is a an obligatory and necessary subject as it aims to empower learners so that they can use their talents to realise their full bodily, spiritual, intellectual, personal, emotional and social potential. In my view, teacher's attitudes towards the teaching of life skills lead to learners viewing Life Orientation as a free period, in which they interact with their counterparts. Most importantly, Life Orientation classrooms are overcrowded and teachers find it challenging to recognise learners and this leads to poor performance. English as LoLT is seen as a barrier in teaching of Life Orientation and after considering that by far the majority of both learners and teachers are bilingual (English and Tshivenda). It is evident that teachers sometimes are compelled to code-switch during their teaching. In addition to, the study findings indicate that allocated time to teach Life Orientation is sufficient regardless of the stipulated time of 2hours per week.

Needless to say that, learners regard Life Orientation teaching and learning as critical in lessening perilous behaviours such as drugs and alcohol abuse and sexual activities. Based on the findings, the majority of learners' experiences parental involvement participation wherein parents cooperate in learners' educational

endeavours to enhance educational achievement and reduce troublesome behaviour. It is important to note that though is that bullying has the physical impact on the bodies of the learners (i.e. physical harm) and this could be a possible explanation why this topic is most preferred and considered relevant, bullying remains the biggest challenge. From the developed findings, the researcher disagrees with the statement that Life Orientation carries more written tasks compared to their subjects. According to Life Orientation CAPS document, only two (2) written tasks should be written per week. This implies that, those learners whose education takes place in schools where resources are adequate performs better.

Most significantly, findings and challenges of teachers may mostly emerge from the negligence that they regard Life Orientation as an added subject. It is considered as an implicit subject as it just assigned to any teacher. The majority of teachers indicate that they do not experience challenges with regard to understanding and implementation of Life Orientation. By so doing, it was adhered to by all teachers as it bolsters teaching and learning in their schools. Life Orientation should be taught contextually using examples from the same context. This study is formulated from the theoretical standpoint on the social and cultural context of learners' learning recognition where a mature person's role is recognised as primary in the learners' learning. On the other side of the coin, social and cognitive development are correlated and individualistic in the learning process (see Chapter 2). Numerous matters influencing learning are extracted from the analysis of this study, particularly, contextual matters, learners' teachers, principals and curriculum advisors' capabilities. Another finding was that though sampled teachers have academic qualifications and experience they see themselves as not qualified to offer the subject. They do not have knowledge and understanding to teach life skills.

The majority of teachers' narratives disagree that the challenges are limited to adding new content but include teaching the subject content. These challenges serve as escapade that negatively impact on the quality of teaching in schools. Ideally, teachers have an obligation of instituting new topics and obstacles and originate from curriculum modification. Life Orientation plays a crucial role in learners' socio-political changes that South Africa is experiencing. On the one hand, teachers have great interest and

fully appreciate life skills teaching. They are fair and impartial enough to have the required knowledge and execute their duties appropriately to what is anticipated from them. Suffice it that, the majority of principals acknowledge that Life Orientation educators do not have the essential resources to teach the subject effectively. Shortage of LTSM also impact the content knowledge and teaching demands. The findings also reveal that the main challenge facing schools are the lack of qualified teachers, because most current teachers seems incompetent to teach the subject. They are not qualified as Life Orientation teachers and they irregular receive trainings and workshops and that leads to ineffective teaching and learning. According to the said narrative, the findings from the curriculum advisors indicate that the most important challenges are teachers that withstand weaken the subject and do not want to be assisted. One more challenge derived from the curriculum advisors is that they are few in their district which is strenuous for them to monitor and support all schools.

5.3.4 Findings for research question No.4

How can teachers teach life skills guided by pedagogical knowledge of Life Orientation in the GET band in the Vhembe East District?

In its particular sense, the findings reveal that teachers must set down or create the classroom out in a way that assist and motivates learners independently. Following the afore-said, narrative given earlier, and the relevant productive support measures should be provided by furnishing learners with ATPs and should know the aims and objectives of the Life Orientation lesson plans. Learners' attitudes regarding the teaching of life skills affects learning and contributes to learner performance. Teachers are then encouraged to appreciate their responsibilities as it reinstates learners' good attitude towards Life Orientation. It is important that learners should be profiled according to their abilities, teachers should be able to be familiar with learners and understand their strengths, weaknesses, skills and interests. Listening, writing, reading, discussing, role plays, and brainstorming should be considered as a crucial strategy in life skills learning. Attention is required for learner's fundamental comprehension skills expansion. Learners need to have self-confidence or have the ability to be definite about one capabilities and skills. It embraces self-esteem, self-assurance and the faith that ones can make a dissimilarly.

In this regard, time allocation in Life Orientation should be increased to provide enough periods on a daily basis, as it needs to be regarded just like other subjects. Learners' performance needs to be evaluated and feedback must be provided as it is an important factor to examine Life Orientation. Needless to say that, findings also reveal that if learners are motivated through excellence awards, this can improve the effectiveness of a learner and formation of good positive demeanour to the teaching and learning of Life Orientation. Therefore, teachers are the key to the successful Life Orientation curriculum facilitation and requires insight, truth, special skills and subject knowledge to productively teach and generate good results. The majority of teachers use various teaching methods to teach Life Orientation and have some prerogatives to align their working methods to achieve uttermost impact within their distinct classrooms. Moreover, teachers engages learners actively in Life Orientation lessons to intensify greater levels of pedagogical achievement and enhance general intellectual functioning of the learners' minds. The researcher also found out that there is a good communication between teachers and learners and that there should be encouraged so that teachers may understand the strengths and weakness of learners. From my point of view, a demoralised teacher lacks dedication to his duties; he needs to be motivated at all times.

In this instant, effective professional development of teachers empowers a teacher to make enlightened professional options and improves the standard of teaching. Monitoring and support is important as principals are able to manage and monitor the content coverage and establish gaps in the curriculum. Life Orientation curriculum advisors need to visit schools regularly for monitoring and support. This is meant to build teachers self-confidence, and to motivate them to assess the efficiency of Life Orientation. The researcher finds it important that educators and learners be motivated and encouraged for the smooth implementation of Life Orientation curriculum. The findings also reveal that Life Orientation is frivolous and is not given equal attention like other subjects. The CAPS document, which serves as a guide, does not weigh Life Orientation equally with other subjects. The researcher also found out that educators and learners are not motivated and encouraged enough. Some curriculum advisors also indicate that there is no adequate infrastructure to assist with the

implementation of Life Orientation. The findings further reveal that there is no training and development of teachers with regard to teaching of Life Orientation. Life Orientation as a subject is being undermined.

5.4 Recommendations of the study

The current researcher recommends the following, from the findings of the study: The Department of Basic Education should give Life Orientation as a subject an equal consideration like all other subjects, not to recognise it as a useless subject to fill-up the workload of teachers. Life Orientation should be taught on a daily basis and topics such as bullying, and sexuality have to be allocated more time. Therefore, policy makers should increase time allocation in Life Orientation. The Department of Education should supply enough resources. Also, there should be adequate LTSM at all schools because most of the teaching is theoretical and practical and some of the terms need to be practised and mastered. All schools should be provided with enough classrooms to accommodate learners in order to overcome overcrowding. Additionally, the Department of Basic Education should devote or set-aside resources for monitoring the teaching of Life Orientation in schools. In addition, the department should make sure that Life Orientation is taught, examinable and monitored and supported on a regular basis.

Teachers should be motivated toward furthering their professional qualifications in Life Orientation teaching, so that they expand more interest in the subject as this will increase enormously the number of teachers who are professionally qualified to implement Life Orientation effectively and efficiently. This study submits that learners and teachers have to be encouraged and motivated with bursaries and incentives to help them recognise Life Orientation seriously. The study also submits that there is a great demand for the DoE to establish teachers' trainings and workshops strategy on Life Orientation. Such strategy will summarise how frequently trainings and workshops will be offered. Further, principals have to organise school-based workshops where teachers can confer pertinent matters concerning Life Orientation. This is aimed at creating and understanding and acknowledgement of the significance of life skills in schools. Furthermore, The DBE should support schools by furnishing them with

qualified Life Orientation teachers to teach the subject and suitable coordinators to enhance and support teachers in schools. The current researcher also believes that there should be an ongoing training for teachers intended at intensifying and upgrading Life Orientation teachers' understanding and capability of teaching life skills.

5.5 Recommendations for further study

The research study of pedagogical content knowledge of Life Orientation teaching of life skills among learners in the GET band in the Vhembe East District can be explored by prospective researchers in these areas:

- i. A comparative study on the Life Orientation between African and European countries.
- ii. A study on learners, teachers and principals' attitudes towards life skills as part of Life Orientation as a subject.
- iii. Critical analysis of the tertiary institutions' teacher training curriculum with regard to Life Orientation teaching.

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APPENDICES.

APPENDIX A : QUESTIONNAIRES/ MBUDZISAVHATHU THANGELI QUESTIONNAIRE FOR LEARNERS/ MBUDZISAVHATHU YA VHAGUDISWA

The purpose of this questionnaire is to gain information about the pedagogical content knowledge of Life Orientation teaching of life skills among learners in GET Band within Mvudi Circuit.

Ndivho ya mbudzisavhathu iyi ndi ya u wana mafhungo nga ha ndivho ya phedagodzhi ya nga ngomu kha kufunzele kwa vhutsila ha vhutshilo kha vhana vha bennde ya GET kha liisera la mvudi.

All information will be treated as confidential and it will be used for research purposes only. It is only the researcher who will use it and no person other than the researcher will have access to it. The results of the study will be used for thesis as fulfillment for a Doctoral degree.

Vhutanzi hothe vhu do dzhiwa sa ha tshiphiri nahone ha shumiswa nga musedzulusi fhedzi. Mvelele dza ngudo iyi dzi do shumiswa kha u wana digirii ya vhudokotela

Do not either write your name or the name of the school.

Ni songo nwala dzina lanu kana la tshikolo

INSTRUCTIONS FOR QUESTIONNAIRE/ MILAYO YA MBUDZISA VHATHU

Use an ink pen. Do not use a pencil.

Shumisani peni ya ennge. Ni songo shumisa penisela.

Please try and answer all questions.

Lingedzani u fhindula mbudziso dzothe.

SECTION A: PERSONAL INFORMATION

KHETHEKANYO YA A: NGA HA INWI

Kindly answer the following questions by crossing X on the appropriate block.

Nga u fhulufhedzea fhindulani mbudziso dzi tevhelaho nga u khurusa X kha tshibogisi tsho teaho.

1. Gender/Mbeu

Male	Female
Mutukana	Musidzana

2. Your age/ Minwaha yanu

Below 13	13-15	16-18	19-21	22 and over
Fhasi ha 13	13-15	16-18	19-21	22 na u fhira

3. What is your home language?/ Luambo lwanu lwa damuni

Tshivenda	Xitsonga	Sepedi	English	isiZulu	Other (Specify)
Tshivenda	Xitsonga	Sepedi	English	isiZulu	Lunwe-vho (lufhio?)

4. With whom do you normally stay at home/ Ni dzula na nnyi hayani?

Both parents	Mother only	Father only	Grandmother	Grandfather	Other (Specify)
Vhabebi vhoṭhe	Mme fhedzi	Khotsi fhedzi	Makhulu vha mukegulu	Makhulu vha mukalaha	Munwevho (ndi mufhio?)

5. Type of location/Fhethu hune na dzula hone

Rural	Urban	Semi-urban	Other (Specify)
Mahayani	Doroboni	Doroboni nyana	Hunwevho (Ngafhi?)

6. Religion/ Vhurerele

Christianity	Muslim	Other (Specify)
Vhu Khiresite	Moseleme	Vhenwevho (Vhufhio?)

SECTION B: CONTEXTUAL QUESTIONS

KHETHEKANYO YA B: KHONTHEKHISITSHUALA

MARK WITH AN X AT AN APPROPRIATE BLOCK

VHEANI LUSWAYO X KHA TSHIBOGISI TSHO TEAHO

1. JUSTIFICATION OF PEDAGOGICAL CONTENT KNOWLEDGE IN RELATION TO THE TEACHING OF LIFE SKILLS

ZWINE VHAGUDISWA VHA DZHIISA ZWONE NDIVHO YA PHEDAGODZHI YA NGA NGOMU KHA U FUNZIWA HA VHUTSILA HA VHUTSHILO.

	Strongly agree (Tenda nga maanda)	Agree (Tenda)	Uncertain (Thina vhutanzi)	Disagree (Hanedza)	Strongly disagree (Hanedza nga)
1.1. Do you regard Life Orientation as a valuable subject? Ni dzhia Life Orientation i ya ndeme naa?	1	2	3	4	5
1.2. Teachers have LO pedagogical content knowledge Vhadededzi vha na ndivho ya phedagodzhi ya nga ngomu naa?	1	2	3	4	5
1.3. LO pedagogical content knowledge is imparted to learners in an easy and understandable way Ndivho ya phedagodzhi ya nga ngomu i khou iswa kha vhana nga ndila yo leluwaho i pfeseseaho.	1	2	3	4	5
1.4. Teachers are competent, dedicated and caring Vhadededzi vha na vhukoni, vhudiimiseli na u londa.	1	2	3	4	5
1.5. Teachers are respected as skilled by learners	1	2	3	4	5

Vhadededzi vha a thonifhiwa sa vha re na zwikili zwa u funza nga vhagudiswa.					
1.6. Teaching and learning materials are available in LO classroom Zwishumiswa zwa u guda na u funza zwi a wanala kha kilasi ya LO.	1	2	3	4	5
1.7. Learner centered teaching methods tend to ensure learners participation U di dzhenisa nga maanda ha vhana zwi ita uri vhana vha dzhenelele kha ngudo.	1	2	3	4	5
1.8. Teachers possess the necessary skills and use the correct teaching methods Vhadededzi vha na wikili zwo teaho nahone vha shumisa ngona ya u funza yo fanelaho.	1	2	3	4	5
1.9. Teachers are always prepared for life skills teaching Vhadededzi vha vha vho di lugisela vhukuma u funza vhutsila ha vhutshilo.	1	2	3	4	5
1.10. Learners learn life skills better in in a well-resourced classroom Vhagudiswa vha guda zwavhudi vhutsila ha vhutshilo kha kilasi I ri na tshomedzo dzothe.	1	2	3	4	5
1.11. All learners have relevant LO textbooks Vhagudiswa vhothe vha na bugupfarwa dza LO dzo randelwaho.	1	2	3	4	5
1.12. Many aspects of the subjects are neglected Zwipida zwinzhi zwa thero iyi zwi a litshiwa u funzwa.	1	2	3	4	5
1.13. Bullying is one of the topics which should be addressed in LO U tambudzwa ha vhana ndi inwe thoho ine ya tea u funzwa.	1	2	3	4	5
1.14. Learners tend to be curious about sex-related issues in LO class	1	2	3	4	5

Vhagudiswa vha takalela thoho dzine dza elana na zwa vhudzekani.					
1.15. LO is a fun subject because learners are free to express their views and engage in fun activities during practical lesson LO ndi thero i takadzaho vhagudiswa ngauri vhana vha a vhofoholowa kha u bvisa vhudipfi havho nga ngudo dza nnda ha kilasi.	1	2	3	4	5
1.16. Learners show negative attitude toward learning LO Vhagudiswa vha sumbedza u sa funa u guda LO.	1	2	3	4	5
1.17. Physical Education lessons are offered weekly Pfunzo ya Nyonyoloso i itwe vhege inwe na inwe.	1	2	3	4	5
1.18. LO teacher must motivate learners. Mudededzi wa LO u fanela u tutuwedza vhagudiswa.	1	2	3	4	5

2. THE EFFECT OF LIFE ORIENTATION IN ADDRESSING LIFE SKILLS AMONG SCHOOL LEARNERS

MUSHUMO WA LO KHA U ANDADZA VHUTSILA HA VHUTSHILO KHA VHAGUDZISWA

	Strongly agree (Tenda nga maanda)	Agree (Tenda)	Uncertain (Thina vhutanzi)	Disagree (Hanedza)	Strongly disagree (Hanedza nga)
2.1. Life Orientation is the basis for all the other subjects LO ndi thikho ya dzinwe thero dzothe.	1	2	3	4	5
2.2. Life Orientation changes and moulds children LO i a shandukisa na u fhata vhana.	1	2	3	4	5
2.3. Life Orientation teaches about the consequences of and the problems that can accompany drug and alcohol abuse LO i funza masiandoitwa na thaidzo dza zwikambi na zwidzidzivhadzi.	1	2	3	4	5
2.4. Learners achieve learning and develop social skills through life skills Vhagudiswa vha kona u guda na u bveledza matshilisano na vhathu nga kha vhutsila ha vhutshilo	1	2	3	4	5
2.5. LO lessons influence learners to be sensitive about matters of gender Ngudo dza LO dzi tutwedza vhana uri vha divhe nga masia a mbeu.	1	2	3	4	5

2.6. Topics like sexuality and HIV/AIDS are helping learners to protect themselves from infected with HIV/AIDS Thoho dzi no nga dza vhudzekani na HIV/AIDS dzi thusa vhagudiswa u ditsireledza kha u kavhiwa nga HIV/AIDS.	1	2	3	4	5
2.7. LO helps learners to approach life with more open minds LO i thusa vhagudiswa u di dzhenisa kha vhutshilo na mihumbulo ya tandavhuwaho.	1	2	3	4	5
2.8. Learners place a high value on career guidance Vhagudiswa vha a dzhiela nzhele nga maanda tsivhudzo ya mishumo	1	2	3	4	5
2.9. Teenage pregnancy rate is highly reduced U vhifha muvhilini ha vhana vhatuku hu a fhungudzea.	1	2	3	4	5
2.10. LO opens the door of life to the learners LO i vula munango wa vhutshilo kha vhagudiswa.	1	2	3	4	5
2.11. There is guidance and monitoring by parents at home to support classroom learning. Vhabebi vha a eletshedza na u tolela vhana mahayani kha u vha tikedza kha ngudo dzavho dza kilasini.	1	2	3	4	5
2.12. Learners view the Physical Education component of LO as positive. Vhagudiswa vha vhona tshipida tsha pfunzo ya nyonyoloso tshi tsha ndeme.	1	2	3	4	5
2.13. Learners from different cultures have different LO needs.	1	2	3	4	5

Vhagudiswa vha bvaho kha mvelele dzo fhambanaho vha na thodea dzo fhambanaho dza LO.					
2.14. The results of LO are always high unlike other subjects Mvelele dza LO dzi anzela u vha dzi nthu u fhirisa dza dzinwe thero.	1	2	3	4	5

3. CHALLENGES ENCOUNTERED BY LEARNERS DURING THE TEACHING OF LIFE SKILLS

KHAEDU DZINE VHANA VHA TANGANA NADZO MUSI HU TSHI FUNZWA ZWIKILI ZWA VHUTSHILO

	Strongly agree (Tenda nga maanda)	Agree (Tenda)	Uncertain (Thina vhubanzi)	Disagree (Hanedza)	Strongly disagree (Hanedza nga)
3.1. Learners seem to view Life Orientation as unnecessary Vhagudiswa kanzhi vha vhone LO isiya ndeme.	1	2	3	4	5
3.2. Learners often see LO as a “free period” Vhagudiswa kanzhi vha vhona LO i phiriodo i si na mushumo.	1	2	3	4	5
3.3. LO classes are overcrowded Kilasi dza LO dzi dala lwo kalulaho.	1	2	3	4	5
3.4. Lack of openness from learners Hu na u kundelwa u bvela khagala kha vhagudiswa.	1	2	3	4	5
3.5. The time allocated to LO to teach life skills is insufficient Tshifhinga tsho tiwaho kha LO u funzwa vhutsila ha vhubutshilo ndi tshituku.	1	2	3	4	5
3.6. Some of the learners indulged in drug, alcohol abuse or sexual activities partly because it was discussed in class Vhanwe vha vhagudiswa vha di dzhenisa kha zwikambi na zwidzidzivhadzi zwituku ngauri ho ambiwa nga hazwo kilasini.	1	2	3	4	5

3.7. Bullying is the most threat to the future of the most learners all the time U tambudzana ndi tshithu tshi dinaho kha vhumatshelo ha vhana tshifhinga tshothe.	1	2	3	4	5
3.8. There is very little measurable written tasks in LO compared to other subjects Kha LO hu nwaliwa thasiki thukhu hu tshi vhambedzwa na dzinwe thero.	1	2	3	4	5
3.9. There are enough supplies when engaging in Physical Education Hu na nyisedzo yo linganaho kha Pfunzo ya Nyonyoloso	1	2	3	4	5

**THANK YOU FOR COMPLETING THIS QUESTIONNAIRE
RI KHOU LIVHUWA NO DADZA MBUDZISAVHATHU IYI.**

APPENDIX B : QUESTIONNAIRE FOR TEACHERS

The purpose of this questionnaire is to gain information about the pedagogical content knowledge of Life Orientation teaching of life skills among learners in GET Band within Mvudi Circuit.

All information will be treated as confidential and it will be used for research purposes only. It is only the researcher who will use it and no person other than the researcher will have access to it. The results of the study will be used for thesis as fulfillment for a Doctoral degree.

Do not either write your name or the name of the school.

INSTRUCTIONS FOR QUESTIONNAIRE.

Use an ink pen. Do not use a pencil.

Please try and answer all questions.

SECTION A: PERSONAL INFORMATION

Kindly answer the following questions by crossing X on the appropriate block.

1. Gender

Male	Female
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2. Your age

Below 25	26 – 35	36 - 45	46 - 50	51 and over
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3. Marital status

Single	Married	Divorced	Widowed	Other (Specify)
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4. What is your highest academic qualification?

Below Grade 12	Grade 12	Degree	Honours Degree	Masters Degree	Doctorate	Other (Specify)
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5. What is your professional qualification?

STD	UED/PGCE	SSTC	HED	Other (Specify)
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6. What is your home language?

Tshivenda	Xitsonga	Sepedi	isiZulu	English	Other (Specify)
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SECTION B: CONTEXTUAL QUESTIONS

MARK WITH AN X AT AN APPROPRIATE BLOCK

1. LIFE ORIENTATION TEACHERS' EXPERIENCES AND PERCEPTIONS OF 'PEDAGOGICAL CONTENT KNOWLEDGE IN RELATION TO THE TEACHING OF LIFE SKILLS AMONG SCHOOL LEARNERS'

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1.1. Life Orientation is a compulsory subject that is taught to all learners	1	2	3	4	5
1.2. There is a low quality of teacher-training for Life Orientation teachers in Vhembe East District	1	2	3	4	5
1.3. Teachers should enhance their pedagogical content knowledge, strategies and methods to teach Life Orientation	1	2	3	4	5
1.4. Teachers do not know how to teach the content of Life Orientation	1	2	3	4	5
1.5. Life Orientation are physical education, life skills, health promotion, human rights, religion	1	2	3	4	5

education, career guidance as well as the social, emotional, cognitive and physical growth of South African learners					
1.6. Many teachers do not appreciate monitoring visits from curriculum advisors	1	2	3	4	5
1.7. Schools must not allocate Life Orientation to a teacher who sets a bad example and who is often absent from school	1	2	3	4	5
1.8. Life Orientation teaching include the implementation of HIV/AIDS content	1	2	3	4	5
1.9. Teachers need to be subject specialist in order to ensure that they are able to address the pedagogical content knowledge, skills, values and attitudes embedded in the learning outcomes	1	2	3	4	5
1.10. Teachers need to be adequately trained to understand the pedagogical content knowledge, aims, outcomes and didactic methods of Life Orientation teaching	1	2	3	4	5
1.11. Life Orientation teachers are considered as appropriate role players when teaching Life Orientation	1	2	3	4	5
1.12. The Life Orientation curriculum includes the structure, organisation, balance, and presentation of the content in the classroom	1	2	3	4	5
1.13. School principals do not promote the successful implementation of Life Orientation.	1	2	3	4	5
1.14. Subject teachers are supposed to plan lesson activities that address the vast content area as stated in the policy	1	2	3	4	5

2. THE EFFECT OF THE SUBJECT LIFE ORIENTATION IN ADDRESSING LIFE SKILLS AMONG LEARNERS

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
2.1. Life Orientation (LO) plays a vital role in the education, training and development of an individual, ensuring a holistic development of the learner	1	2	3	4	5
2.2. Life Orientation is structured in such a manner learner can focus on critical and creative thinking skills	1	2	3	4	5
2.3. Life Orientation is a complex and multi-dimensional phenomenon that puts into practice ideas, programmes and sets of activities.	1	2	3	4	5
2.4. Education is described as a process by which learners are supported, guided and influenced in order to reach higher levels of maturity	1	2	3	4	5
2.5. The subject Life Orientation (LO) was introduced to schools by the South African DoE to prepare learners for practical life skills	1	2	3	4	5
2.6. LO provides the opportunity for the “holistic development” of learners, to reduce their vulnerability and to empower them	1	2	3	4	5
2.7. Pedagogical content knowledge of LO intends to prepare children to cope with a variety of social situations in a complex and rapidly changing South African society	1	2	3	4	5

2.8. Life Orientation curriculum in schools is in place in order to ensure the well-being of the child	1	2	3	4	5
2.9. Life Orientation in schools stresses the fact that learners should understand diversity among human beings.	1	2	3	4	5
2.10. Life Orientation is supposed to enable the learner to make informed decisions about personal issues	1	2	3	4	5
2.11. The subject is designed to equip learners with positive social relationships	1	2	3	4	5
2.12. In the South African context sexuality education should also be embedded in Life Orientation.	1	2	3	4	5
2.13. Learners might be taught defective life skills that prevented them from enjoying well-balanced social lives in their communities	1	2	3	4	5
2.14. The teaching of Life Orientation is to prepare learners for life in the world of work	1	2	3	4	5
2.15. Life Orientation is structured to drive a constitutional visualization that educates learners about their rights	1	2	3	4	5
2.16. Life Orientation ought to guide learners in their decision-making skills to develop healthy lifestyles and responsibility in life	1	2	3	4	5
2.17. The subject should also provide learners with the opportunity to acquire, develop and apply a range of more advanced knowledge, skills and understanding	1	2	3	4	5
2.18. The life Orientation is described as “fundamental in empowering learners to live meaningful lives in a society	1	2	3	4	5

3. THE CHALLENGES ENCOUNTERED BY THE TEACHERS DURING THE PROCESS OF TEACHING LIFE SKILLS AMONG LEARNERS IN GET BAND

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
3.1. Lack of a clear understanding of what is expected of them to teach Life Orientation as a subject	1	2	3	4	5
3.2. Life Orientation is regarded as an “added on subject” after teachers had been allocated the rest of their workload	1	2	3	4	5
3.3. The morale of some teachers is low and curriculum changes frustrate them	1	2	3	4	5
3.4. Effective implementation of Life Orientation is undermined	1	2	3	4	5
3.5. Teachers do have problems with regard to understanding and implementation of Life Orientation	1	2	3	4	5
3.6. Teachers find the change from the old Life Orientation curriculum to the new one difficult to accept	1	2	3	4	5
3.7. Life Orientation, as a subject, is concerned with the personal, social, intellectual, emotional, spiritual, motor and physical growth and development of learners.	1	2	3	4	5
3.8. Schools often fail to implement the LO policy or deliver the prescribed content as required by the Department of Education	1	2	3	4	5
3.9. Life Orientation is contextually based and focused while in other schools it is not taken seriously	1	2	3	4	5

3.10. Some teachers are not qualified to teach Life Orientation	1	2	3	4	5
3.11. Lack of the successful implementation of Life Orientation can be attributed to the inadequate number of training workshops for teachers	1	2	3	4	5
3.12. The challenges of Life Orientation as a subject are not limited to adding new content, but include teaching the subject content	1	2	3	4	5
3.13. A challenge for teachers and learners in respect of the curriculum is the need to explore new topics as well as to tackle all the other demands created by curriculum change	1	2	3	4	5
3.14. The curriculum facilitated the learners' achievement of these goals through subject outcomes which progress from the Senior Phase to the Further Education and Training Phase	1	2	3	4	5
3.15. The choice of Life Orientation content is guided by the socio-political changes that south Africa is undergoing	1	2	3	4	5
3.16. Teachers should be able to differentiate between morals, values, ethics and belief systems that the different cultures uphold	1	2	3	4	5
3.17. Teachers' lack of interest in life skills teaching	1	2	3	4	5
3.18. Teachers should be non-judgemental, objective and able to substantiate facts about each culture	1	2	3	4	5

3.19. Life Orientation teachers should be criticalthinkers and reflective practitioners	1	2	3	4	5
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THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

APPENDIX C: INTERVIEW SCHEDULE FOR PRINCIPALS

The interview schedule seeks to investigate principals' views on pedagogical content knowledge of Life Orientation in the teaching of Life Skills among learners in GET band in Vhembe East District.

1. DEMOGRAPHIC DATA

- 1.1 Age (in years).....
- 1.2 Highest academic achievement.....
- 1.3 Professional qualification.....
- 1.4 Experience as a school principal (in years).....

2. CONTEXTUAL RESEARCH QUESTIONS

- 2.1 As a principal do you think Life Orientation teachers have an understanding of pedagogical content knowledge of LO?
- 2.2 Do you think your LO teachers have the relevant qualifications for teaching the subject?
- 2.3 How do you manage the teaching of LO in your school?
- 2.4 What are the roles of the subject LO in addressing life skills among school learners?
- 2.5 Do you think your LO teachers are well resourced to help learners to attain life skills in LO? Motivate
- 2.6 What are the main challenges that the school faces in the implementation of LO?
- 2.7 How do you think these challenges can be addressed?
- 2.8 What strategies can be employed to develop and address challenges facing teachers in teaching LO?

THANK YOU

APPENDIX D: VERBATIM INFORMATION ON INTERVIEWS WITH THE PRINCIPALS

1. DEMOGRAPHIC DATA

Respondent no. 1

1.1 Age (in years) – 49

1.2 Highest academic achievement – Grade 12

1.3 Professional qualification – B.A. Honours

1.4 Experience as a school principal (in years) – 9 years

Respondent no. 2

1.1 Age (in years) – 52

1.2 Highest academic achievement – Grade 12

1.3 Professional qualification – B.A. ED Honours

1.4 Experience as a school principal (in years) – 4 years

Respondent no. 3

1.1 Age (in years) – 52

1.2 Highest academic achievement – Masters Degree

1.3 Professional qualification – Bachelor of Arts in Education

1.4 Experience as a school principal (in years) – 14 years

Respondent no. 4

1.1 Age (in years) – 56

1.2 Highest academic achievement – Masters Degree

1.3 Professional qualification – University Eductaion Diploma (UED)

1.4 Experience as a school principal (in years) – 4 years

Respondent no. 5

1.1 Age (in years) – 59

1.2 Highest academic achievement – PhD

1.3 Professional qualification – Further Diploma in Education (FDE)

1.4 Experience as a school principal (in years) – 16 years

Respondent no. 6

1.1 Age (in years) – 53

1.2 Highest academic achievement – Further Diploma in Education (FDE) in Management

1.3 Professional qualification – Secondary Teachers Diploma

1.4 Experience as a school principal (in years) – 8 years

Respondent no. 7

1.1 Age (in years) – 53

1.2 Highest academic achievement – PhD

1.3 Professional qualification – Bachelor of Arts in Education

1.4 Experience as a school principal (in years) – 11 years

Respondent no. 8

1.1 Age (in years) – 55

1.2 Highest academic achievement – B.A. Honours

1.3 Professional qualification – Secondary Teachers Diploma

1.4 Experience as a school principal (in years) – 8 years

RESEACHER	Interview Questions	
Researcher	2.1. As a school principal do you think Life Orientation teachers have an understanding of the pedagogical content knowledge of Life Orientation? Support your statement	1
Respondent 1	Yes I think they do understand the content of a LO because in whatever they think. They also expect learners to put that in practice even at the school premises and even at home. Thank you.	2
Respondent 2	Yes, teachers are versatile. They can learn and understand things on their own even though they didn't get the initial training at the institutions. They've been trained. Number 2 the pedagogical content knowledge, is comprised of complementary information and challenges that confront us every day or challenges that confront teachers every day. For an example HIV AIDS and Corona virus. They get this information through the media time in and time-out, That's why they've got content. Thank you	3
Respondent 3	No because the teachers we have in our school are not trained in Life Orientation. They don't have Life Orientation as a special subject. It means that in the tertiary training they did not specialise in Life Orientation. So what we did here at school we just allocate them just because of the fact that just to fulfil their academic subject. And as a result they lack the contents gap since that they are not specialists in the	4

	<p>subjects they are just assisting us as a school to offer the subject. So they simply prepare using their textbooks. They relied on workshops which are conducted by the department. Even in the college. If I can just show you the qualifications they don't have LO as subject in the trainings.</p>	
Respondent 4	<p>Yes, sometimes one can say that no Life Orientation educators some have got knowledge of pedagogical content but majority have got no knowledge. I'm saying this because this LO learning area had been introduced since the beginning of this democratic new government. And it has been introduced when those education training institutions have been closed wherein we find that no, those educators who have been trained before this era were not been trained in this learning area. Only those who are trained since around 2005 at the university level are the ones who are having some knowledge of this learning area.</p>	5
Respondent 5	<p>In my school, yes they have an understanding of pedagogical content knowledge of Life Orientation. According to me teachers understand that because they address skills, knowledge and values as part of the content knowledge of the subject.</p>	6
Respondent 6	<p>No, no teachers do not have proper knowledge of teaching this subject. If you check on them or my experience shows me that they don't have competence to teach Life Orientation, while checking since I started working as a principal I have noted that the way LO is</p>	7

	<p>structured is not how the LO teachers perceive it There is no excellence in the performance of these teachers, these teachers they just teach this subject as a matter of adding their workload. We note that because they don't take this subject or they don't take Life Orientation serious or as other subjects. They don't give it to the value that it should be given, as such even the pedagogical strategies and teaching methods they use when executing their duties during their Life Orientation periods. They show you or they show me that there's nothing serious about what they are doing. These teachers are also unable to produce high-quality teaching through pedagogical reasoning because at times I also think that is because the value of education itself has been eroded by democracy as most teachers associated this democracy with the laziness.</p>	
Respondent 7	<p>No, I don't think they have such pedagogical content knowledge because I can see that some of our teachers who are just teaching the GET they did not specialise on the LO. We just gave them the subject to be taught. So they don't have any pedagogical content knowledge at all. Thank you all of them they don't have pedagogical content.</p>	8
Respondent 8	<p>Yes, I can say that teachers have no understanding of pedagogical content knowledge of Life Orientation. So when I support my answer they are trained in the different colleges before this LO learning Life Orientation was not offered. So they lack knowledge of this because they were not taught to teach the things</p>	9

	they didn't have theory of this content. And also all colleges who were offering teaching practices are not offering these things. Hence educators do not have the pedagogical content knowledge of Life Orientation	
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Researcher	2.2. Do you think are all teachers having the relevant qualifications for teaching the subject? Motivate your answer.	10
Respondent 1	Thank you for that question. In this question I can say yes or no because as a Combined School we have educators who are in the primary section who are teaching Life Orientation who were not trained for that. This educator is getting knowledge through attending workshops and through guidance from the curriculum advisors. But in our High School section we do have the educators who have qualified for Life Orientation. They often even attend the workshops so this is our state. In the primary section there were not trained for that but in high school they have the relevant qualifications for Life Orientation.	11
Responded 2	No, they do not have the relevant qualification since they were trained long before the subject was established Life Orientation is a new subject and the teachers that we have been trained long before it was established	12
Responded 3	No, in fact that it is, teachers that we have here are specialising in commerce, and since commerce is a stream we no longer have commerce as a stream so what we did we have allocated them LO so that they should not be redundant in our school. They are not qualified as a LO teachers. They lack the necessary subject matter. They do not have tertiary education qualifications for this LO.	13

Respondent 4	Many of them do not have qualifications. Only those who has been graduated at the university ten years back there are the ones who have that qualifications. Like I have indicated in 2.1 that most of the teachers who are in the field now are those who have been appointed and trained before this democratic government.	14
Respondent 5	Yes, not all teachers because some do not have Postgraduate Certificate in Education where else the one teaching Life Orientation in the GET bands as personalized in Life Orientation. I would suggest that more training is needed as we are living in a rapidly changing world. We cannot rely only on teacher education and common sense.	15
Respondent 6	No I think my Life Orientation teachers do not have the relevant qualifications for teaching Life Orientation. Firstly the attitude attributed to Life Orientation by the majority of teachers renders it to be a useless subject because even in learners can note that this subject is not given the value given to other subjects. When you check the qualifications of the teachers who are teaching the subject you'll find that most teachers are not qualified to teach Life Orientation. They just teach it because they say it does not need any experience. It does not matter, is useless you're just teaching it so that you increase the workload of your subjects. And again even if the department itself does not have relevant qualified subject advisors in Life Orientation. Teachers do not get guidance that they are expected to get from the subject advisor.	16

Respondent 7	No, as I have already alluded on the first questions. So they don't have any qualifications. They are specialised in other subjects. Some of them are qualified and specialise on Mathematics, Venda home language, English, geography, not guidance as a subject so to answer your question we do not have the relevant qualifications regarding to the LO. Thank you	17
Respondent 8	They don't have relevant qualifications like I have indicated in the first question. So what they are relying on is on the in-service training and induction workshop that are conducted by the Department of Education which is not enough. It's not an adequate On induction so this is a proof that these educators do not have enough or relevant qualifications with regards to Life Orientation. So less is being done by the Department of Education to acquaint educators to have full knowledge of this important subject.	18

RESEACHER	2.3. How do you manage the teaching of Life orientation in your school?	19
Respondent 1	Okay this one, as a big school we have got the HoDs who are strictly monitoring the work of Life Orientation and the work which is being done by the educators these regularly monitor the work in Life Orientation we also check how are they performing the task PET how do they do it when they go outside when they do theory so the HoDs are always checking according or a line with the pacesetter in line with the ATPs and the policy documents so the HoDs monitor the work in order to check whether the educators are teaching what is supposed to be taught in that particular grade. Thank you.	20
Respondent 2	Ok we use the following documents in order to manage life orientation here at school: subject policy that provides us with content to be covered, the second document is Assessment guidelines that provide us with assessment techniques, how and when the learners must be assessed that is the second document. Another document that we use in order to manage alone is annual teaching plan that comes from the district. This annual teaching plan shows the contact content to be covered per term. And another document is assessment plan it is also from the district. It contains the dates of the tasks for an example the dates of PET observations and test dates. Those are the documents that we use in order to manage life orientation. Thank you	21
Respondent 3	So LO as a subject like any other subject in the school we do monitoring. We allocate it to teachers as I have	22

	<p>already mentioned that this are the commerce teachers who are in excess in our school we have allocated them so we offer them annual teaching plan that is the ATP. We normally do class visit to check and to monitor and support. We also have an assessment plan as a school whereby LO a subject to be written is also. So we manage the teachers portfolio, we manage learners portfolio and we also manage their preparation to check whether they are preparing. We also monitor their written work as per our school schedule and we also have an HoD for Social Sciences who is also responsible to monitor the Life Orientation. So we also offer the CAPS document. There we also monitor whether there are following this CAPS document. There we also monitor and moderate their tests and also the examination whenever there is a test is the supposed to be moderated by the head of department which are the HoDs. And also the examinations there are times when they are supposed to submit and their work is being checked by the HoD. So that's all what we are doing in our school.</p>	
Respondent 4	<p>Yes although I've got some challenges but strategically at the school I'm managing. Especially in grade 12 and grade 11 prefer those educators who have got qualification in the field of LO in the area of LO. But with regards to this other grades at GET band because we have got a serious problem of staff establishment. We are sometimes forced to choose or to take any educator, whom we find that he has got no work load who has less periods in this other subjects then we just give those educators to teach the LO. Although he do not have the relevant qualifications, but we just prefer that because</p>	23

	<p>it's a learning area wherein, if you understand things the social things you will be able to teach. So we just give those educators even though they do not have relevant qualifications so that they can teach.</p>	
Respondent 5	<p>This calls the school to manage the subject effectively. We use subject policies where we specify the number of exercise is needed per week for an example, in our school per week we need 1 weekly test. Besides this, we rely on pacesetters which guide us so that we can cover the work for this particular LO. Lastly, but not least is assessment. Learners must be assessed every time to show or to discover whether they are coping and we provide feedback</p>	24
Respondent 6	<p>In my school as of now those who are teaching Life Orientation most of them have taken it just to supplement their workload. So Life Orientation itself is therefore not rated as a special subject but just as another subject. Even but that even a passerby can teach. I try by all means to implement school policies, pacesetters lesson plans and check on the assessment tasks as well as checking the feedback to learners. Wherein I end up encouraging teachers to see the value in Life Orientation I therefore also monitor and support these Life Orientation teachers.</p>	25
Respondent 7	<p>So we manage teaching of LO as other subjects included, so we manage them through the powers that be delegated the Heads of Department that is there a HOD related to that LO. This means that they are the HoD that has been delegated, we have assigned them the power to do their best to manage it. We are expecting more written work to be done, cover the pacesetters to be on class and on time and to make sure</p>	26

	<p>that learners are passing. So these are some of the things that as a school we are doing in order to manage the teaching of the LO of the other thing that we do is to train them we have the internal training at school either in the morning or either in the afternoon or during the weekends, where we have specialist the curriculum specialist advisors we invite them to come to the school so that they can assist them. That's how we manage the teaching of the LO in our school. Thank you</p>	
Respondent 8	<p>We tried means and ways to make sure that those who did guidance in schools, those who our counselling at their respective churches as educators be the one to come and teach this is LO because they will be having enough knowledge of how to tell the people what is it that learners should be taught the behaviour the conduct and all the life skills, life ethics so that they have the knowledge those teachers who did guidance at the respective schools or in universities or in colleges. So that's how we support our learners by those educators. And even those educators who did psychology at their respective universities they will be the better people to can to teach this Life Orientation they can in better situations because the situation is very worse with regards to Life Orientation in our schools. We lack those people who got zeal and the guts to teach Life Orientation because they less regarded this subject they don't take it into consideration, they don't value it as other subjects</p>	27

RESEACHER	2.4. What are the roles of subjects' Life Orientation in addressing life skills among school learners?	28
Respondent 1	So in this one to equip our learners with knowledge with the precaution measures in aspects like good health care and awareness emphasis is also shown that the knowledge they gather in this subject is not meant for only passing the grade but for the responsibility for living a healthy life. Thank you	29
Respondent 2	To me, Life Orientation is a very important subject and it plays a pivotal role or an important role in addressing life skills of the learners. One it educates the learners about the skills needed in life. For example study skills, they acquire skills needed to study from this subject. It also conscientise learners about relationships, sexually related diseases as well as family violence. Again it also guides learner's with their careers, career choice and subject choices after grade 9 it also guide learner's in such a way that they become health-wise. Those are the aspects that Life Orientation covers. It also provides learners with information pertaining their rights, labour issues and acts governing the labour. Whenever they enter the workforce they will have knowledge about the labour issues. In a nutshell it covers all aspects of human life. Thank you.	30
Respondent 3	Ok, the role of LO, LO is responsible for the development of self in the learners meaning that it helps the learners to develop their self-esteem, their positive attitude isn't that if the learner has got a positive self-image that learner can achieve. So it also assists us in democracy and human rights to make sure that the learners understand the concept of democracy. That is	31

	<p>the issue of Human Rights their children must know their rights and responsibilities they must also know about this human abuse and ever they are abused they must know this human rights and responsibilities. They must know they are core values South Africa is a democratic government they must know the core values of democracy. And it also helps them with the study skills because it is important for them to know how to write and read, to know how to prepare and went to have their reading schedule. It also helps the learners to unpack their careers meaning that the learners can be able to have career choices through hell it can open their eyes it also helps in the physical development of the child meaning that the children are given the chance to do physical exercises and to know about their health lifestyle. Even different diseases like HIV/AIDS is also catered in LO it's also helping the learners to know these dangers of HIV/AIDS, how to prevent HIV/AIDS. Recently we have got Corona virus as a challenge so it also catered in LO. LO is having a bigger role in the development of the learners in our school. Thank you</p>	
Respondent 4	<p>Life Orientation is very important, because it is playing pivotal role in addressing life skills amongst learners as it starts from the way learners should handle themselves at home as human beings. It again test them, how as infants, as kids, as children should clean themselves and behave among other learners. it further again teaches them how to conduct themselves morally among the communities, even in the nation. So when they reach the adolescent stage it also tells them the way they should behave in relation to their bodies, their body changes in relation to how they act towards their</p>	32

	<p>friends, towards their peers and so on and so on. That is the reason why I'm saying LO is very important. LO also test how they should respond towards their bodies, and towards the life with other people responsibly. It also go beyond of indicating the areas of careers, especially to those who are at grade 12. It goes beyond or it goes again to the way they have to choose their careers, they can follow after passing grade 12.</p>	
Respondent 5	<p>This one is very much interesting life orientation has a major role of addressing life skills amongst our learners this role includes preparing learners for life and its possibilities it equips learners for meaningful and successful living in a rapidly changing and transforming Society .</p>	33
Respondent 6	<p>Life orientation is a subject has a serious or an important role in addressing life skills among school learners firstly learners have to be supported physically wearing life orientation must be made to address their skills physically intellectually personally so emotionally and also social this place is very important role in the economy and the society if our learners are fully developed skills why they then become independent and can make informed and responsible decisions about their health their studies their careers and so on which means in everything that they will be taking a decision they will be taking informed decisions if looking at how learners are behaving these days we also have to make sure that life orientation addresses their sexual behaviour and sexual health learners are also made to know and exercise their constitutional rights and responsibilities as well as they are values lastly life orientation makes them able to manage time which is a</p>	34

	<p>very important aspect in life it ends up being the building block of one's life as a whole in that if used accordingly it gives one a very bright future.</p>	
Respondent 7	<p>Yes the role for the subject LO teacher. We find that now the teacher must coach these learners how to read. LO is a very important subject coaching them how to read coaching about how to choose their careers, coaching them how to behave because this GET learners they are the teenagers they need to be taught how to behave themselves. The other thing is to prepare these learners to the manhood to the adulthood because they will not remain as they are in this GET. So our role is to prepare for them on the life as a whole and even managing stress so we teach them so that is our role as a subject alone it's very much important for this learners so this are some of the roles that we engage in when we are teaching this Life Orientation in our school. Thank you</p>	35
Respondent 8	<p>This is a very important subject in school because Life Orientation addresses so many things. So it addresses how learners should take their career because the career guidance is there in life skills. Again also their conduct their behaviour are guided by this Life Orientation. Those educators who are teaching these things may guide</p> <p>Learners during their development stages more especially during the adolescent stage learners know how to behave and the changes in life changes in their bodies. So they are taught to know how to conduct themselves when they see something that is developing in themselves. So they know how to deal with the situation. Some of them the educators do inspire learners and encourage learners to make learners have</p>	36

	<p>self-esteem and accept themselves because others do not accept themselves when they see some changes happening to them. When learners like girl child start to menstruate she has to get more information because he must not be surprised to see what she is seeing when the periods come. She must be already aware what is happening in her body.</p>	
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RESEACHER	2.5. Do you think your Life Orientation teachers are well resourced to help learners to attain life skills in life orientation? Motivate	37
Respondent 1	Yes I can say they have got resources, although in case of the practical's we cannot say that we do have enough because if you can see in that side our school we have got Sports Ground over there that side and we have got a tennis court but we are still making we need equipment when learners can use them during that time or during PTE for orientation but when it comes to resources which they're supposed to use in the class think they weren't at the educators are well-equipped. They do have the pacesetters, they do have policies they do have textbooks and everything which they can use so in the classroom with the resources. I think it's well-managed. Thank you	
Respondent 2	No, They are not well resourced especially grade 8 and grade 9. There is a lack of textbooks. There are no textbooks, we also experienced a lack of PET resources skipping ropes, radios that are used in dancing and many more other resources that are used in PET observations. Moreover no in-service trainings are conducted. It can take a year without in-service training that is all about the resources.	38
Respondent 3	No, I can motivate by saying that since we've got a shortage of textbooks it's also a challenge. The teachers relied on information from the textbooks. We also have shortage of posters which are relevant to assist the LO teachers we don't even have projectors which help us in Virtual teaching in our school. As you can see the researcher that we do not have a playground and you	39

	<p>know that in LO that this issue of physical exercise where the LO teacher must take the learners to playground. The playground that is available is very far, it is deep in the community. And another thing is that we do not have a first aid kit in our school so it means that there is no physical education training kit to assist the learners. And you know that when the learners embarked on physical exercises they must also take a shower. Unfortunately in our school we don't have a shower whereby after a good exercise with the LO teachers learners can be able to take a bath. So that is why sometimes we locate LO in the last period so that after this physical education learners can quickly go home. So that is what we have in our school.</p>	
<p>Respondent 4</p>	<p>No, no, because first of all you will find that as i have indicated that above, that educators are not well trained and if educators themselves are not well trained, we cannot say that the LO as a learning area is well resourced. We cannot say that again you will remember that in Life Orientation as an educator, you need so many things that you have to use for example you will find that a teacher needs some technological equipments and many of the schools are still lacking of those equipment's of which again its disadvantaging the educators even the learners. So again you will find that, you just know that especially these female educators, they have to be assisted. By this so called sanitary towels. Because they are the ones who have to supply to this female learners. Its part and parcel of female educators who should provide them with this sanitary towels especially the LO educators. So many of the schools are still lacking of having those things. Many</p>	

	<p>schools again fail to provide educators of LO with relevant inductions. Even the government itself. So the government itself are still letting these educators behind or their letting down. Because we do not have a thorough training, or inductions as far as the area is concerned.</p>	
Respondent 5	<p>Not well resourced because presently we don't have enough textbooks with quality information what I can say the textbooks that we have now are very shallow. They don't contain enough information it seems they were written overnight. Besides this there are no suitable playgrounds where learners can some of the activities in our area here it's very hot it's very hot maybe if we can have a shade some of the activities can be performed.</p>	41
Respondent 6	<p>No my Life Orientation because as a rural school we don't get much resources we have to at times manoeuvre over to get resources by ourselves or ourselves. So provision of resources is very limited to us as a school and to Life Orientation teachers. We are faced with shortages of resources, classrooms are overcrowded and more so as we speak now trying to cope with the Covid-19 protocols. You see that since were overcrowded before it means now the problem has sort of raised. We have under trained teachers, learners and teachers are both demoralized.</p>	42
Respondent 7	<p>One can say yes. We are giving them the resources that they have been provided by the department. For example like the dance, the exam guideline that they write like the pacesetters even the department provided us with textbooks. So it means that now they are well resources for them to help these particular learners. Yes</p>	43

	<p>on the other side we can say no because we can say that's now even the materials that the educators are being provided by the department or by the school they are not enough. So we need more resources for example, we need may be learners can go outside may be they have some sort of excursion where they go somewhere and being taught they must be well resourced in terms of how to perform better on this particular subject. That's why I say that we are well resourced and on the other side we are still lacking behind but most of our learners are well resourced. Thank you</p>	
Respondent 8	<p>Not well resourced really because like I'm indicating so we don't have enough in our school to support educators. The department is not giving enough to this particular subject of Life orientation no induction no adequate workshops so they're not getting enough. No resources at all</p>	44

RESEACHER	2.6. What are the main challenges that the school faces in the implementation of Life orientation	45
Respondent 1	<p>The main challenge is learners themselves. Learners they do look down upon the subject. They do not take it as a serious subject and if you listen to them some of these learners do say that LO cannot give me time to study these because when I pass grade 12 they don't even count the points of LO. So i should consider the other subjects were i will accumulate more points. Sometimes so you see that learners they do not take it as a serious subject they are saying that when they admitted in university level it won't even help but sometimes they look down on this subject and of which I think even the Department of Education should reverse this decision of saying when they pass grade 12 LO is not counted when they need to be admitted at university so they look down. And in the Lower grade they say that the subject is not serious because we learn about whatever we do every day in our lives. They don't take it seriously like the NS and also Mathematics. Thank you</p>	
Respondent 2	<p>Yes, we have got a very big challenge here at school because teachers do not take this subject serious. And teachers with challenges are the ones given this subject to teach especially those who frequently absent themselves from school they are the ones to be given the subject they've got ill health they're the ones to be given this subject those who are considered to be the drunkard otherwise to be given the subject that is the challenge that we are having and moreover Learners also Do not take it seriously because it is no externally marked they do not take it seriously. And moreover</p>	46

	<p>there is a problem of waiting. Learners do not take it serious because when the points are counted at the institution of higher learning LO is not considered. It is just taken for granted. Here at school educators who did not finish their syllabus request LO periods to cover their work because it is less considered. Thank you.</p>	
<p>Respondent 3</p>	<p>Yes we also have lack of specialised teachers unlike in science and other subjects have got specialised teachers in LO. We don't have specialised teachers as I have already indicated that the teachers were using those other teachers who were offering commercial subjects. And we no longer have that stream so we are using them they are not specialised and also we have an issue of attitude towards the subject by learners because this subject when they go for tertiary admission the subject does not have a weight. So learners tend to take it lightly as compared to other subjects. Little effort is being given to LO and also the teachers sometimes you might find that they are using the LO period for catch up to make a catch up with their work. So even the periods are located is not similar to other subjects like Physical Science and History periods are very low so it means that the time allocated LO is not similar two other subjects. And even our teachers if I've indicated they are not specialised. They also lack understanding of teaching methodology in LO those are the serious challenges that we have. And even to motivate a learner to take LO as a serious subject it is not easy because it does not have a weight in the certificate. The weight of LO is not similar to Mathematics and other subjects. Even teachers of LO isn't that when there's this marking for Grade 12 LO teachers don't go for marking, marking</p>	<p>47</p>

	is done internally. There is no external marking for LO so that degrades the subject. And as I already indicated that they are lack of understanding of the teaching methodologies it means that there's also a gap from the teachers side in the content.	
Respondent 4	We have got some challenges that we face when implementing this LO. The first of all, you will find that this LO as a learning area, so it should not start at school. It should start at home so we have got a very serious problem where in you find that not even the parents themselves are not well trained either by the government, either by the community stakeholders or this none governmental organizations. The way they should educate their kids, that's where we have got a serious problem because you will find that when you teach a learner at school, maybe sometimes you teach how to behave morally. So when the kid is at home you find that the parents do not know anything about the morals. So they do not know how to teach their kids morals. Once again when you go further, you will that you encourage learners maybe sometimes to socialize with other learners but at home you find that the very same learner, they are leaving together as kids their parents are working far from home, they are working for example in Johannesburg, where in here at homes the family is been led by the children. How would they be able to learn the morals? So that's where we have got some problems.	48
Respondent 5	Number one, incompetent teachers. This subject needs a lot of trainings. Our teachers were not trained properly for this subject. I still remember when we went for the workshop it started at 12:00 and knock off at 2:00 just	49

	<p>for two hours. Besides this lack of support from our parents and the community. Besides this Life Orientation is not given much time allocation. Remember presently it has four periods per week, so if it is may be is given may be 7 to 8 periods it will be better 4 is not enough.</p>	
Respondent 6	<p>Life Orientation teachers do not take it serious so I will say the attitude of people towards this Life Orientation as a subject. Then we also have teachers who are not qualified to teach life orientation. Furthermore they are also not trained to teach Life Orientation when upon looking you'll find that there isn't proper professional development for these teachers. They are again like the support from their curriculum advisors. You might find in a year a Life Orientation teacher has only been supported once by a curriculum advisor. Like I said it's not only the attitude of teachers. It's both sides the attitude of teachers, the attitude of learners the departmental attitude too as well as the community's attitude towards Life Orientation makes it a serious challenge. And we also find that we lack LTSM (Learning Teaching Support Materials). Lastly looking at it parents are not involved most parents do not involve themselves in the learning of their children. Like I said before to teacher – learner's ratio we are overcrowded and this is a challenge.</p>	50
Respondent 7	<p>The challenges number one, absenteeism. Absenteeism we are referring to teachers even learners themselves that's the challenge number one Challenge number 2 lack of trainings and workshops so especially this year where we were having experienced this Corona virus we didn't have any workshop or any</p>	51

	<p>seminar that that can capacitate this type of teachers. As I've already alluded above these teachers are not qualified in terms of the subject LO so they need to be trained more so we can say that now the challenges that we are facing there's a lack of workshops. The other challenge is there the lack of support from the circuit and the district office for example like support from the curriculum advisors it's not sufficient. It's not enough, I think these are some of the challenges that we are experiencing as a school in terms of implementing the LO in our school. Thank you</p>	
Respondent 8	<p>Non-involvement of parents with regard to the teaching of morals to their learners we find that most of the learners are coming from the rural areas where there is a history of poverty. In that particular area some of the learners are forced to brew home beer at home they don't have any chance. Some of them are living near shebeens so these are the challenges that are affecting our learners they don't have adequate recreational resources or facilities wherein they can go and learn different skills of life. That's why we say parent's involvement here and parent participation in this regard should contribute to these challenges because they're not getting enough knowledge from their parents. So they are not taught their values, customs and how to behave they learnt bad behaviours from other learners because you find parents being being drunk before the learners before the children. So those are the indication of that there are some challenges in our community is because of life skills they don't respect, them they disrespect. Some are engaged in drug abuse some are engaged in early teenage pregnancy that is the lack of</p>	52

	Life Orientation in our schools we don't have this enough in our communities	
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RESEACHER	2.7. How do you think these challenges can be addressed?	53
Respondent 1	<p>To me I think it should start from the Department of Education the people who are in higher authority should change this policy and this subject should be taken very seriously because to me LO is very important because this is where we teach our learners how they how they're supposed to live. It teaches them their lifestyle if you can the way I was state in now we are facing this challenge of Corona virus and this is where our learners are supposed to learn what is Corona virus how can we prevent ourselves from being contaminated with the virus and I think our learners should be showing that this subject is very important. And they should be encouraged to perform every task of LO seriously because sometimes when you tell them they are going to write a test. They don't take it seriously if they're writing LO another subject they don't even bother themselves by studying LO. So I think this one should be revised then we talk to our learners and we indicate that LO an important subject which helps them to pass the grade which helps them to be admitted at the university level. I think if we start there we reverse that it will help us and the learners will take it seriously as equivalent to other subjects.</p>	54
Respondent 2	<p>Life Orientation must be given the same weight as all the other subjects it must also be considered as all other subject. It must be given the same points as other subjects in the institution of higher learning. It must also be marked externally and centrally as other subjects. Teachers must be trained to teach LO at the institution</p>	55

	<p>of higher learning. I mean in the institution of higher learning there is nowhere LO is being taught as a major subject. It's very rare</p>	
<p>Respondent 3</p>	<p>These challenges can be addressed by departmental intervention. It means that the department must make sure that they revise the weight of LO. They must weight LO where are similar to mathematics similar to geography and other subjects so that even in the admission at the tertiary education this subject must also have good points. So it will change it will assist us to change the attitudes for the teachers as well as the attitudes of the learners. The subject advisors of LO must also assist teachers may be by making some visit in the school and organizing some in-service training or workshops for this LO teachers so that it can be well-equipped. And even in the school the allocation of LO must also be allocated time similar to other competing subjects in the school. And donations are mostly given to the Science streams whereby you find that the community businessmen will come and donate kits in the Science but we never received any donation for LO may be for this physical education kits. So there is no donations like our community must be in power to change the attitude LO and they should also be some community assistance in the form of may be donations to the subject. And also the workshop must also arranged in such a way that they equipped this LO teachers in such a way that they must also take in consideration that they didn't take they didn't do this subject in the tertiary level. It means that the workshops must be organised in such a way that it gives more value to the LO and equipped our teachers so that when they</p>	<p>56</p>

	<p>come back to the school or to the learners they must deliver in such a way that the subject can be taken into serious consideration because they will be well equipped. I think that is what we...</p>	
<p>Respondent 4</p>	<p>So I think, in one way or another, so these challenges can be addressed. As school when we meet its better if we are allowed to have some meetings with the parents wherein we just teach them some little knowledge, some little education with regard to LO so that when they are at home, so they just again pass that knowledge to their children. And again i just believe that this challenges can be kept or can be met somehow some where it can be addressed. If in the social gathering, like the royal gatherings. When people are at the royal gatherings, the people there at chiefs kraal maybe sometimes they also again teach these morals. They teach some of the education of LO at the parents, so that they could teach their kids even sometimes when we are at the political meetings and some other social gatherings. I just believe that no, if we continue to teach the education of LO it will be better. Like you will find that this time many people when they are at political gatherings, young people and children are been taught about our South African politics or political education. They are educated according to the political dimensions. So even in those meetings, I would rather prefer if these types of education are also taught to our kids. Because this time you will find that many young learners are familiarizing themselves, they know about South African politics. But they do not know how they behave. How do they relate, which is part and parcel of LO how do they relate with other people.</p>	<p>57</p>

Respondent 5	Ok number one curriculum advisors are seen not qualified for the subject. We also have insufficient time for monitoring and support on the part of curriculum advisor. If curriculum advisors can keep on monitoring and supporting educators, I think the situation may improve.	58
Respondent 6	This one is a tough one firstly one might that bed teacher training colleges be reopened again wearing teachers are going to be taught or to be trained in teaching life orientation we also have to get serious in-service trainings and workshops their management of teaching and learning must also be upgraded or be given a serious attention we need to find ways of Building or bringing back the value of life orientation as a subject so that everyone can see the value in life orientation and the professor of psychology yes yes the teacher training colleges even if they are not all reopened but let's at least help of 50% of those that existed be reopened again for the training teachers more especially wearing life orientation teachers will also be trained	59
Respondent 7	I think the school must draw the timetable or a calendar or a plan for conducting the internal workshops and even seminars within the schools that's number one. Number two, to have regular meetings, to have as many meetings as possible within the schools to see as to whether the pacesetter is being covered or not. The other thing is that to capacitate the HoDs so these are the people that are managing the LO directly to the teachers so if we capacitate them we workshop them they have knowledge they have skills they have potentials they can assist better this poor teachers the other one is to outsource as a school we can outsource	60

	<p>teachers from other schools who are expect which means that now if we outsource them it means that it can be helpful for us to have to resolve this issues of LO in our schools. Thank you</p>	
Respondent 8	<p>Parents should be taught to be responsible parents and to be involved actively in their activities of their children. Parents should learn their morals, values, traditions, and customs. How to behave respecting elders. Parents have a pivotal role to play in moulding their children just to teach them the ethics that is needed for a learner or a child because we find that they're drinking before the learners, smoking with the learners and even sending them to buy these drugs from drug dealers. So those are the things that we should avoid in order to mould the child in the community or in the in the school community</p>	61

RESEACHER	2.8. What strategies can be employed to develop and address challenges facing teachers and teaching LO what the strategies are?	62
Respondent 1	Oh I think the strategies Which we can do the first thing is we should motivate our learner encourage our learners to take LO as any subjects which is equivalent to other subjects that learners should also be addressed by the stakeholders with the higher authorities at school to indicate that LO subject which helps us in our lives and it also helps us in order to pass the grade but the other thing which I think can also help the educators to are supposed to be in encouraged by supplying whatever they need because when you look at our school we do have a shortage of equipment's so I think the educators should be supplied by this equipment so that during the LO period, they will be able to use them with the learners at the field or the Sports Ground. I thank you.	63
Respondent 2	What I think can be the strategies are that teachers must be given bursaries to encourage them to study more on this subject. There must also be teachers be provided with in-service trainings on this subject in order to attract them in this subject. Teachers and learners must be given incentives, for an example prizes at provincial and national level as best teachers and best learner like what is been done in all other subjects like Mathematics and many more they must also be given prizes. I used to listen to the prize-giving speeches and ceremonies there is nowhere LO is been mentioned. In a nutshell it must be taken serious. Thank you.	64

Respondent 3	<p>I think the ongoing workshops can also assist these teachers because workshops are very important. Teachers need to be trained at least beginning of the year they must be workshops for a LO whereby teachers can be given enough guidance on the subject. And these teachers must be conversant with diversity. Teachers need to be converse with diversity because they are the ones who are dealing who can also detect these barriers which happen in learners. Teachers must also apply different teaching methodologies. They must motivate the learners meaning that they must also serve as motivational speakers they must motivate our learners they should be career exhibitions which must be organised so that teacher and learners must be exposed to different careers as early as grade eight and grade 9 learners must be exposed to the world of work and also active engagement with the learners meaning that the teachers must fully engage with learners. They should also be good communication with the learners, LO teachers must communicate well with the learners. And during parents meetings LO teachers must be given the opportunity to address the parents and also encouraging parents to take this subject as a serious subject. And another thing that can also help is to invite curriculum advisors in schools who can come for monitoring and support. And another thing is that the learning and teaching support material must also be made available in school in time. And also we must make sure that the newspaper articles are also supplied to learners so that they must have access to them, issues of magazine learners must also be exposed to posters so that they can learn this subject visually. In</p>	65
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	<p>fact they must interact with posters and magazines and another thing that can also help is the involvement of business people in our communities to assist the LO teachers by making donations which are relevant to assist the teachers in the school maybe even making a donation of training kits of the learners that can also serve as a motivation to the learners. Learners will realise that even the businessmen from our community they value LO and also inspire the learners to value of LO because they know even the community is taking the subject very seriously. So I think even the department must make sure that they revise their policies with regards to LO and make sure that LO they are align LO with other subjects like Mathematics and also History not seeing the department devaluing the subject. The subject is very important to the development of our learners in totality. so more efforts should be directed to this subject.</p>	
Respondent 4	<p>Some of the information that i have indicated there at 2.7, so are very important. So I just think teachers first of all the community that the learners are living within should know should be inducted about the knowledge of the LO so that they should also important that knowledge to their kids, again the rulers of the areas so they too should have or should be inducted as far as the knowledge of this LO is concerned. So that whenever they gathered with community, with the youth, they should again emphasize the point of this type of education that learners or kids should follow. Once more again i think there other thing that is very very important is, if LO educators are well equipped, with technological equipments. it will be very important. And again, if like</p>	66

	<p>people, like the English people say that if wishes were horse, beggars would ride if it was my wish, I would rather make it possible or make it important that, all LO educators get enough knowledge and well training. Get enough knowledge and well training. Again you will realize that no LO it's a compulsory. It's a compulsory learning area from the lower grades until to grade 12. So it would be very good if all this education training institutions, all of them are also forced to take LO as a compulsory that each and every educator, whether you are training, you have taken Maths as your teaching subject, you have taken History as your teaching subject, you have taken Geography or what but LO should be taken by each and every educator just because, we have got a very serious problem wherein we are, we find that no, those teachers who are been trained, most of them are not taking this LO as their teaching subject. But when they come back to schools, so we give them that they should teach them also due to the fact that you will find that, we need somebody who should teach math's, you will find that his qualifications are Maths and Science. But when he comes to the school he has to teach maths. So we are forced to give him the second subject as LO, and you find that the guy will struggle, the lady will struggle Just because he never did that learning area at the training institution.</p>	
Respondent 5	<p>I think continuous workshops should be given a priority to LO. Besides this monitoring and support from SMT and curriculum advisors should be taken into consideration. Educators must be encouraged to specialise in LO.</p>	67

Respondent 6	<p>There are number of strategies that can be developed or that can be employed to develop and address challenges facing teachers in teaching Life Orientation. Firstly we need to have professional development of the teachers. Again we have to see to it that teachers and learners are both motivated enough so that they take Life Orientation serious. We can also introduce things like excellence awards in Life Orientation may be for producing good results or have outstanding performances in Life Orientation. We can try to incentivize this system so that learners who perform outstandingly get incentives. This can buy back the love and the value in Life Orientation. We also have to see to it that regular monitoring and support from curriculum advisors is also implemented. Furthermore we have to also see to it that the department tries by all means to hire properly qualified Life Orientation teachers. Jointly we have to build a culture of true learning setting up visions and goals for learners and ourselves as teachers. And again I also think should we start with career teaching at the foundation level that can also help in inculcating the love of Life Orientation. We have to search for ways of making Life Orientation a valued subject, not just an additional subject. Furthermore or lastly we must give Life Orientation teachers the value they deserve so that they're not just taken as teachers were teaching an ordinary subject or an additional subject ok about the learners department by saying that means the school itself if the department goes hand-in-hand with the SGB so that they're not just taken as teachers were teaching and ordinary subject or an additional subject and learners department then there is</p>	
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	<p>debate means the school itself if the department goes hand-in-hand with the SGB and find ways and means of encouraging and motivating teachers and learners this will mean parents are also involved in there and then involving all the stakeholders is there where we can succeed</p>	
Respondent 7	<p>I think the school must draw the timetable or a calendar or a plan for conducting the internal workshops and even seminars within the schools that's number one number two to have regular meetings to have as many meetings as possible within the schools to see as to whether the pacesetter is being covered or not the other thing is that to capacitate the HoDs so these are the people that are managing the LO directly to the teachers so if we capacitate them we workshop them they have knowledge they have skills they have potentials they can assist better this poor teachers the other one is to outsource as a school we can outsource teachers from other schools who are expect which means that now if we outsource them it means that it can be helpful for us to have to resolve this issues of LO in our schools thank you</p>	68
Respondent 8	<p>The strategies that should be employed in teaching Life Orientation it can be done by the department to provide adequate machinery equipment, teaching AIDS, excursions that are related to Life Orientation or life skills so exposure to different companies to show them the things that are being done by people that have got morals and again to have adequate workshops adequate inductions and in-service training. Not microwaving this inductions and workshops those are the things that and supply enough resources</p>	69

	<p>recreational facilities and activities should be practiced in the school. Teachers with good morals should be identified to be the role models who show high discipline in the school. That is how we should do in order to address the challenges facing the Life Orientation and the learners in our schools.</p>	
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APPENDIX E: INTERVIEW SCHEDULE FOR CURRICULUM ADVISORS

The interview schedule seeks to investigate curriculum advisors' views on pedagogical content knowledge of Life Orientation in the teaching of Life Skills among learners in the GET band in the Vhembe East District.

1. DEMOGRAPHIC DATA

- 1.1 Age (in years).....
- 1.2 Highest academic achievement.....
- 1.3 Professional qualifications.....
- 1.4 Experience as curriculum advisor (in years).....

2. CONTEXTUAL RESEARCH QUESTIONS

- 2.1 Are the teachers successfully implementing CAPS in Life Orientation? Motivate
- 2.2 Do you think Life Orientation teachers have an understanding and relevant qualifications for teaching the subject? Support your statement
- 2.3 How do you ensure that L.O teachers are getting full support in the teaching of life skills?
- 2.4 What is the role of LO in the implementation of life skills teaching in GET band?
- 2.5 What are the challenges facing curriculum advisors in the implementation of L.O in the GET band
- 2.6 How often do you visit schools for curriculum support?
- 2.7 Do the schools have enough resources that can assist you to manage the LO curriculum?
- 2.8 What skills, information and strategies relating to teaching of Life Orientation pedagogical content knowledge you like to develop?

THANK YOU

APPENDIX F: VERBATIM INFORMATION ON INTERVIEWS WITH THE CURRICULUM ADVISORS

DEMOGRAPHICAL DATA

Respondent no. 1

1.1 Age (in years) - 54

1.2 Highest academic achievement – Honours Degree

1.3 Professional qualifications – Higher Education Diploma

1.4 Experience as curriculum advisor (in years) – More than 10 years

Respondent no.2

1.1 Age (in years) - 50

1.2 Highest academic achievement – Bachelor of Arts

1.3 Professional qualifications – University Education Diploma

1.4 Experience as curriculum advisor (in years) – 12 years

2. CONTEXTUAL REASERCH QUESTION

RESEARCHER	INTERVIEW QUESTION	
Researcher	2.1. Are The Teachers Successfully Implementing Caps In Life Orientation? Please Motivate	1
Respondent 1	Yes, our educators are implementing the policy, caps policy successfully. The reason had been that i have evidence. We monitor our schools. To check whether the educators are implementing the caps document. so in the majority of our schools, they are following the policy document. We do workshop to revive their knowledge about caps documents. So the new educators who are appointed for this subject will also conduct workshops. We do different activities like pass moderation, where we try to establish whether our educators are following the caps documents. At	2

	the moment the majority of our schools are implementing the caps documents.	
Respondent 2	<p>From my observation as the curriculum advisor for almost 12 years I learnt that some do implement life orientation correctly where is some they don't know how to implement CAPS in life orientation correctly based on the knowledge that there have and also the interest and passion on the subject I have been to both the primary and secondary schools monitoring and supporting educators I have learnt that in most schools educators who are teaching life orientation they are teaching it because it has been given to them by the school management that's why the implementation of it in some schools is not successful but as I have indicated any schools where in the educators have volunteered to teach life orientation what I have observed is that the implemented correctly don't you have been given the subject without interest who was discovered that they don't do what is expected of them according to the life policy of all life orientation in terms of assessment in terms of even teaching and so forth</p>	3

Researcher	2.2. Do you think life orientation teachers have an understanding and relevant qualifications for teaching the subject? May you please support your statement?	4
Respondent 1	The majority of them, they do not have qualifications in terms of life orientation per say. Maybe because this subject is like a new subject. So those who are given this subject are not necessarily qualified to teach this subject. But currently there are a number of educators who are registering with the universities to get some certificates in diploma in terms of life orientation. By that they get the necessary skill to teach life orientation and life skills. But those who are not registering with the institution improve their knowledge about this subject. They get the information from our workshops for teacher developments, but they don't necessarily have the qualifications. The majority of them in fact.	5
Respondent 2	Life orientation teachers as I indicated some have understanding and also have relevant qualification for the subject so what happens is that every year we take data of Life orientation qualifications amongst the educators and you'll find that others have done life orientations or have done psychology which is relevant to teaching life orientation others have never done anything related to life orientation actually those who have been educators for more than more than 20 years there was no life orientation by them and when you find them teaching most of them they have upgraded their studies maybe have done the short	6

	<p>courses related to the subject but most of them are of all the life orientation teachers they don't have the relevant qualification for this subject They are just teaching because they can read and because they are educators the management expects that they will teach the subject</p>	
Researcher	2.3. You as a curriculum advisor, how do you ensure that life orientation teachers are getting full support in the teaching of life skills?	7
Respondent 1	<p>Our educators get full support because we have got different programs in our schools. Like school monitoring and support, where we visit them to their schools to see what is happening, to find out the challenges, and also to advice. We also conduct workshops for teacher's development. So we are supporting them. We also do the so called CAS moderation, where we check their work and find out the challenges and advise on that basis. So I think yes, they are getting full support from the department per say.</p>	8
Respondent 2	<p>As a curriculum advisor what we do is that because we are aware of the Challenge that life orientation educators are having as I've indicated you'll find that most of them don't have relevant knowledge or qualification what we do during the beginning of the year we conduct workshops for the bands that we are supporting we conduct workshops for Life orientation</p>	9

	also we do school support monitoring and support so that we equip them and they will know what is expected of them and what to teach what is supposed to be done during life orientation how to develop the lesson plans for life orientation how to assess life orientation we orientate them on different topics which are there in life orientation	
Researcher	2.4. What is the role of life orientation in the implementation of life skill teaching in GET Band?	10
Respondent 1	The role of L.O in the implementation of life skills teaching in the GET Band. Life Orientation is one of the very important subjects, because it builds a person. It is a very important subject, that's where the character of a human being is built. And this is the subject which deals with human life, how to behave properly, how to respect other people, how to care for yourself. So basically that is the basic subject which every learner must be able to understand. To cope with the life in different situations. In the work place, at home, at school. So this subject is about many things, like human rights, how to behave properly, how to choose your career. So this subject it has got a very important role in the teaching situations, in general.	11

Respondent 2	Life orientation is different from other subject life orientation is the only subject which deals with the holistic development of a learner it deals with their personal issues social issues intellectual issues intellectual emotional and Growth issues it's the only one where in the skills day-to-day life skills is in life orientation where in learners are being taught about day-to-day life skills how to deal with challenges how to live with other people and also it's the only subject as I've indicated that it deals with the holistic development of a learner is the only subject which orientate learners career paths, goal setting skills, problem solving skills, decision making skills those skills are embedded in the curriculum of Life orientation in the GET band.	12
Researcher	2.5. What are the challenges facing curriculum advisors in the implementation of Life Orientation in the GET Band?	13
Respondent 1	They are some few challenges. Number one, this subject is undermined, it's regarded as a side subject. Is not regarded as other subjects like mathematics and science and social sciences. So this are some of the challenges that we have. Even the allocations at schools. You find that the management of the schools, they will just give this subject to any educator, because they believe it's not a challenging subject to teach. Forgetting that the business of this subject is to build the society. This is accepted by everybody. They use to change	14

	<p>educators now and then or they can give those educators who are not responsible. And those who are responsible will be given subjects that are regarded as important by them there. But as curriculum advisors, every subject is important. Otherwise it would not be part of the curriculum on the school. So these are the challenges that we are facing. You will find that, when you go to a school like now, you can go to a school and find out that this subject is not taught, at all other is only one assessment from the beginning of the year. And then when you make some enquiries they will tell you, we are very busy so I'm concentrating on this subject and this subject. So that is the challenges that we have.</p>	
Respondent 2	<p>One of the challenges let me indicate that the first one is that life orientation is one of the subject which has few curriculum advisors at the moment there are only two curriculum advisors for Life orientation and the whole District then it affects the it becomes the two, those advisors who are there, the other challenge is with the school management. Let me share with you what I have learnt during the lockdown and schools that I have supported before I have found that the educators who were teaching life orientation who are teaching life orientation they are no longer teaching life orientation there are new educators who have never been orientated and also what I've learnt is that does educators who have got passion and interest in life orientation have been moved to other subjects therefore it becomes a</p>	15

	<p>challenge we are starting from scratch now equipping new educators it's not only now due to covid or lockdown even the previous years we have discovered that almost yearly more than 50% of educators who are teaching life orientation are new that's the challenge that s life orientation educators we are facing some of the educators even management they undermined the subject life orientation undermining the subject life orientation but the other thing that I have learnt in former model C schools life orientation is important they highly regard life orientation.</p>	
Researcher	2.6. How often do you visit schools for curriculum support?	16
Respondent 1	<p>Many times. I would say, in our annual plan, the core business of the curriculum advisors is to go to schools. To monitor and support schools, to check the curriculum coverage. So this other programs which are coming, they find us been focused on school monitoring and support. Like I'll give you an example, if there is any other program that is coming, it's just a program that is coming, but after that we go to schools. If we have a meeting today, maybe we had a plan to say that we will go to school today, and they say tomorrow there is a meeting, we will go to that meeting. But day after tomorrow, if there is nothing, we go to schools every day. Like now we are going to schools. But if there is a workshop, then we</p>	17

	won't go to schools. If there is a meeting we won't go to school. So any day is allocated for school monitoring and support.	
Respondent 2	It differs from time to time like now it's the last time of the year no support it's only visiting for monitoring the exams and the test that learners are writing term one as of indicated we workshop the learners educators and also we support term 1,2 and term 3, the 3 terms we support the educators, we visit schools for support actually it's plus minus 49 days for support in a normal situation	18
Researcher	2.7. Do the schools have enough resources that can assist you to manage the life orientation curriculum?	19
Respondent 1	I would say, some of the resources are there, like the policy documents. Educators are also there, although the issue of the educators is a challenge. I can't say we have many educators. But we do have educators who can teach life orientation. Resources like policies and recommended books are there. So the department is supplying that. But there are some of the things which we don't have, like resources for physical education tasks. In this subject life orientation, we have five topics. And one if the topics is physical education. This requires learners to go outside the classroom once a week, to do the	20

	<p>physical fitness programs. And we don't have that infrastructure. To be honest with you, we do not have. So educators are just improvising. Like sports grounds, all those kinds of resources that will cater for different games. Physical games. I think we do have challenges on that.</p>	
Respondent 2	<p>Assist for the management and teaching of the LO curriculum as I have indicated the issue of interest starting from the management of the school if interest is not there even the resources you find that they're not there but some of the schools when we sit down with the management if we discover that the educator as got passion for the subject and the educator is raising those challenges of resources we end up sitting with management and try to indicate to the management the importance of life orientation as a subject most of them they end up buying the required resources so that those who are teaching life orientation can be able to teach life orientation smoothly who is responsible for providing those resources for LO school or the department both the school and the department if you remember them the department brings books to the school but schools can top-up for the educator not for the learners so that the educator will have different resources for the subject</p>	21

Researcher	2.8. What skills information and strategies relating to the teaching of life orientation, pedagogical content you would like to develop?	22
Respondent 1	<p>As I said, we have a very serious challenge, in terms of this subject. Like people undermine this subject. It will not be taught in some other schools for three months. You go to a school there is no class work or any other form of assessment, from January to march and it is given to those educators who are regarded as lazy educators. So i think what we can do to improve the teaching of this subject is to, make some campaigns advocates especially to the managers of institutions. To say to them, all this subjects are equal otherwise it would have not been part of the curriculum. If it was inferior to other subject slime math's science and agriculture. So I think that is the only thing that must be advocated to say, take this subject seriously. It's one of the most important subjects. So yes that is the only way i think we can as curriculum advisors, that's what we can do. Even during our workshops we talk about this problem. This subject is undermined, and it's very important so you also as educators who are teaching this subject, you must fight for this subject. You must defend it, you cannot afford to for the pupil, managers of schools to undermine your subject, whereas you are allocated that particular subject. So yes that's it.</p>	23
Respondent 2	What skills information and strategies relating to teaching of Life orientation pedagogical content knowledge as curriculum advisors would like to	24

	<p>develop life orientation as I've indicated that it is one of the most important subjects which deals with the holistic development of a learner what happens is we want the educators to be able to teach the learner the life orientation using strategies that will allow the learner to be independent to become independent think thinkers to be able to address challenges on the day-to-day life to be able to choose the career path and also to deal emotional challenges if you remember in our country there is the challenge of child abuse women abuse is part and parcel of Life orientation therefore the strategy that will and has the teaching of Life orientation all the methods must be able to allow learners to be able to deal with emotional challenge to be able to interact with other people within the society not only in schools also they are to build their personal values to be able to set goals and also to make the decision...decision-making strategies</p>	

**APPENDIX E: REQUEST FOR PERMISSION TO CONDUCT RESEARCH FROM
DISTRICT OFFICE**

Enquiries: Mr. Randela R.J.
Cell no.: 082 841 3689
Email address: rjrandela@gmail.com

P.O. Box 3227
Sibasa
0970
22 July 2018

The District Director
Vhembe East District
Department of Education
Private Bag X2250
Sibasa
0970

Dear Sir

**APPLICATION FOR PERMISSION TO CONDUCT RESEARCH IN SECONDARY SCHOOLS IN
THOHOYANDOU AREA-MVUDI CIRCUIT.**

I RandelaRudzani Justice hereby apply for permission to visit secondary schools in Mvudi Circuit. I have persuaded a Doctoral Degree with the University of Zululand for a period of two years, i.e. 2018-2019. I intend conducting research with secondary schools (GET band) grade 9 learners, educators, principals and curriculum advisor by means of questionnaires and interviews.

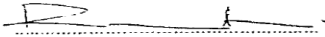
My research topic is pedagogical content knowledge of life orientation teaching of life skills among learners in GET band in Mvudi Circuit-Vhembe East District.

The objectives of the study are:

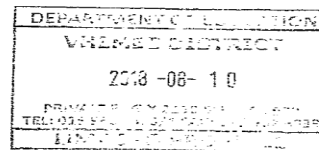
1. To explore life orientation teachers' pedagogical content knowledge of life orientation teaching of life skills among learners in GET band.
2. To determine challenges encountered by teachers when they teach life skills among school learners in GET band.

Hoping to receive your positive responds.

Yours faithfully,



RandelaRudzani Justice



APPENDIX F



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

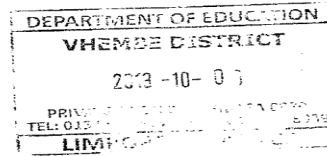
DEPARTMENT OF
EDUCATION

CONFIDENTIAL

REF: 12/1/10/8
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VHEMBE DISTRICT

RANDELA R.J
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SIBASA
0950



APPLICATION FOR PERMISSION TO CONDUCT RESEARCH IN SECONDARY SCHOOLS IN THOHOYANDOU AREA MVUDI CIRCUIT

1. The above matter refers
2. This serves to inform you that your request for permission to conduct research on the topic of 'pedagogical content knowledge of life orientation teaching of life skills among learners in GET' has been granted.
3. You are expected to observe ethical considerations, particularly those relating to confidentiality, anonymity and voluntary participation by research subjects.
4. Kindly inform the Circuit Managers and principals of selected schools prior to your interactions with your research subjects.
5. Wishing you the best on your study.


DISTRICT DIRECTOR

02/10/2018
DATE

APPENDIX G: REQUEST FOR PERMISSION TO CONDUCT RESEARCH FROM CIRCUIT OFFICE

Enquiries: Mr. Randela R.J.
Cell no.: 082 841 3689
Email address: rjrandela@gmail.com

P.O. Box 3227
Sibasa
0970
12 October 2018

The Circuit Manager
Mvudi Circuit
Private Bag X2166
Sibasa
0970

2

Dear Madam

APPLICATION FOR PERMISSION TO CONDUCT RESEARCH IN SECONDARY SCHOOLS IN THOHOYANDOU AREA-MVUDI CIRCUIT.

I Randela Rudzani Justice hereby apply for permission to visit secondary schools in Mvudi Circuit. I have persuaded a Doctoral Degree with the University of Zululand for a period of two years, i.e. 2018-2019. I intend conducting research with secondary schools (GET band) grade 9 learners, educators, principals and curriculum advisor by means of questionnaires and interviews.

My research topic is pedagogical content knowledge of life orientation teaching of life skills among learners in GET band in Mvudi Circuit-Vhembe East District.

The objectives of the study are:

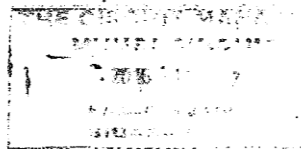
1. To explore life orientation teachers' pedagogical content knowledge of life orientation teaching of life skills among learners in GET band.
2. To determine challenges encountered by teachers when they teach life skills among school learners in GET band.

Hoping to receive your positive responds.

Yours faithfully,



Randela Rudzani Justice



APPENDIX H: PERMISSION TO CONDUCT RESEARCH FROM CIRCUIT OFFICE



Ref No. 14/7/R
ENQ: Rakhunwana A.G
TEL: 015 963 1048

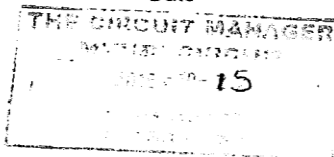
Mvudi Circuit
Private Bag x 2166
Sibasa
0970
15 October 2018

To: Mr Randela R.J
082 841 3689

PERMISSION TO CONDUCT RESEARCH IN SECONDARY SCHOOLS IN THOHYANDOU AREA-MVUDI CIRCUIT

1. The above matter refers.
2. Our office received your request for permission to conduct research on Life Orientation teachers pedagogical content knowledge of Life Orientation teaching of life skills among learners in GET
3. Our office has no objection on your request to conduct research within our area of jurisdiction as permission has been granted by district office, however you need to take into cognizance that you do not interrupt with the normal activities of the school.
4. Accompanied herewith find documentary proof.
5. Wishing you the best in all your endeavours for the completion of your studies


Circuit Manager

2018/10/15
Date

THE CIRCUIT MANAGER
MVUDI CIRCUIT
OCT 15 2018

**APPENDIX I : REQUEST FOR PERMISSION TO CONDUCT RESEARCH FROM
SCHOOLS**

PO BOX 3227

SIBASA

0970

Dear School Principal

PERMISSION TO CONDUCT RESEARCH

I Randela Rudzani Justice student from the Department of Educational Foundations and Management (Faculty of Education) at University of Zululand hereby request permission to conduct research at your school. The Life Orientation learners, teachers and a principal at your school will be asked to participate in this research study. The results of this research will contribute to the completion of my Doctoral's thesis.

Title of Research: Pedagogical content knowledge of Life Orientation in the teaching of life skills among learners in GET band in Vhembe East District.

The aim of the Research: To investigate the pedagogical content knowledge of Life Orientation in the teaching of life skills among learners in GET band in Vhembe East District.

Activities to be done: 1. Semi-structured individual interview for 20-45 minutes with the principal.
2. Completing of closed-ended questionnaires for learners and teachers.

I would like to confirm that:

- With your permission the individual interviews and the completion of questionnaires will also be taken.
- The information obtained from the study that will be treated with confidentiality.
- Anonymity will be maintained and no comments will be ascribed in any written document or verbal presentation.
- At my completion of the study, I will share the findings with all the participants who were involved in the study.
- Participants are free to withdraw from the research at any time.

I can be contacted on 082 841 3689 or by e-mail: rjrandela@gmail.com and my supervisor can be contacted on 071 253 0458 or by e-mail: NzimaD@unizulu.ac.za.

Kind Regards

Researcher



Randela Rudzani Justice (Mr)

APPENDIX J : ETHICAL CLEARANCE CERTIFICATE

**UNIVERSITY OF ZULULAND
RESEARCH ETHICS COMMITTEE**
(Reg No: UZREC 171110-030)



RESEARCH & INNOVATION
Website: <http://www.unizulu.ac.za>
Private Bag X1001
KwaDlangezwa 3886
Tel: 035 902 6731
Fax: 035 902 6222
Email: LundaliN@unizulu.ac.za

ETHICAL CLEARANCE CERTIFICATE

Certificate Number	UZREC 171110-030 PGD 2019/46		
Project Title	Pedagogical Content Knowledge of Life Orientation Teaching of Life Skills among learners in GET band in Vhembe East District		
Principal Researcher/ Investigator	RJ Randela		
Supervisor and Co-supervisor	Prof DR Nzima	Prof AP Kutame	
Department	Educational Foundations and Management		
Faculty	Education		
Type of Risk	Medium Risk – Data collection – from people		
Nature of Project	Honours/4 th Year	Master's	<input checked="" type="checkbox"/> Doctoral <input type="checkbox"/> Departmental

The University of Zululand's Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above-mentioned project. The Researcher may therefore commence with data collection as from the date of this Certificate, using the certificate number indicated above.

- Special conditions:
- (1) This certificate is valid for 1 year from the date of issue.
 - (2) Principal researcher must provide an annual report to the UZREC in the prescribed format [due date-13 December 2020]
 - (3) Principal researcher must submit a report at the end of project in respect of ethical compliance.
 - (4) The UZREC must be informed immediately of any material change in the conditions or undertakings mentioned in the documents that were presented to the meeting.

The UZREC wishes the researcher well in conducting research.


 Professor Gideon De Wet
 Chairperson: University Research Ethics Committee
 Deputy Vice-Chancellor: Research & Innovation

13 December 2019

