

MANAGING THE TEACHING OF LIFE ORIENTATION BY PRINCIPALS AT
SELECTED FORMER MODEL C SECONDARY SCHOOLS IN THE
NELSON MANDELA METROPOLE

by

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DEDICATION

This study is dedicated to my parents for their example of perseverance to finish a task once started.

The motto of my work place, Alexander Road High School, Port Elizabeth:

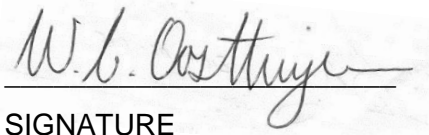
NIL SINE LABORE

(Nothing is achieved without hard labour)

DECLARATION

Student number: 32105533

I declare that MANAGING THE TEACHING OF LIFE ORIENTATION BY PRINCIPALS AT SELECTED FORMER MODEL C SECONDARY SCHOOLS IN THE NELSON MANDELA METROPOLE is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.



SIGNATURE

(Mr WC Oosthuizen)

11/06/14

DATE

10 February 2014

Prof A.E. van Zyl

University of South Africa

Dear Sir

Proofreading of Master's Thesis

I, Marietjie Alfreda Woods, hereby certify that I have completed the proofreading and correction of the thesis, **Managing the teaching of Life Orientation by principals at selected former Model C secondary schools in the Nelson Mandela Metropole** by **Willem Cronje Oosthuizen**, submitted in part fulfilment of the requirements for the degree **Magister Educationis in Educational Management** in the **Faculty of Education** of the **University of South Africa**.

My own credentials are as follows: I completed reading for a BA degree in 1977 at the University of the Witwatersrand, majoring in English and Afrikaans en Nederlands. Thereafter, I completed a Higher Education Diploma. I have been teaching English Home Language since 1979.

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I believe that the thesis meets with all grammatical and linguistic requirements for a document of this nature.

Yours faithfully



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ABSTRACT

Life Orientation, a core subject of the South African secondary school curriculum since 1996, is still not taught successfully in the majority of secondary schools. This study was conducted in former Model C secondary schools in the Nelson Mandela Metropole in order to identify challenges and problems with regard to the management of the teaching of the subject. If the subject were managed properly by principals the Departmental outcomes would have been achieved and problems would not have existed.

In this study the managerial challenges of the teaching of Life Orientation have been identified by means of mixed method research, in terms of the four main management tasks, namely leading, planning, organising and controlling. The views of principals were obtained through a questionnaire and semi-structured interviews. The data was synthesised, multi-dimensional management problems were identified and recommendations were made with regard to managing the important subject of Life Orientation.

KEY CONCEPTS

Life Orientation; Core subject; Former Model C school; Physical education; Filler subject; School management tasks; Management challenges; Qualified teachers; Passion for teaching; SMART outcomes; Principal leader; Curriculum management.

ACRONYMS/TERMS

| | |
|-----|-----------------------------|
| DoE | Department of Education |
| LO | Life Orientation |
| NMM | Nelson Mandela Metropole |
| NSC | National Senior Certificate |

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1.1 INTRODUCTION: BACKGROUND TO THE PROBLEM

In 1994 when South Africa became a democratic country, the government decided to restructure the entire education system. Existing subjects were modified and a range of “new” subjects, such as Technology and Mathematical Literacy were added to the curriculum. One of the new compulsory core subjects was Life Orientation. Rooth (2005:iii) describes Life Orientation as follows:

Life Orientation is a quintessential new learning area, introduced as part of curriculum transformation in South Africa, and is intended to equip learners with the knowledge, skills, values and attitudes for successful living and learning.

Before 1994 much of the content of Life Orientation was taught in the non-examinable subject Guidance. This subject included family guidance, vocational guidance, civic education, health education and physical education (RSA 2011:9) which focused mainly on vocational education, character development and socially appropriate behaviours (Duhon and Manson in Magano 2011:119). After 1994, when South Africa became a democratic country, it became clear that the application of democratic values also needed to be cultivated since these are not inborn. In addition, it was argued by Harber and Serf (2006:986) that people learn how to become democrats or dictators, implying that democracy needs to be taught. In this regard, Potenza (2002:online) is of the opinion that teachers need to fulfil their community and citizenship roles by cultivating and stimulating conversation in order to provide a platform for discussing democratic issues.

Panday (2007:3) refers to current South African society as being characterised by socio-political change and socio-economic development challenges which hamper the growing up of learners and their attempts to establish a place for themselves in society. In this regard, education has a vital function to fulfil by means of the meaningful teaching of Life Orientation. In addition to this, it was made clear by Rooth (2005:7) that there are many needs and challenges relating to personal needs, for example well-being, relationships, careers, protection from abuse, human rights and many other issues for young people in South Africa. This viewpoint is

supported by the South African *Manifesto on Values, Education and Democracy* (DoE 2001:12) which provides specific values that all curricula and teaching should encompass the following: democracy, social justice and equity, equality, non-racism and non-sexism, accountability, respect, the rule of law and reconciliation. Life Orientation has the potential to prepare children for adult life in a preventative, promotive and restorative manner, and the above-mentioned values of democratic rights, social justice and equity, equality, non-racism and non-sexism, accountability and respect are embraced in the content of Life Orientation (Panday 2007:17,18). In addition to these, Green (2004:108) listed personal characteristics of good citizens: a sense of responsibility, a concern for justice and the capacity for critical judgement that should be included in this subject.

The significance of Life Orientation is highlighted by Pederson and Carey (in Magano 2011:119) who emphasises the importance of incorporating guidance and counselling into school programmes since it would promote the academic achievement and psychological development of children. Therefore, it is appropriate that the specific learning outcomes of Life Orientation should address personal, social and career development, care for the environment, responsible citizenship, a healthy and productive life, social engagement, recreation and physical activity, as well as career choices (DoE 2003; Prinsloo 2007:156).

Support for the value of Life Orientation is found in the school curricula from a number of other countries. A United Kingdom (UK) memorandum, submitted by the *National Association of Head Teachers* (NAHT) in 2006, revealed that head teachers (principals) were of the opinion that Citizenship Education (the UK equivalent for Life Orientation) contributes significantly to the “personal, social and emotional development of the individual” (NAHT 2006:online). The *UK National Curriculum for Citizenship Education* lists three basic concepts: democracy and justice, rights and responsibility, and identities and diversity geared towards living together in the UK. It emphasises the importance of Citizenship Education:

Citizenship feeds into everything else, with a key role to play in developing ethos and values. It is essential that citizenship is integral to the curriculum, although currently implemented through a variety of approaches such as tutorials, timetabled lessons, cross curricular subject links...[it is] an essential part of the ethos of the learning environment – it is far more than a subject. (NAHT 2006:online)

Another country that has developed programmes aimed at teaching Life Orientation related content is Canada. The *Canadian Education Association* has the underlying assumption that Citizenship Education exists because it teaches children from junior grades about the importance of the family unit, the community, the province, the country and the world. In the senior grades the focus shifts to the functions within the local government and the role of volunteers in the community, the growth of Canada as a nation, its cultural diversity, the Canadian identity and the rights of citizens (McLeod 1989:29).

From the above it can be seen that the importance of Life Orientation has been well documented not only in this country, but also in other parts of the world. It is evident that the role of the school principal in managing this important subject, as well as its effective teaching by teachers, is critical. In this regard the responsibility of the teacher has been clearly stated:

The educator will practise and promote a critical, committed and ethical attitude towards developing a sense of respect and responsibility towards others. The educator will uphold the Constitution and promote democratic values and practices in schools and society. Within the school, the educator will demonstrate an ability to develop a supportive and empowering environment for the learner, and respond to the educational and other needs of learners and fellow-educators. Furthermore, the educator will develop supportive relations with parents and other key persons and organisations, based on a critical understanding of community and environmental development issues.
Government Gazette no. 34467 of 15 July 2011 (RSA 2011: 53)

A concern with respect to the teaching of Life Orientation is that since its inception it has been taught by teachers who are often either untrained in the subject (Mosia 2011:i), poorly trained (Skosana 2010:150) or in need of more teaching periods in terms of their work allocation (Skosana 2010:150; Rooth 2005:40). This is particularly problematic because this multi-faceted subject, with its many themes, calls for skilled people presenting specific contents. Furthermore, if a subject is not well taught or well managed in schools, it becomes a subject with low status and importance (Rooth 2005:22; Van der Walt & De Klerk (2006) in Magano 2011:120). Ferguson and Roux (2003:274) also found that teachers are lacking in knowledge, resulting in their inability to relate to new content.

A critical concern regarding the teaching of Life Orientation is the managing of the teaching thereof at schools, particularly by principals. Christiaans (2006:69,70) mentions that poor training of school principals results in confusion as to how Life Orientation should be managed and taught. In her research, which focuses on the empowering of Life Orientation teachers in the General Education and Training band, she reports the fact that principals have inadequate knowledge and understanding concerning the importance of Life Orientation, and that they do not reckon that teachers need special training in the subject (Christiaans 2006:132; Strydom 2011:46). Prinsloo (2007:164) indicates that the teaching of Life Orientation is a serious challenge for principals and she identified some key problems, amongst them a lack of professional training and understanding of the content of Life Orientation and its expected outcomes. Another concern is whether principals provide curricular support where such problems exist, because *“the purpose of the principal’s support action is: the improvement of teaching and learning practices, the professional development of the educator... [and] ensuring a sound culture of learning and teaching”* (Van Deventer, Kruger, Van der Merwe, Prinsloo, & Steinman 2003:252).

From the above it becomes evident that problems concerning the managing of the teaching of Life Orientation exist. An important question is therefore whether principals realise the significance and enormity of managing a subject like Life Orientation in their schools and what they consider to be its challenges.

For this dissertation of limited scope, data related to the challenges that former Model C secondary school principals in the Nelson Mandela Metropole (NMM) face in terms of the management of the teaching of Life Orientation has been collected and analysed in order to provide recommendations to address these challenges.

1.2 DESCRIPTION OF THE PROBLEM AND PROBLEM FORMULATION

Life Orientation is a core subject of the National Curriculum. Therefore, it goes without saying that the teaching of Life Orientation needs to be managed efficiently in order to be taught effectively. It is therefore necessary to determine what challenges are experienced in terms of a suitable conceptual framework. The key education management tasks constitute the conceptual framework of this study. These are Planning, Organising, Leading and Controlling (Van Deventer et al

2009:66-76). It is thus one of the aims of this study to determine how these management tasks are performed in the managing of the teaching of Life Orientation. These tasks are all-encompassing in the sense that they are not only applicable to school management, but also relate to departmental and governmental management. In this project, however, the focal point is placed on school management although a myriad of other problems exist, some of which will be referred to in this study.

This study will aim to identify the management challenges experienced by principals in former Model C secondary schools in the NMM. The research questions which direct this research are:

1. What are the management challenges of the teaching of Life Orientation in terms of the main managerial tasks of education management?
2. What recommendations would be made that will assist in the resolution of the management problems related to the teaching of Life Orientation?

1.3 AIMS AND OBJECTIVES OF THE STUDY

The aims of this study in terms of the research questions are:

1. to research the status quo of the management of the teaching of Life Orientation by principals in former Model C secondary schools in the NMM in terms of the main managerial tasks, in order to reveal problems pertaining to this;
2. to make recommendations that will assist in the resolution of the management problems related to the teaching of Life Orientation.

1.4 SIGNIFICANCE OF THE STUDY

This dissertation of limited scope is considered significant and the findings of this study could be conveyed to the Department of Education (DoE) in order for it to become aware of any challenges that exist as well as possible solutions to these problems, so that Life Orientation could become the subject it was intended to be.

1.5 RESEARCH DESIGN

A research design provides a description of the plan that will be followed in order to select subjects, research sites and data collection procedures to answer the research questions. The design includes reference to methods which will be used,

research tools such as data analysis, as well as considerations of ethics, validity, reliability and trustworthiness (McMillan & Schumacher 1993:157).

The research problem with regard to people and their problems, attitudes, actions and conceptual understandings, determines the research methods to be followed, as well as other aspects related to research design (De Vos et al. 2005:73-75 in Badenhorst, Steyn & Beukes 2007:307). Qualitative designs use methods that comprise gathering of data from naturally occurring phenomena and implies the use of words rather than numbers (McMillan & Schumacher 2010:23). Qualitative designs make sense of themes identified whilst analysing texts. Quantitative designs, in contrast to qualitative designs, reflect objective measuring and describing of phenomena by means of statistical analyses (Creswell 2005:48). Causal determination, prediction and generalisation are also sought by quantitative researchers (Panday 2007:12). Both of these designs were utilised in the mixed method design for this study because a combination would optimally fit the objectives of this research, namely to determine and describe the common management challenges and problems that principals experience in managing Life Orientation and finding solutions for the problems. It has to be borne in mind, however that the quantitative section of this research is exploratory in nature since the sample was too small for significant statistical conclusions. The quantitative data that were collected during the first phase of this research revealed responses that could be investigated further and clarified by means of interviews. The qualitative second phase of the project therefore explained and elaborated upon the first quantitative phase.

1.5.1 Sampling

Total population sampling was used since the population of former Model C secondary school principals in the NMM is relatively small (Population sampling: online). The population, comprising twenty-four principals, were contacted telephonically and requested to participate in the study. These schools are all assumed to be well managed and therefore seem to share a significant common characteristic.

1.5.2 Data collection and analysis

In this mixed method design, the quantitative phase of the study consisted of a descriptive and non-experimental survey design (McMillan & Schumacher

2010:21,22), by means of which the researcher quantified collected data and provided summaries of results of existing phenomena by using numbers and descriptive statistics (Struwig & Stead 2001:9). The willing principals were provided with a structured questionnaire with thematically grouped statements concerning the management of the teaching of Life Orientation. The data were statistically analysed and conclusions were reached concerning the management of the teaching of the subject and the status thereof.

The second phase involved a qualitative study which was performed by conducting semi-structured interviews with selected sample members. As mentioned, the qualitative data were used to describe and elaborate upon the statistical findings from the survey instrument in the quantitative phase. Themes that emerged from the interviews and aspects related to the four main education management tasks were discussed (see Section 4.8).

1.6 DEFINITION OF TERMS

NSC – National Senior Certificate: the school leaving secondary school certificate in South Africa.

DoE – Department of Education of South Africa: It also refers to the Department of Basic Education which governs the school education system.

Former Model C School: It refers to a school which, during the apartheid era in South Africa (before 1994), accepted only white learners. They are currently generally well resourced.

LO – Life Orientation: It is a core subject of the NSC.

NMM – Nelson Mandela Metropole (Port Elizabeth region).

1.7 ETHICAL ASPECTS

All the ethical considerations are discussed in Section 3.7.

1.8 DEMARCATION OF THE STUDY

Chapter 1: Orientation to research

This introductory chapter focussed on the description of the problem and the problem formulation, the significance of the study, the research design, the defining of terms, ethical aspects and the demarcation of the field of study.

Chapter 2: Literature review

The aim and intentions of Life Orientation will be reviewed in order to emphasise the importance of the subject, accentuate the proper management of the teaching of the subject and review the education management tasks which, as shown, constitutes the conceptual framework of this dissertation of limited scope. The literature review will inform the items of the research instrument which is used in the quantitative phase of the data collection.

Chapter 3: Research design

This chapter provides in-depth details of the research design. The specific selected methods and design types will be defined and related to this study.

Chapter 4: Results, data analysis and interpretation

The results of the quantitative and qualitative data collected will be presented in tabular form, graphs and discussions. Descriptive statistical interpretation and analyses of the quantitative data will be provided as well as the analysis of the qualitative data. The latter will be displayed in terms of emerging themes and coded aspects related to the management tasks. A synthesis of the two sets of data will be performed and significant findings will be discussed in conjunction with the qualitative analysis.

Chapter 5: Summary, findings and recommendations

Conclusions and recommendations based on the analyses and interpretations presented in Chapter 4 will be presented in the final chapter. Limitations of the study will be acknowledged and discussed. Reference will be made to the adaptability of this study to future research and actions. Recommendations to improve the management of the teaching of Life Orientation will be made and resolutions to the identified problems and challenges will be provided.

1.9 CONCLUSION

This chapter serves as introduction and provides a background to the study. Relevant terms were defined and methodological aspects were discussed in terms of this research, and a demarcation of the study was also provided.

The following chapter provides a literature review that will firstly provide background to the intentions of Life Orientation and a discussion of the education management tasks that need to be performed at a school to ensure that the Life Orientation syllabus is properly taught.

2.1 INTRODUCTION

This chapter will provide a literature review which focused on an exploration of the intentions and current state of the subject Life Orientation as well as the education management tasks of a principal which, as mentioned, constitutes the conceptual framework of this study. Attention will also be given to international trends with regard to Life Orientation related subjects.

2.1.1 Life Orientation: the subject and its intentions

This subject has been included in the South African school syllabus since 1996 when the former National Senior Certificate (NSC) curriculum was redesigned and instituted in South Africa. The non-examinable subjects Guidance, Family Guidance, Vocational Guidance, Religious or Bible Education, Civic Education, Health Education and Physical Education of the former curriculum together formed the foundation for the development of the Life Orientation syllabus. This syllabus contains interdisciplinary subject matter which was arrived at by integrating knowledge, values, skills and processes embedded in various disciplines such as Sociology, Psychology, Political Science and Human Movement Science (DoE 2011:6). The subject itself is defined as follows:

Life Orientation is the study of the self in relation to others and to society. It addresses skills, knowledge, and values about the self, the environment, responsible citizenship, a healthy and productive life, social engagement, recreation and physical activity, careers and career choices. (DoE 2011:6)

Life Orientation is one of the four compulsory subjects required for the NSC and it has as its aim the “*development of a balanced and confident learner who can contribute to a just and democratic society, a productive economy and an improved quality of life for all*” (DoE 2011:6).

Six topics are covered in the subject (DoE 2011:9):

- Development of the self in society
- Social and environmental responsibility

- Democracy and human rights
- Careers and career choices
- Study skills
- Physical Education

Furthermore, Life Orientation aims to provide the learner with an opportunity to engage in the development and application of the following skills: problem solving, informed decision-making, taking appropriate actions for meaningful living in a changing society, and participating in physical activities and community initiatives. In order to achieve these aims, Life Orientation also encompasses the following specific aims (DoE 2011:10). Life Orientation aims to:

- *guide and prepare learners to respond appropriately to life's responsibilities and opportunities;*
- *equip learners to interact optimally on a personal, psychological, cognitive, motor, physical, moral, spiritual, cultural and socio-economic level;*
- *guide learners to make informed and responsible decisions about their own health and well-being and the health and well-being of others;*
- *expose learners to their constitutional rights and responsibilities, to the rights of others and to issues of diversity;*
- *equip learners with knowledge, skills and values to make informed decisions about subject choices, careers, additional and higher education opportunities and the world of work;*
- *expose learners to various study methods and skills pertaining to assessment processes; and*
- *expose learners to an understanding of the value of regular participation in physical activity.*

The learning outcomes of Life Orientation are summarised by Magano (2011:120) according to four domains that should be covered by the teaching of the subject, namely well-being, social development, physical development and career development. These four domains form the cornerstones of the Life Orientation

syllabus, which poses a staffing challenge to schools, since teachers are not always qualified to teach each of the four domains properly.

Magano (2011:119) also maintains that:

The basic focus of Life Orientation is the development of self-in-society, and a holistic development of learners. The purpose of introducing Life Orientation in schools was mainly to prepare learners to be able to cope with the complexities of the dynamic life in the 21st century and this was not the case with the subject School Guidance.

2.1.2 The current South African situation

The above-mentioned background provides the rationale for Life Orientation as a fully-fledged component of the NSC. It is, however, evident from literature that Life Orientation is not regarded as an important core subject by all principals and teachers (Mosia 2011:50). There appears to be many challenges relating to the subject.

Mosia (2011:54) is of the opinion that Life Orientation is a unique discipline which does not form part of other learning areas. She argues that in developing countries like South Africa, not enough research has been done about the beliefs, attitudes and understanding amongst teachers, specifically principals, concerning the teaching and managing of Life Orientation. In addition, Mosia (2011:120) observed that the implementation and integration of Life Orientation at many schools remain important challenges.

It was found that 95% of Life Orientation teachers are not trained to teach the physical education component, one of the very significant areas in Life Orientation, which poses a challenge (Van Deventer 2002 in Rooth 2005:109). The prescribed outcomes for the physical education component involve specific skills, for example studying and following physical fitness programmes in order to achieve fitness goals, promoting leadership roles in sport, developing skills in indigenous games, umpiring and engaging in physical activity for relaxation and recreational purposes (DoE 2011:8). Like any other subject, Life Orientation needs specialist teachers to teach its focus areas: Health promotion, Social development, Personal development, Physical development and movement, and Orientation to the world of work (DoE 2002:9-10). It can therefore be concluded that qualified teachers are essential for the

proper presentation and assessment of the physical education component of Life Orientation.

Rooth (2005:198) published disturbing statistics in her investigation of the status and practice of Life Orientation in South African schools in the provinces of Limpopo and the Western Cape. She revealed that only half of the senior phase educators in the two provinces were interested in teaching Life Orientation and that fewer than half of the teachers were qualified to teach it. Only 28% indicated that they were passionate about Life Orientation and 11% were teaching the subject because the principal selected them as no-one else was available to teach it. These statistics suggest that this subject has a very low status in South African schools.

A study that was conducted in Mpumalanga revealed that principals, heads of department and teachers perceived Life Orientation as a low status and insignificant subject. It was also found that Life Orientation was allocated to ineffective teachers and teachers with incomplete timetables (Christiaans 2006:11; Mosia 2011:134). Rooth (2005:iii,138) is of the opinion that the incorporation of the [old] subjects, Guidance and Physical Education into one holistic new subject, Life Orientation, should have resulted in a high status and effective teaching practice of this subject, but that these desired outcomes had not been realised.

In South Africa, it appears that teachers are still not certain about what they should teach in the Life Orientation syllabus. This resulted in teachers teaching only the content, which is detached from that which was intended by the topics, namely that they had to be taught within particular contexts (Mosia 2011:54).

A further concern is that many teachers complain about the insufficient departmental training that had they received in order to introduce the subject. Panday (2007:22) found that teachers who received a week-long workshop training perceived themselves to be unable to teach the subject properly. In a study conducted in 2009 in the Western Cape, Van Deventer (2009:141) noted that teachers were not qualified to teach towards achieving all the learning outcomes and that they needed in-service training (INSET) to enable them to teach effectively.

Furthermore, it was found by Harber and Serf (2006:995) that teachers are most reluctant to deal with controversial issues and to lead discussions in this regard simply because they were not trained for such classroom situations. This resulted in

teachers focusing on subject content in which they were trained rather than teaching relevant Life Orientation content within particular contexts. Pillay (2012:170) reported Model C teachers saying that they needed to be trained in order to work with learners who are infected or affected by HIV/AIDS, as well as to be able to deal with social problems, for example teenage pregnancy, substance abuse, divorce and bullying.

Harber and Serf (2006:988) reported on the political role that education needs to play as part of the education policy initiative, 'People's Education', which aims at

enabling a democratic, free, equal, just and peaceful society to take root and prosper... on a basis that all South Africans without exception share the same inalienable rights, equal citizenship and common destiny and that all forms of bias are dehumanising.

Furthermore, one of the seven roles of a teacher as suggested by the *Norms and Standards for Education* (DoE, 2000), implies that a teacher should develop a critical, ethical and committed political attitude in learners. Thus, the question arises: If teachers were to perform this role in all respects, is Life Orientation considered to be a form of political indoctrination?

From the above it can be concluded that the purpose of Life Orientation is not clearly understood; that the subject was not well received by many teachers; and that teaching the subject appears to be problematic.

2.1.3 International trends

The Life Orientation related subject that is taught internationally is generally referred to as Citizenship Education (CE). This subject has the same general intention in all countries, namely preparing learners for their civic duties, inculcating respect for the law and fellow citizens and therefore producing empowered citizens. The CE of two countries will now be discussed briefly.

2.1.3.1 The United Kingdom

The United Kingdom (UK) has presented a CE programme since 2002. Citizenship Education is only taught up to the age of sixteen in the UK even though it is

suggested that it be taught to the age of eighteen since it would result in young people retaining more citizenship values into adulthood (Faulks 2006:71).

The Citizenship Education Longitudinal Study (CELS) (Keating et al. 2010:63) revealed that people, specifically young people, who received CE, changed their attitudes and intention regarding civic and political participation. The most significant change was displayed in the positive impact that CE had on personal efficacy, which this study equates with young people having feelings of being able to make a difference in the community, the school and the family.

The CELS also revealed that learners who received no CE and those who received only a modicum of CE instruction did not display CE outcomes. This suggests that timetable provisions for the teaching of CE should be adequate in order for learners to realise the benefits of CE.

Faulks (2006:71) reported that CE was not taught properly in many schools and that the combination of CE with Personal, Social and Health Education (PSHE) was most problematic since learners who received CE in conjunction with PSHE remained unaware of content relating to CE and could therefore not report positively on their learning experiences of CE that they had received.

2.1.3.2 The United States of America

The United States of America (USA) considers CE as a means to educate learners to being knowledgeable citizens and thereby ensuring their meaningful participation in decision-making in a democratic society. Learners are educated in several aspects, for example: human rights and responsibilities towards their communities, respect, tolerance, and how a democratic country functions (Citizenship Education: online).

According to Downs (2011:online) a general lack in the teaching of citizenship in the USA resulted in a high percentage of high school learners being unable to engage in civic life after having exited school, and openly being responsible for disdaining public service. Clearly the aims of CE have not been achieved. Downs (2011:online) is of the opinion that this problem is caused by teachers and policymakers who think that students only need academic training and that preparation for civic life is unnecessary.

From the examples of the above two countries it can be seen that problems exist relating to the teaching of subjects related to Life Orientation, and that international challenges are being experienced in presenting this seemingly non-academic subject. Teachers appear to be unmotivated and content is not well received by learners (Downs 2011:online).

2.2 THE MANAGEMENT TASKS OF A PRINCIPAL

It seems that the well-envisioned subject, Life Orientation, is still, after many years of implementation, presented by teachers who do not understand the core focus of the subject. Yet, it can be argued that the principal has a specific role to fulfil as a person who leads and manages in this seemingly new era in education. This subject seems not to be managed properly by principals and school managers to be producing the results that a country with a young democracy needs.

This section elaborates on the basic management tasks of a principal since they are also applicable to the management of Life Orientation. Van Deventer et al. (2003:74) condensed these tasks to four core management tasks, namely leading, planning, organising and controlling. These tasks constitute the basis of the thematic grouping of the statements and questions in the research instrument, the survey questionnaire, as well as in the interviews and the subsequent analyses that will be performed (see Sections 3.3.1.2, 3.3.2, 4.5 and 4.8). It is an accepted fact that the main management tasks do not, however, operate in watertight compartments.

2.2.1 Leading

Various definitions for leading exist and authors often equate leading with guiding, directing and commanding. All definitions involve interaction with people in order for them to obtain direction with a view to completing specific tasks to achieve set goals (Van der Westhuizen & Basson 1991:181). Furthermore, Van Deventer et al. (2003:139) are of the opinion that leading also involves “*dominance where the subordinates more or less have to accept the commands and control of another person ... [having] authority and power*”. Leadership involves setting out the work which needs to be done in order to achieve goals, so that people can operate effectively and complete the work satisfactorily.

2.2.1.1 The expanding role of the leading principal

The constantly changing educational sphere, the current state of anarchy in many schools, the lack of a culture of teaching and learning, a fragmented education system, and the lack of co-operation by schools and authorities are but a few of the problems that many principals face currently (Prinsloo 2005:5).

According to Steyn (2002:260), principals were involved with many departmental initiatives, for example, Curriculum 2005; the *Tirisano* (Working together) project; and "Whole-school-evaluation". The latter was based on the co-operation of all stakeholders and was aimed at transformation in education through the decentralisation of power by establishing a shift to school-based management (SBM).

It was inevitable that more power would be vested in the school principal and that he/she would become a professional leader. In a system of SBM

the principalship is of the utmost importance and principals often have to play a key role in the effective and efficient functioning of the school. SBM demands a 'new professionalism' from principals since it totally changes and challenges the traditional concept of principalship (Botha 2004:239).

Steyn (2002:253) contended that in the old dispensation (before 1994) principals and teachers received instructions from the education department officials. They simply had to perform tasks in a departmentally regulated system. Botha (2004:239) confirms this and adds that their main tasks were managing and administering. In the current education system, however, he argues that they also need to be experts in knowledge areas.

Educational change is also found internationally in, for example, North America and England, where the descriptions of the roles of the principal include both that of instructional leader and head teacher. These roles imply both learning and teaching expertise. This does not mean that principals now have to become subject experts or need to know subject content. Rather, they need to understand key educational ideas by acquiring conceptual and theoretical knowledge that could find expression

in their schools. The idea of principals becoming life-long learners in the forever changing school environment is therefore emphasised (Botha 2004:239).

Smith and Piele (1989:201) consider the general processes relating to effective teaching and learning and the specific needs of teachers as two basic components which principals need when leading. Furthermore, principals should also listen to teachers in order for them to broaden their curriculum and instructional knowledge to be able to lead and manage the curriculum effectively (Smith & Piele 1989:203).

Botha (2004:240) and Marishane and Botha (2011:40) consider the modern school principal as a leader, who should function in areas of instruction, transformation, facilitation and governing:

- Instruction pertains to a leader who sets clear expectations, maintains discipline and implements high standards in order to improve teaching and learning. *“He is a visionary, leading the school community in its development to use more effective teaching and curricular strategies, and supporting the educator’s efforts to implement new programmes and processes”* (Botha, 2004:240). According to Botha (2004:240) an instructional leader also performs the following functions. He/she:
 - determines, with the help of staff members, a clear vision, mission, goals and objectives;
 - manages the curriculum and instruction by managing time properly;
 - supervises teaching by providing guidance and support in order for teachers to teach effectively;
 - monitors learning programmes by means of effective assessment programmes and offer s feedback to parents and teachers in order to provide support;
 - promotes a positive instructional climate; and
 - develops staff professionally.
- Transformation entails the motivating, inspiring and uniting of staff members in order for them to share the vision of the leader. The actions of the transformational leader portray his/her beliefs and commitments.
- Facilitative leaders involve the whole school community, namely the teachers, learners and parents, in adapting to new challenges, solving

problems, and improving learner performance. Facilitation requires a lot of time and energy and results in new teaching and learning strategies.

- The governing leadership role refers to a political dimension of leadership, which implies that the principal should establish a school governing body which is responsible for a variety of formalities, namely the political legitimacy and democracy of governance in the school and the implementation of policy.

2.2.1.2 Characteristics of effective leading

A principal needs to possess certain characteristics in order to be an effective leader (Van der Westhuizen et al. 1991:181). Specific characteristics which implies that he/she:

- establishes a healthy relationship between him/her and staff;
- motivates personnel;
- ensures that instructions are well received and understood;
- sees to it that work is started and that progress is monitored;
- acknowledges good work and teaching; and
- builds relationships.

Van der Westhuizen et al. (1991:181) states that the principal needs to remember that he/she is dependent on people to complete tasks, and therefore he/she needs to lead them in an amicable environment in which happy and content personnel can experience job satisfaction. Van Deventer et al. (2003:141) emphasise that “*an educational leader must maintain a healthy balance between a task-oriented and a people-oriented management style*” and according to them, a leader needs to use his authority and power to ensure that assignments are completed effectively.

According to Botha (2004:241) a principal leader is a person who understands the:

real issues or values of life (i.e. power, justice, responsibilities, influence, the nature of the future, etc.), and are not only clear in their personal views but are also open to the views of others. They are prepared to stand up and do what is right. ... [They also have] qualities such as reflection, vision, commitment, courage, power and

empowerment [which] immediately come to mind when one thinks about excellence in principalship.

For a principal leader to be good at his leadership tasks, Botha (2004:241) highlights the following values or qualities to clarify what is meant by the term 'good principal leader':

- *Good principals value reflection:* They look back at where the school and its functions were and how it has changed, and reflects on the meaning of the change in order to be able to look forward.
- *Good principals value vision:* A vision statement becomes the basis for everyday decisions and actions in all aspects of school life.
- *Good principals value commitment and courage:* They are committed to important issues in education that will yield good results.
- *Good principals value power and empowerment:* Although the principal has the power to perform his/her duties, he/she does not overpower the staff. Staff members are motivated to empower themselves to do their best at all times, committed to the common goals that they helped to set.

A good principal leader will apply the above-mentioned qualities to all domains of the school, especially in terms of leading the presentation of every subject of the curriculum including the subject of Life Orientation.

2.2.2 Planning

Planning is the most important management task, according to Van der Westhuizen et al. (1991:138) who argue that planning forms the basis of all management tasks and that proper planning determines the quality of consequent tasks that are performed. Van der Westhuizen et al. (1991:138) contend that:

Planning is an intellectual activity; it involves thought processes by means of which future activity is pre-enacted to achieve certain objectives ... [and] planning pre-supposes control, and unplanned actions or activities [that] cannot be controlled.

Van Deventer et al. (2003:79) confirm the above by declaring that the work of "a leader and education manager is to master, to chart the future".

2.2.2.1 The importance of planning

Planning is the starting point of the management action during which the objectives, according to which the school is steered, are set. Every school and every individual in it has a purpose in mind that determines its course of action. For a school the main focus is effective teaching and learning (Van Deventer et al. 2003:78).

Core sub-tasks that constitute planning are goal defining, policy-making, decision-making and problem-solving. Time for reflection on objectives, considering alternative plans, the using of resources, overlapping tasks and responsibilities, foreseeing possible problems, and putting preventative measures in place, are consequently implied by the management task of planning (Van der Westhuizen et al. 1991:138).

There are, however, different types of school-related planning that can be differentiated and it is important to be aware of these levels when applying them to the management of the teaching of Life Orientation (Van der Westhuizen et al. 1991:141):

- centralised planning (national or provincial level),
- decentralised planning (group planning efforts at schools),
- strategic planning (long-term planning at schools lasting longer than three years),
- operational planning (annual and daily short-term planning),
- overall planning and partial planning (relating to different departments and various activities at schools),and
- directive planning (the general intention of planning).

If applied to the management of Life Orientation, centralised planning at national level will be the Departmental outcomes that are published by the Department of Education (DoE). The other planning actions are or should be performed at school involving different stakeholders involved at specific levels.

Van Deventer et al. (2003:79) subdivide planning into two basic components, namely future aims and plans of action. Future aims refer to overall required operational actions with regard to the school and the Department to make the aims a reality. Plans of action refer to the specific sequence of particular and specific

actions that will be followed in order to realise the planned outcomes. Planning is the on-going process that will provide answers to the questions: what, when, where, why, who and how?

2.2.2.2 The planning process

In order to be effective in the planning process the strengths, weaknesses and needs of the school need to be determined, the problem needs to be addressed and the goals need to be set in order for the answers to the what, when, where, who and how questions to be found (Van Deventer et al. 2003:80). The planning process is essential in finding answers.

Van der Westhuizen et al. (1991:138-140) suggest the following requirements for the planning process:

- Identification and implementation of the objectives and decisions.
- Identification of the activities and resources needed in order to achieve objectives.
- Directing and prioritising the activities of people.
- Systematic and continuous planning within the framework of the education authority policies initiated by the principal in order to provide a framework for specific planning to be done by staff members.
- Long- and short-term planning which include well thought through, realistic and feasible objectives.
- Delegation, follow-up and reporting.

Van Deventer et al. (2003:94) emphasise the fact that all planning should always be based on the pillars of *policy making*, *problem solving* and *decision making*, the three basic tasks within the planning process.

The planning process as such can be sub-divided into a thinking process and four steps which are illustrated in the following diagram:

Table 2.1: The planning process

| | | | | | |
|---------------|-----------------|-----------------|---|---|---|
| Step 1 | THINKING | PLANNING | ⇨ | ⇨ | Determine the present situation Determine the needs of your school. Stakeholders: governing body, parents, management and staff |
| | | | ⇩ | | |
| Step 2 | | | ⇨ | ⇨ | Determine the future situation Set mission, aims and objectives. Stakeholders: management, staff, governing body |
| | | | ⇩ | | |
| Step 3 | | | ⇨ | ⇨ | Determine a plan of action Develop standards, specified budgets, <i>what</i> you are going to do to realise your predetermined (Step 1) plans, implementing plans, etc. (Performed by school management) |
| | | | ⇩ | | |
| Step 4 | | | ⇨ | ⇨ | Monitoring and controlling plans Monitor and control the carrying out of your plans. Performed by the principal and management team) |

(Adapted from: Van Deventer et al. 2003:81)

Step 4 naturally forms part of the last management task of control, but is also an essential part of the planning process since control procedures need to be planned.

Van Deventer et al. (2003:83) argue that the setting of objectives or outcomes, as depicted in Step 2 in the table above, is a very important part of planning, since they reflect the results or the outcomes to be achieved in the future, the fulfilment of the aims. Van Deventer et al. (2003:83) also suggest that objectives should always be SMART; an acronym, the letters of which mean the following: Specific, Measurable, Acceptable, Realistic and Trackable. It is therefore clear that objectives should be well understood by all stakeholders.

2.2.2.3 Principles of planning

If the planning process discussed above is applied to the planning of Life Orientation, all teachers who teach the subject, subject heads and principals who lead the planning processes need to follow planning and organisational principles.

Van Deventer et al. (2003:87) suggest essential principles of planning:

- Plan within the school policy; the subject policy has to direct the planning for effective teaching;
- Ensure that aspects of planning are related; the plans of all colleagues and the whole school should be integrated into a logical whole;
- Allow flexible planning; spontaneous educational opportunities might be missed if planning is followed too strictly; and
- Do planning in writing; planning should be recorded properly.

The Life Orientation department should have knowledge of the policies and objectives of the subject in order to be familiar with expectations and the purpose of the subject.

2.2.2.4 Barriers to effective planning

Barriers to effective planning can be eliminated by a principal who is an effective leader, a good communicator and an able negotiator, a person who can establish sound relations, and a planner who can devise feasible policies (Van Deventer et al. 2003:91). The following barriers to effective planning are mentioned by Van Deventer et al. (2003:89):

- Fear of failure: it has to be borne in mind that planning cannot be inflexible - room for (operational) change has to be allowed.
- A lack of educational curriculum knowledge
- Resistance to establishing outcomes: planning will be ineffective if expected realistic outcomes are not determined
- A lack of confidence
- Resistance to change

It can be concluded that the management task of planning is an all-encompassing task that involves people, delegation, control, analysis, in-depth thinking, organisational change and honesty about the current situation and the future vision

in terms of attainable ideals and goals. Planning provides a platform for the educational manager to move forward confidently and constructively. “*Sound planning gives the educator the freedom to think creatively within the parameters set by the planning process*” (Van Deventer et al. 2003:89).

2.2.3 Organising

Organising implies ordered planning. The principal has to organise his/her tasks by creating an organisational structure, delegating and co-ordinating (Van der Westhuizen et al. 1991:161, Van Deventer et al. 2003:88). It therefore follows that the process of organising implies the allocation of responsibility and authority concerning duties and tasks to suitable people who are able to perform these effectively. Van Deventer et al. (2003:110) mention four basic principles of organising which would help establishing a culture of teaching and learning.

- **Specialisation and division of work:** a task is divided into smaller components in order for more people to work towards a common goal in an orderly fashion.
- **Departmentalisation:** the formation of activity groupings, for example Social Sciences consisting of the subjects Life Orientation, History, and Psychology, or a grouping consisting of junior phase (grades eight and nine) and the senior phase (grades ten, eleven and twelve) in a secondary school.
- **Organisational structures:** structures are necessary to analyse, group, create, divide and control the proposed outcomes of a school.
- **Establishing sound functional relations:** this implies the grouping of people into functional groups, each with a specific task and purpose.

When these aspects are applied to the organising of Life Orientation, it would imply that all people assigned to teach the subject be given a task or tasks to execute in order to reach set outcomes.

2.2.3.1 Characteristics of organising

Van der Westhuizen et al. (1991:162) suggest certain characteristics that form the main components of organising in a school without which the school and the teaching of subjects become disorganised and non-functional. They propose that working towards the realisation of objectives in an orderly manner, seeing to the

smooth running of a school, ensuring effective communication, establishing and maintaining good relationships between people to allow good collaboration, and making maximum use of the utilisation of sources form the basis of a sound organising process.

2.2.3.2 The organising process

The many aspects of school life, for example the teaching of different academic subjects, the cultural and sport programmes, discipline, finances and maintenance need to be arranged, assigned and managed in order for the outcomes of the school to be achieved. This is the work of the managers, namely the principals, heads of departments and subjects heads, who assign the workload to staff members in order for them to be part of the process towards reaching the outcomes of the school (Van Deventer et al. 2003:115). The steps and accompanying actions that should be followed are presented in Table 2.2 below.

Table 1.2: The organising process

| | Step | Action |
|---|---|--|
| 1 | Gather detailed information about all the work to be organised: teaching, learning, activities. | <ul style="list-style-type: none"> • Plan the collection of information. • Make sure that policies and outcomes are clearly stated. |
| 2 | Sub-divide the work and activities into meaningful departments/groups/section and tasks. | <ul style="list-style-type: none"> • Related activities are to be grouped and performed by specific groups of people. • Provide clear task descriptions to the groupings of staff members. |
| 3 | Allocate responsibility and authority. | <ul style="list-style-type: none"> • Each staff member is to know his/her duties and responsibilities. • Assign an authority/authorities to see to the completion of tasks. |
| 4 | Provide necessary resources and be open for discussion of decisions and arrangements. | <ul style="list-style-type: none"> • Resources include people, physical facilities and finances. • Impose time restrictions. |

(Adapted from: Van Deventer et al. 2003:115)

In terms of the teaching of Life Orientation it is therefore imperative that the principal needs to know his staff well in order to appoint appropriate people to certain positions since Life Orientation is a very diverse subject (see Sections 2.1.1 and 2.1.2). Appointing suitable teachers is essential.

The following problems can occur at schools if the task of organising is not performed properly (Van Deventer et al. 2003:117):

- Staff members who are highly qualified perform tasks that do not require their high level of expertise.
- The incorrect or unfair distribution of work load: responsibility, authority and accountability are not balanced and assigned to suitable staff members.
- Redundant reporting and record keeping are required.

Principals need to be very cautious in assigning the teaching of Life Orientation to teachers. As mentioned earlier (see Section 2.1.2) it was found that some schools appoint Life Orientation teachers who are not properly qualified to teach the subject merely to allow for sufficient working hours allocated on their timetables.

It is also important to bear in mind that Organising and Planning are closely related and that many organisational issues require proper planning beforehand

2.2.3.3 The type of teacher to employ to teach Life Orientation

In order to organise a subject, the principal has to know what type of person he/she needs for a specific job and the required attributes for the particular positions before deciding on appointments. The general qualities that teachers need, for example good administrative, leadership and management skills, are supplemented by the following qualities in order to have a proper and successful Life Orientation teacher (KZN DoE, 2001:5):

- Approachable
- A good listener
- Caring
- Trustworthy and able to maintain confidentiality
- Demonstrating a healthy lifestyle
- Morally responsible

- Having good communication skills
- Passionate about the fundamental values of the constitution
- Sensitive to community values
- Non-judgemental

In conclusion it can be stated that the organisational process is very intricate. This component of school management is indispensable for good management and should be performed properly in order to produce a fair allocation of tasks and responsibilities assigned to appropriate people.

2.2.4 Controlling

Van der Westhuizen et al. (1991:216) define control as “*the work a manager does to assess and regulate work in progress and [work] completed*”. Control is the last step in the management process which determines whether the planning, organising and leading have been successful. There are two methods of exercising control, namely direct control and indirect control. Direct control is executed by means of personal discussions and observations which may cause staff to feel that they are not trusted. Indirect control, on the other hand, involves oral or written reports. Staff members prefer this type of control since it makes provision for time to correct their mistakes before being assessed (Van Deventer et al. 2003:128).

Planning that is not followed through, is also corrected by means of control. Control establishes whether the planned goals coincide with the current activities in order to ensure effective subsequent planning, organising and leading. Curriculum control is geared towards proper teaching of content, good preparation by teachers, fair assessment of learners and the completion of tasks by learners (Van der Westhuizen et al. 1991:217).

The principal ultimately controls every task in the school, but delegated tasks are to be performed and controlled by management team members or teachers in their specific capacities (Van der Westhuizen et al. 1991:217).

2.2.4.1 The importance of control

Control is needed and is very important in a school since control is required for the following reasons (Van Deventer et al. 2003:130):

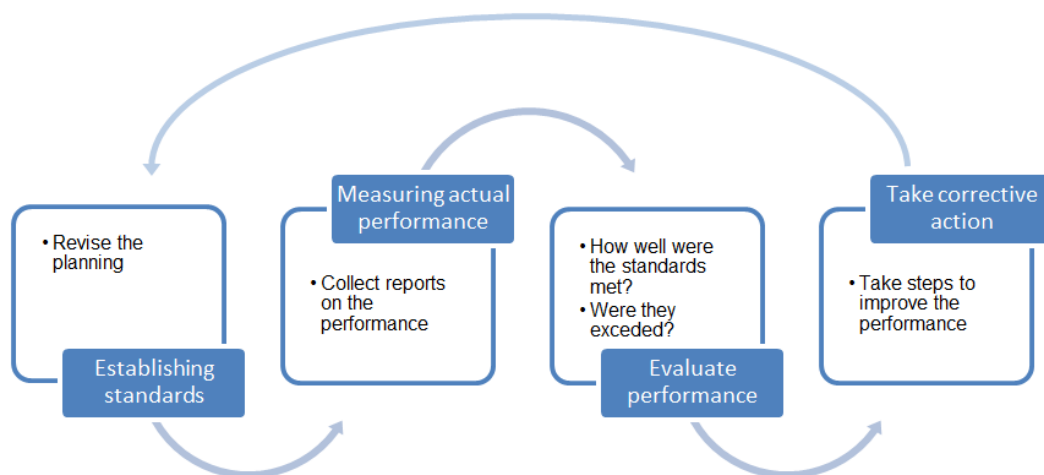
- All activities at the school aim to reach the planned outcomes.
- Resources will be used optimally and not wasted.
- The staff will perform better since their work will be of a higher quality.
- Control eliminates malpractices, wastage, theft and overall slackness.
- Quality teaching is ensured and learners are satisfied.
- All stakeholders benefit from a progressing school because educator performance meets the planned control standards.
- Errors are soon detected.

By realising good control, effective completion of tasks and the overall performance of all staff members will be ensured, and the clients - learners and parents - will be satisfied with the service rendered by the school. If Life Orientation is controlled in terms of quality teaching, the use of resources and the reaching of goals and outcomes, problems identified earlier will be minimised and most probably eliminated.

2.2.4.2 Steps to follow when exercising control

Van Deventer et al. (2003:129) identified four related steps to be followed when exercising control. These are depicted in the flow diagram below:

Figure 2.1: The control process



(Adapted from: Van Deventer et al. 2003:129)

It is important to note that the last step of taking corrective action is also the start of a new cycle, since the process is repeated continually. Furthermore, the negative implications of control need to be counteracted by the leader who must ensure a

proper balance between control measures and independent action of people involved (Van Deventer et al. 2003:130).

2.2.4.3 Principles and requirements of good control

Good and effective control at a school and specifically in terms of teaching the curriculum depends on basic principles. The following principles and requirements, which can be applied directly to managing the teaching of Life Orientation, are suggested by Van der Westhuizen et al. (1991:217-219):

- Control has to be exercised when work is planned, when work is actually being done, and when work is completed.
- Essential matters required for the completion of the task should be controlled first.
- Control should be considered as being task-specific: it should be adapted to the unique nature of the activity being performed.
- Inconsistencies should be reported before problems arise.
- Control should be understood by people carrying out instructions.
- The purpose of control should be corrective behaviour. People need to take cognisance of their mistakes and rectify them according to a plan of action compiled to resolve problems.

Delegated tasks need to be controlled in order to ensure that they have reached completion. Without suitable and effective control, management cannot be certain that work is completed satisfactorily and the management task of control is therefore not completed (Van Deventer et al. 2003:130).

2.3 THE CURRICULUM MANAGEMENT TASK OF THE PRINCIPAL

Having discussed the key managerial tasks of the principal, emphasis will now be placed on the particular task of managing the curriculum which Ornstein and Hunkins (2009:10) considers to be a very important aspect of school management. To manage a curriculum encompasses curriculum content (that which is taught and learnt); design (the format of presenting content); methodology (how content is presented); the appropriate conditions for implementing a method (structures and resources); and assessment structures (how to determine whether the curriculum has been taught effectively) (Coleman, Graham-Jolly & Middlewood 2003:49).

2.3.1 The main curriculum management processes

Coleman et al. (2003:72) are of the opinion that the principal and senior staff need to manage the curriculum by putting manageable structures and essential processes in place in order for staff to teach expertly and efficiently. These include:

- Assessment of the emotional, behavioural and academic needs of the learners.
- Maintenance of learner progress by means of whole school assessment policy.
- Identification of separate existing structures for the teaching of the same content in more than one subject that causes duplication of the curriculum and hinders the implementation of a new curriculum.

Allocation of resources needs to be done in an integrated manner for the benefit of the learners. Marishane and Botha (2011:105-108) suggests measuring the instructional programme by means of input, throughput and outcomes. In terms of these aspects he identified different types of instructional managers who manage the instructional programme in the following different ways:

- Resource-focussed (input) managers: focus on the input more than on the processing or throughput and outputs. These principals are very concerned with staff- and resource provisions.
- Process-focussed (throughput) managers: they are concerned with a very orderly teaching and learning atmosphere. They are not concerned about the level and quality of teaching; they are merely focussed on teaching from planned lessons and learner assessments which have to deliver good results.
- Outcomes-focussed managers: these managers are only concerned about the outcomes, namely learner achievement. It is of little concern to them how the teaching takes place; what the classroom conditions are and how assessment is done.
- Multilateral-focussed managers: these managers are concerned about all the aspects mentioned above, namely the provision of resources according to predetermined teacher needs, the processes that are followed in the class and the outcomes that are attained.

2.3.2 Staff involvement in curriculum management

In addition to the various ways of managing the instructional programme mentioned above, Coleman et al. (2003:78) also refer to the involvement of staff as an essential part of curriculum management which they term *shared leadership*. The latter refers to interaction and collaboration with all teachers involved which is considered as very important. Staff has to be involved in curriculum decision-making, for example participating in choosing text books and resources. Teachers need to experience a feeling of ownership of the Departmentally prescribed curriculum which sometimes seems to relegate the teachers the position of transferors of content.

2.4 CONCLUSION

In this chapter the theoretical background and framework for the study were given. The intentions of the subject, Life Orientation, as well as recent studies conducted on the state of the subject were discussed. After a brief reference to international trends in the managing of Life Orientation related subjects, it became evident that fundamental problems are being experienced in managing the teaching of Life Orientation in South Africa.

A study was made of the management tasks, leading, planning, organising and controlling, that a principal needs to perform in order for him/her to be the leader that he/she is supposed to be. The characteristics of these tasks, as shall be shown in Section 3.3.1.2 form the basis of the items in the questionnaire and points of discussion in the interviews (see Section 3.3.2); the two data collection instruments of this study.

Curriculum management tasks, which are actually intertwined with the above-mentioned general management tasks, were discussed briefly by focusing on specific curriculum management processes and the role of the staff in this particular aspect of education management.

3.1 INTRODUCTION

This chapter provides details of the research design and methodology that were applied for the research required for this dissertation of limited scope. Specifically selected methods and design types are defined and applied to research undertaken in this study.

This study was aimed at answering the following research questions in order to identify the management challenges experienced by principals at former Model C secondary schools in the Nelson Mandela Metropole (NMM):

1. What are the management challenges of the teaching of Life Orientation in terms of the main managerial tasks of education management?
2. What recommendations could be made that will assist in the resolution of the management problems related to the teaching of Life Orientation?

The aims of this study in terms of the research questions were:

1. to research the status quo with regard to the management of the teaching of Life Orientation by principals in former Model C secondary schools in the NMM in terms of the main managerial tasks, in order to reveal problems pertaining to this area;
2. to make recommendations for the effective management of these identified problems.

The focus of the study is on the management of the teaching of Life Orientation in former Model C secondary schools in the NMM (the Port Elizabeth area). Permission to conduct the research was obtained from the Eastern Cape Department of Education (see Appendix A). These schools, forming the population for this study, are assumed to be well managed. It is emphasised that the purpose of this study is exploratory and descriptive in nature in terms of its quantitative component. The results from this study, however, can be used in the design of subsequent, more in-depth studies. This study also involves empirical results of a

qualitative nature since it entails interviews conducted with selected participants who had already first participated in the quantitative research component of this study.

3.2 RESEARCH DESIGN

A research design constitutes the plan for conducting the research, which includes the selecting of subjects, research sites and procedures to collect data in order to answer the research questions (McMillan & Schumacher 1993:31). The design will indicate the details of the 'who, when, where and how' of the study. A proper research design ensures credibility, which implies that the results of the research will be a good approximation of reality and therefore trustworthy and reasonable (McMillan & Schumacher 1993:157). The design encompasses a plan for counteracting bias and covers the considerations of validity and reliability since the purpose of any selected design is to reach credible and reliable answers to the research questions.

This study will be conducted within the scope of an explanatory mixed method design, which suggests that quantitative research takes place in a first phase followed by a qualitative second phase, contrary to an exploratory design in which the qualitative research is done first (Creswell 2005:521, Drew, Hardman & Hosp 2008:200, McMillan & Schumacher 2010:25). The reason for using both designs is to minimize limitations incurred by using either one of the two approaches (Drew, Hardman & Hosp 2008:200). In Phase 1 a non-experimental descriptive survey design, which describes the existing phenomena by using numbers in order to characterise individuals or groups, will be used. In Phase 2 a qualitative design will be employed. The quantitative data from Phase 1 will be statistically analysed and described, after which these descriptions will be employed in Phase 2.

Possible extreme or outlier responses obtained from the quantitative research will subsequently be followed up during the qualitative phase, when the researcher will use semi-structured interviews with interviewees purposefully selected from the Phase 1 sample.

3.2.1 Phase 1: Quantitative research approach

The current state of the management of the teaching of Life Orientation is to be explored and described in terms of the survey results obtained from the questionnaires that will be completed by former Model C secondary school

principals. Struwig and Stead (2001:8-20) maintain that the research questions in quantitative research are usually quite confirmatory and predictive and that the researcher is able to remain very objective as no or little contact with the subjects occurs.

The quantitative research in this study will be very structured since the research design, sampling, questionnaires and statistical methods are determined before the research commences. The research will be very process-oriented with regard to pre-determined steps that are to be followed (Creswell 2005:47), which will be discussed later. Statistical analysis of data will always form part of any quantitative study. The researcher will therefore apply deductive reasoning in order to reach conclusions (McMillan and Schumacher 2010:149). The sample size for the quantitative study, even though it contains the entire population of former Model C secondary school principals in the NMM and is therefore acceptable, is relatively small. Therefore the quantitative results will only be generalisable to the mentioned population used in this study (Drew et al. 2008:185).

3.2.2 Phase 2: Qualitative design

A qualitative phase will be introduced for further exploration of the research topic to explain the data and for additional descriptive purposes.

McMillan and Schumacher (2010:322) argue that:

- qualitative research, also referred to as field research, is done in the natural setting. Therefore the qualitative researcher seeks to understand the participant from his perspective and in his work place, with no predetermined definitions of how people think being applied;
- there is no manipulation of variables and the researcher collects data directly from the participants;
- inductive reasoning is used since no hypotheses are formulated. The researcher is interested in the process and reasons for specific behaviour and perceptions observed; and not just in the outcomes or products, as is the case in quantitative research. All information from the interviewee is considered important and is contextually interpreted.

The above listed characteristics of qualitative research were adhered to during the qualitative phase of this study. As mentioned the qualitative research was employed to clarify certain responses obtained during the quantitative research phase.

3.3 METHODOLOGY AND DATA COLLECTION METHODS

This section is divided according to two sub-sections, namely the descriptive survey research that will be conducted during Phase 1 and the semi-structured interviews that will be conducted during the qualitative phase.

3.3.1 Phase 1: Descriptive survey research

McMillan and Schumacher (1993:267-279) maintain that in descriptive research, also called non-experimental research, the researcher should concern himself with the current state of affairs and not manipulate variables in order to test hypotheses. No manipulation of variables will occur in this study and the present situation will be described after the survey results are statistically analysed. The subjects selected as well as valid, reliable instrumentation are two important components in designing descriptive research which could provide very valuable data for future questions to be asked and answered and for further research to be conducted.

Survey research is an attempt to collect data from a sample in order to describe the incidence, frequency and distribution of responses. Data is then described by using graphical representations and statistical interpretations (McMillan & Schumacher 1993:266-284). In this study survey research is used to learn about attitudes, behaviours, beliefs, values and the incidence of events in order to describe trends (Creswell 2005:354). Although a phenomenon can be described sufficiently by using survey research, developmental, difference and relationship questions can be attended to during a qualitative phase. Furthermore, it is most often used when the data required is not readily available and the research questions do not require experimental trials and methods where the result is gaining insight into behaviours (Gorard 2001:80). For this research, however, it was used in addition to survey research to further clarify issues concerning the management of the teaching of Life Orientation.

Of two types of survey research, namely longitudinal and cross-sectional research, cross-sectional research was selected for this study since the researcher intends to obtain data concerning the current state of affairs with regard to the management of

the teaching of Life Orientation in terms of attitudes, beliefs and opinions held by principals at a particular point in time. Longitudinal survey research, which involves a study over time, is conducted if researchers are interested in trends or change of attitudes and beliefs in terms of either one or more samples within a population (Creswell 2005:354-357).

The descriptive research will serve as a tool to gain insight into the topic of research and will provide statistical evidence that will be researched further during the qualitative phase by means of conducting interviews.

3.3.1.1 Sampling

Total population sampling, a non-probability or purposive sampling technique, will be employed. This type of sampling allows for generalisation of results for the population only. This is acceptable for the purpose of this study since the researcher is only interested in describing the current situation concerning the management of the teaching of Life Orientation by principals in former Model C secondary schools in the NMM. The sample is fully representative of the population and is therefore ideal for the acquisition of information concerning the challenges and problems regarding the management of the teaching of Life Orientation (TPS:online).

Twenty-four secondary school principals, the only former Model C secondary schools in the NMM, will be contacted telephonically and requested to participate in the study.

Struwig and Stead (2001:109-111) suggest sampling procedures that generate a representative sample that apply to this study as shown below:

1. *Define the population:* Secondary school principals in the NMM who were or became principals after 1996 (the subject Life Orientation did not exist before 1996).
2. *Specify the sampling frame:* A list of schools in the NMM, published at the school where the researcher teaches, as well as the telephone directory were used to identify all the schools in the sampling unit.
3. *Specify the sampling unit:* For this study there is only one sampling unit, namely the former Model C schools in the NMM.

4. *Determine the sample size:* All of the twenty-four former Model C secondary school principals constitute the sample size. They also represent a diverse school community in terms of socio-economic conditions in schools in the NMM.
5. *Specify the sampling plan:* Total population sampling is employed. The researcher resides in the unit and the sample is assumed to be available and accessible. Creswell (2005:145-149) argues that purposive sampling types are applied when the participants are available to the researcher and when they all share a common characteristic and are willing to participate in the research.
6. *Select the sample:* Based on the above considerations, a sample of twenty-four current principals of former Model C secondary schools in the NMM (Port Elizabeth district) was selected. As mentioned they are easily accessible to the researcher and they represent a diverse school community.

3.3.1.2 Questionnaires

The school principals will be provided with a structured questionnaire consisting of thematically grouped statements concerning the management of the teaching of Life Orientation to which they need to respond. The questionnaire will be designed to test views pertaining to possible management challenges and problems in four constructs: planning, leadership, organising and controlling. A five-point Likert-scale with options Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree will be used. A scale of this type is used because it allows for accurate assessment of beliefs and opinions (McMillan & Schumacher 1993:244). The quantitative data collected from Likert-type questionnaires is often referred to as an objective, precise and reliable method (Struwig & Stead 2001:18). Drew et al. (2008:251) refer to this type of scale data as ordinal data or rank order data in which respondents provide much more information than in a questionnaire which require yes-no responses. By using the five point Likert scale a researcher can collect relatively accurate information about the views of respondents regarding stimulus statements in the questionnaire.

In Likert-scale questionnaires, specifically worded questions and statements need to be asked in order for the respondents to have no uncertainty or confusion resulting from leading or irrelevant issues being considered. Questions and statements need to be completely structured, which means that respondents have to choose only one

answer on the Likert scale. In this study adequate space for commentary by participants will be provided after each construct (Struwig & Stead 2001:90-91).

Two weeks will be allowed for the questionnaires to be returned, after which data capturing will commence. Principals who do not return the questionnaires by the due date will be contacted telephonically or via e-mail. The completed questionnaires can be returned to the researcher via fax or e-mail.

3.3.1.2.1 Advantages of using a questionnaire

Questionnaires were selected as data collection tool for this study since they have the following advantages as described by Denscombe (1998:106):

- The arrangement process is easy. Questionnaires can be delivered and returned via e-mail or fax. In this study all principals will be asked which method they prefer.
- Questionnaires are economical. No financial cost will be incurred in this study since all sending and receiving of the questionnaires will be done electronically.
- The chance of evaluator bias is reduced since the same questions are asked to all respondents; no rephrasing of questions or answers is possible.
- People feel comfortable with completing questionnaires since they can complete them at their own pace. The condition under which the questionnaire needs to be completed is not prescribed by the researcher.
- Tabulation of responses is easy since all questions will be the same for all respondents. The results can therefore be transferred easily to a database for statistical analysis.

3.3.2 Phase 2: Semi-structured interviews

Conducting interviews were considered to be a valuable component of this research since they would reveal relevant aspects originating from the statistical analyses, outlier responses and comments obtained from the questionnaires. Finn and Jacobson (2008:1) and McMillan and Schumacher (1993:250) argue that conducting interviews is advantageous because it allows researchers to gain insight into the research topic. Interviews, too, have a high response rate and interview techniques are flexible and adaptable. Interviewees have an opportunity to describe what is important to them. The researcher only needs a recording device as source for

transcriptions required for the purpose of analysis. Validity is high since the accuracy, relevance and true meaning of responses can be checked.

An explanatory mixed method design suggests that respondents from the quantitative first phase may be employed as interviewees to gather qualitative data (McMillan and Schumacher 2010:25). Certain areas that need further investigation will be investigated by means of semi-structured interviews conducted with a selection of respondents from Phase 1.

Semi-structured interviews are interviews in which the researcher can ask open-ended and closed ended questions (Creswell 2010:599). This will allow the interviewee to give individual responses. He/she can also elaborate on his/her answer after reasonable probing from the interviewer (McMillan and Schumacher 2010:206).

A researcher decides to conduct interviews, based on specific information needs (Merriam, 1988:72). Denzin and Lincoln (2000:645) argue that conducting interviews is a very powerful method in which people can be understood and that interviewing, unlike other methods of data collection, allow researchers to observe behaviour, feelings and the interpretation of experiences.

All the interviewees selected will be asked the same introductory structured question on their perception of the problems and challenges that they experience with regard to the management of the teaching of Life Orientation at their schools. Then, the researcher will ask semi-structured questions, based on the individual questionnaire results, statistical analyses and aspects mentioned in the qualitative comment sections of the questionnaires. The interviews will be concluded by asking the interviewees to recommend solutions to solve the problems. The interview schedule is included in Appendix F.

Specific aspects will be identified and coded. Open coding will be done by colour coding the common aspects in the text of each interview transcription. Axial coding will be done firstly, in order to sort the related open codes according to emerging themes and then according to the management tasks (Creswell 2005:413).

3.3.2.1 Selection of interviewees

A sample of four principals will be purposefully selected after having considered statistical cluster formation according to the obtained responses and having identified possible outlier responses and scrutinised the comments that respondents could write on their questionnaires. Outlier responses refer to responses that are not within range and scores with extreme values (Struwig & Stead 2001:158).

The selected principals will be contacted telephonically and the purpose of the extension to the research will be explained. The duration of the interviews are planned not to exceed thirty minutes and would take place at a time that suits the principal at his/her school.

The same identification codes that were assigned to principals in the quantitative phase will be used for the principals in the interviews.

3.3.2.2 Interview type

Individual one-on-one semi-structured interviews will be conducted. The researcher will be seeking answers to structured and semi-structured questions and the interviewees will be allowed to ask questions or provide answers beyond the scope of the initial question. This type of interview has a high response rate and sampled interviewees often feel obligated to participate in research because interviews are scheduled in advance (Creswell 2010:361).

3.4 DATA MANAGEMENT

In this section reference will be made to the scoring of data, determining the type of scores to analyse, selecting a statistical programme and transcribing interviews.

3.4.1 Data management

The data management task in this study will be facilitated by the fact that the questionnaire items are thematically designed according to the school management tasks as described in Section 2.2. As mentioned, the questionnaire design will utilise a 5-point Likert scale for all the items. No further numeric scoring of responses will be needed.

The statistical programme, *SAS JMP version 10.0.1*, will be employed for all statistical analyses in phase one. The data will initially be transferred by the researcher from the faxed or e-mailed questionnaire responses to Microsoft Excel. The statistician will then import the data to the statistical programme.

In Phase 2, the interview transcriptions will be analysed after identifying and coding common aspects from the responses.

3.4.2 Descriptive statistics and exploratory data analysis

Data obtained from the questionnaires will be described and summarised by means of descriptive statistics, which will provide an overall, coherent and straightforward picture of the data (Struwig & Stead 2001:158). Descriptive statistics summarise, organise and reduce large sets of numbers effectively into an interpretable format (McMillan & Schumacher 2010:149).

Univariate graphical exploratory data analysis (EDA) will be used since only one variable or characteristic will be observed at a time, which implies that the respondents will be rating their beliefs on a single characteristic each time. This means that one aspect of the management of Life Orientation will be considered detached from the other variables or aspects. The EDA includes the use of graphical representations, for example histograms and box-plots. These plots allow detection of non-normality and show skewness and kurtosis (Seltman 2013:72). This type of analysis involves frequency distributions, percentages, as well as references to means, medians and standard deviations (McMillan & Schumacher 2010:151); see section 4.5.

For this research the presentation of the data in Chapter 4 will be in tabular and graphical form, for example histograms, box-plots and profile plots. This method allows the researcher to analyse the data and identify trends easily.

3.4.2.1 Measures of central tendency and dispersion

Measures of central tendency, namely the median and mean will be determined because these provide a researcher with a typical score of a distribution as well as measures of dispersion and variability, the standard deviation as well as the upper and lower 95% means (McMillan & Schumacher 2010:157).

Terms related to measures of central tendency and dispersion are defined below (McMillan & Schumacher 2010:488-490):

- *Mean* – the arithmetical average of the scores
- *Median* – the midpoint score in the distribution
- *The standard deviation (Std Dev)* – the average dispersion or spread of the scores around the mean
- *Upper and lower 95% mean* – there is a 95% confidence level that the true population mean will be found in this interval (Easton & McColl: online)
- *Skewness* – disproportionate number of low or high scores
- *Kurtosis* – the distribution is more peaked or more flat than a normal distribution
- *Linear regression analysis* – the linear relationship between a response variable and another variable (Easton & McColl: online)

3.4.2.2 Analysing the interviews

The transcribed interviews (see Appendix G) will be studied to provide further depth to the questionnaire results. Creswell (2005:237) elaborates on the coding process. Open coding will be done by highlighting aspects or terms in Microsoft Word. Axial coding will then be performed in order to group and categorise the open codes according to the management tasks.

3.5 VALIDITY AND GENERALISABILITY

Creswell (2005:376) suggests that a researcher has to report on validity and reliability. Validity refers to the extent to which the explanations of phenomena can be matched to reality and to which extent the research design is appropriately conducted (McMillan & Schumacher 1993:157; Struwig & Stead 2001:136). External validity refers to the possibility that the results can be generalised to the broader school community with similar conditions (McMillan & Schumacher 2010:116). The results of this study will not be generalised beyond the population since a convenient total population sample was used, but it may serve as an early indication of general problems and challenges in other former Model C schools in the Eastern Cape or South Africa. See recommendation in section 5.5).

Internal validity refers to the degree to which irrelevant and confusing variables are controlled (McMillan & Schumacher 2010:488). Internal validity will be ensured by giving the questionnaire to non-sample members as a pilot study. A pilot study is an important part of quantitative research during which stage the clarification of ideas, as well as the formulation of questions are obtained (Struwig & Stead 2001:7). The principals in the pilot study will be requested to comment on the status and types of questions in the questionnaire once they have completed it. This is done in order for the researcher to detect possible errors, problematic items, negative questions and leading questions. These comments will be used to correct and improve upon the statements before the final questionnaire is e-mailed to the selected sample.

Validity in qualitative research refers to the extent to which the research method can be relied upon to yield valid or credible results (Struwig & Stead 2001:143). Triangulation is the extent to which different methods are utilised in order to confirm findings (Struwig & Stead 2001:145). In this study a quantitative data collection tool, a questionnaire, and interviews will be used to gather data, which will be analysed and synthesised in order to reach conclusions (see Section 4.5 and 4.8).

3.6 RELIABILITY AND TRUSTWORTHINESS

Reliability in quantitative research refers to the extent to which the test scores are accurate, consistent or stable. Researchers have to ensure that their selection and gathering of data are reliable (Struwig & Stead 2001:130). In this study the reliability will be improved by performing a pilot study in which the non-sample respondents complete the questionnaire and report back after they have completed it.

Reliability in this study will be enhanced by administering the questionnaire to the respondents with the same instructions and directions, as well as with the same time frame for completing the questionnaire (McMillan & Schumacher 1993:231). Furthermore, the Cronbach Alpha reliability coefficient will be calculated to determine internal reliability and consistency by showing how closely related a set of responses are. McMillan and Schumacher (1993:230), and Struwig and Stead (2001:133) contend that it serves as an indication of the reliability of the responses. It is a measure which is used when individuals respond to questions or statements by means of a Likert scale. A high coefficient (0.7 – 1) implies that the reliability of the test is good and that questions had the intended meaning and yielded reliable results. Acceptable reliability is indicated by a value between 0.6 and 0.8. A value

below 0.6 means that the questions were unrelated and that the reliability was very low (Gorard 2001:184). The items that contribute to unreliability in the constructs will be reported on and consequently removed to increase the reliability of the construct with the remaining items. In the event of a whole construct yielding a very low reliability, the whole construct will be removed from subsequent analyses as it will not yield any significant results that can be analysed (Tavakol & Dennick 2011:53-54).

In qualitative research, reliability is referred to as trustworthiness. Shenton (2004:64) argues that trustworthiness determines the congruency between the findings and reality and it is enhanced by using well-established research methods, for example semi-structured interviews that will be used in this study. Interviewees will be reminded that they need to be honest and that answers will be considered confidential. In addition, the trustworthiness in this study will be enhanced by submitting the transcribed interviews to the interviewees in order for them to read and confirm that they were accurately transcribed.

3.7 ETHICS IN RESEARCH

Research ethics refers to the moral dimension of research when working with human participants. Researchers are held responsible for maintaining high ethical standards during projects (McMillan & Schumacher 2010:117). The title and purpose of this research as well as the relevant research tools will be explained telephonically and in writing to the participants prior to their commitment to participate in the study, in a letter of transmittal (see Appendix D). Each participant will be required to complete and return a letter of consent (see Appendix C) with the completed questionnaire. Principals may withdraw from the study at any time. The identity of the schools and the principals will be kept confidential. As mentioned the transcribed interviews will be submitted to the respondents who will need to confirm that the transcription is an accurate representation of the interview.

A copy of the ethical clearance certificate obtained from the UNISA College of Education is attached as Appendix B.

3.8 CONCLUSION

In this chapter attention was given to the research design and methods that will be followed to pursue this study. The use of specific methods was motivated and applied.

Data management and interpretation methods were discussed and special attention was given to an explanation of descriptive statistical analyses procedures. These measures will all be applied in the next chapter which deals with analysis and interpretation. Finally, validity, reliability and ethical considerations were discussed in terms of this study.

4.1 INTRODUCTION

This chapter presents the results of the quantitative and qualitative studies that were conducted in order to answer the research questions:

3. What are the management challenges of the teaching of Life Orientation in terms of the main managerial tasks of education management?
4. What recommendations could be made that will assist in the resolution of the management problems related to the teaching of Life Orientation?

4.2 A BRIEF RECAPITULATION OF METHODOLOGICAL ISSUES

As shown in Sections 3.2 and 3.3 this study is based on a mixed-method explanatory design comprising two phases. The quantitative phase employed a descriptive, non-experimental survey design whilst semi-structured interviews were used in the qualitative phase.

Twenty-four principals, all the principals of former Model C schools in the NMM, were contacted and requested to participate in the research. Seventeen of the principals responded by returning their completed questionnaires.

Data will be analysed by making use of descriptive statistics (see Section 3.3.1). The responses from the principals will be quantified according to indices which will be analysed in order to reveal measures of frequency and central tendency. The relatively small sample and the total population sampling technique allows for generalisability within the population and the results described in this chapter are only statistically significant for this population (TPS: online).

An analysis of the comments on the questionnaires in the interviews will contribute to the final analysis in order to provide a richer explanation of responses.

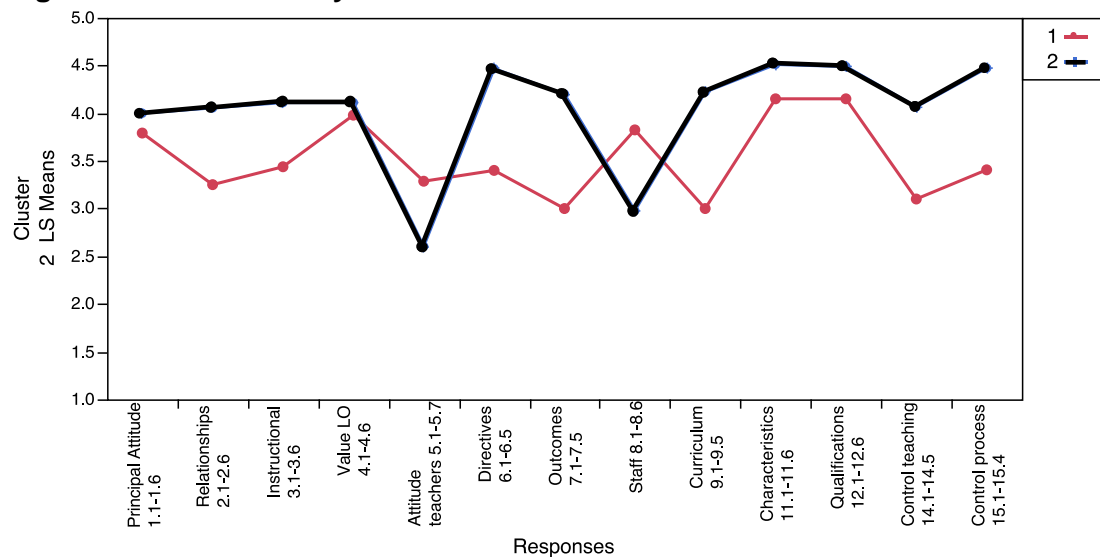
Four principals, selected from the sample in Phase 1, were interviewed by semi-structured interviewing. The interviews will be analysed and common aspects and themes will be identified (see Sections 3.3.2 and 3.4.2.2).

4.3 DATA COLLECTION

As mentioned in Section 3.3.1.2, data contained in the completed questionnaires were either faxed or e-mailed to the researcher, transferred to a Microsoft Excel spreadsheet and transferred to a statistical analysis program, SAS JMP version 10.0.1 by the statistician.

Data collection for Phase 2 was done by recording semi-structured interviews with four sample members selected from the Phase 1 sample (see Section 3.3.2.1). The four principals were selected on the basis of statistical cluster formation among the principals, as well as outlier responses revealed by the statistical analysis in Phase 1 (see Section 3.3.2.1). The clusters were formed by grouping responses statistically according to the (management task) constructs. Cluster formation reveals whether respondents group together as a result of their individual responses.

Figure 4.1: Cluster analysis



The following conclusions per construct were reached from Figure 4.1:

Cluster 1:

Leadership: Scores were lower on all the leadership constructs except for Construct 5 (Attitude of teachers).

Planning: Scores were lower on Construct 6 (Directives for LO teaching), Construct 7 (LO Outcomes) and Construct 9 (Curriculum issues), but higher on Construct 8 (Staff management).

Organising: Scores were lower on both constructs.

Control: Scores were lower on both constructs.

Cluster 2:

Leadership: Scores were higher on all the leadership constructs except for Construct 5 (Attitude of teachers).

Planning: Scores were higher on Construct 6 (Directives for LO teaching), Construct 7 (LO Outcomes) and Construct 9 (Curriculum issues), but higher on Construct 8 (Staff management).

Organising: Scores were higher on both constructs.

Control: Scores were higher on both constructs.

Principals A, L and N were selected from Cluster 1 since this cluster had only two constructs (Constructs 5 and 8) with scores higher than those in Cluster 2. Principal X was purposefully selected from Cluster 2, since more high scores were obtained in Cluster 2 and his questionnaire results had more outlier responses than the other principals.

4.4 RESPONSE RATE OF THE SURVEY RESEARCH

As mentioned in Section 3.3.1.1, twenty-four high school principals, the entire population of former Model C high school principals, were contacted of whom seventeen principals responded by completing and submitting the questionnaire within the stipulated two week period. Ten non-responsive principals were reminded telephonically and via e-mail. Eventually, only seven principals did not respond and the overall response rate of 71% was achieved, which is generally accepted as a good response rate since it is above 50% (Yehuda & Brooks 2008:1156).

4.5 QUANTITATIVE DATA, ANALYSIS AND RESEARCH FINDINGS

Descriptive statistics will be used to describe the data in order to establish trends and findings (see Section 3.4.2). The histograms and box-plots represent the distribution of the overall scores of all items in a specific construct.

Multivariate analyses of variance (MANOVA), regression and correlation were conducted. It has to be emphasised that all of these analyses were performed for explorative purposes only since the population sample was relatively small (N=24). The results will not be subjected to statistical significance outside the sample. These

analyses were also partly employed in selecting the interviewees for the qualitative phase of the research (see Sections 3.3.2.1 and 4.3).

4.5.1 General biographical data

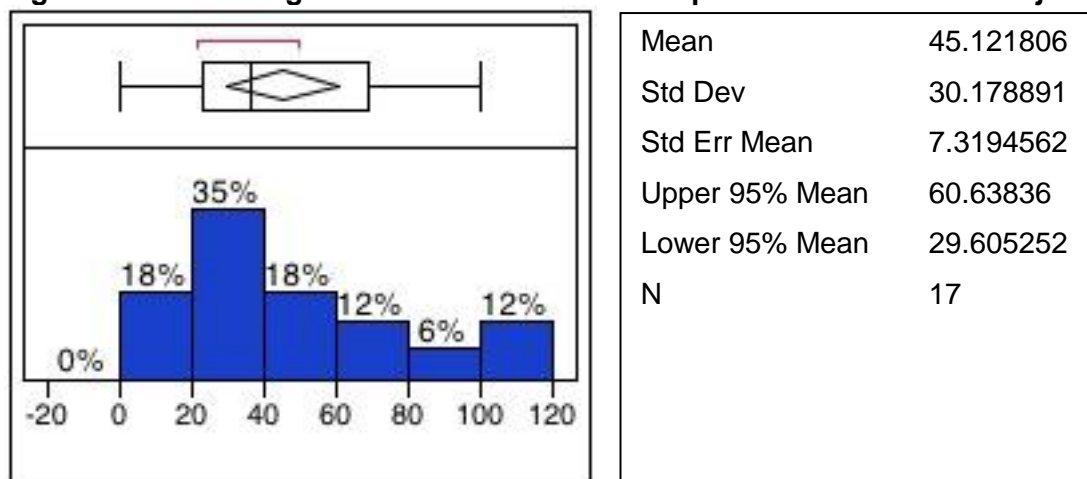
Biographical data (See Table 4.1) was collected and statistically analysed. Findings are provided in the discussion following Table 4.1.

Table 4.1: Biographical questions in questionnaire

| |
|--|
| 1. How many teachers teach LO at your school? |
| 2. How many of these teachers are qualified to teach LO? |
| 3. In your opinion, what kind of qualification or academic background do you think people need in order to teach LO effectively? |
| 4. Are you teaching LO, or have you taught LO or related subject(s) before? |
| 5. Do you have an LO subject head? |
| 6. Are you the subject head of LO? |
| 7. The DoE provides support for curriculum management challenges |
| 8. The principal has in-depth knowledge of curriculum management |
| 9. Give a SHORT description of your personal understanding of the purpose of Life Orientation. |
| 10. What is or was your biggest frustration, if any, with regard to managing LO? |

Question 1 and 2: The responses to these questions were used to calculate the percentage of Life Orientation teachers that are qualified to teach the subject.

Figure 4.2: Percentage Life Orientation teachers qualified to teach the subject



According to 71% (the response rate) of the population of twenty-four principals of former Model C schools, an average percentage of approximately 45% (45.12%) of Life Orientation teachers, are qualified to teach the subject. This aspect emerged as a problematic theme during the interviews and will be discussed further in Phase 2 (see Section 4.8.2.2.1).

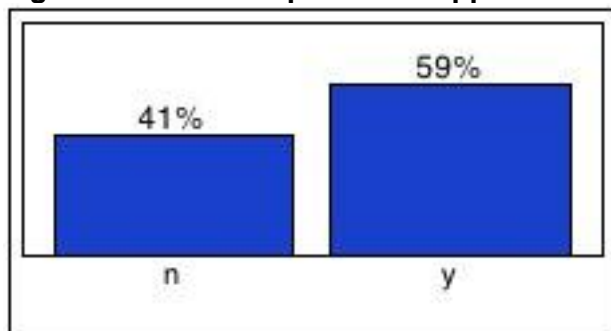
Question 3: The responses yielded the following results:

- Seven principals suggested that Life Orientation teachers must be qualified with a degree in Psychology and Counselling.
- Seven principals said that no qualification is needed and that experience in counselling or working with teenagers is sufficient.
- Two principals suggested that teachers should have Physical Education training as well as Psychology training.
- One principal did not answer this question.

Question 4, 5 and 6: None of the principals is a Life Orientation subject head; instead, all schools have a Life Orientation subject head. Seven principals are either teaching Life Orientation or were engaged with the teaching of Life Orientation-related subjects at earlier stages.

Question 7: The responses to the question concerning the support by the Department of Education in terms of curriculum management challenges are depicted in Figure 4.3.

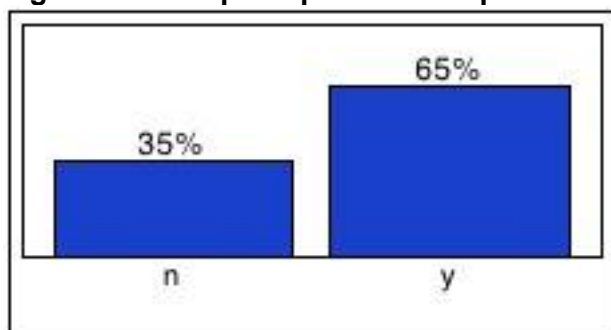
Figure 4.3: The DoE provides support for curriculum management challenges



Fifty-nine per cent of the principals indicated that they do receive support from the Department of Education in terms of curriculum management challenges.

Question 8: The principals were asked to reveal whether they have in-depth knowledge of curriculum management.

Figure 4.4: The principal has in-depth knowledge of curriculum management



This question aimed at determining the curriculum management ability of principals in terms of their knowledge of curriculum management since curriculum management is most important for the management of and teaching of any subject.

Question 9 and 10: The answers to these two questions on the principal's personal understanding of the purpose of Life Orientation and their biggest frustration concerning managing the teaching of Life Orientation, will be incorporated into the discussions in the qualitative phase (see Section 4.8.1).

4.5.2 Thematic constructs

The sets of data that follow will be presented according to the four key management tasks which were used as themes in the questionnaire. Overview statistics, namely

the mean and standard deviation of each construct of each management task, are presented in Table 4.2 in this section. Relevant statistics that are also provided for each construct involve the mean, median, standard deviation (Std Dev), upper 95% mean, lower 95% mean, skewness and kurtosis (see Section 3.4.2.1). Linear regression analyses were conducted for two constructs (see Sections 4.5.2.1.1 and 4.5.2.2.3).

The internal reliability of the research instrument was determined for each construct, and each item relating to each construct by calculating Cronbach's Alpha coefficient (see Section 3.6). Constructs 10 and 13 (Organising the subject/curriculum and LO training issues), were removed because they proved to be unreliable constructs according to value of Cronbach's Alpha coefficient (see Section 4.6).

Table 4.2: Overview statistics of the Phase 1 responses per construct

| Section: Management task | Abbreviated construct name | Mean | Std Dev |
|--------------------------|------------------------------------|------|---------|
| Leadership | Attitude of principal 1.1-1.6 | 3.90 | 0.54 |
| | Relationships 2.1- 2.6 | 3.68 | 0.59 |
| | Instructional leadership 3.1- 3.6 | 3.79 | 0.54 |
| | Value of Life Orientation 4.1- 4.6 | 4.05 | 0.60 |
| | Attitude of teachers 5.1- 5.7 | 2.92 | 0.77 |
| Planning | Directives for teaching 6.1- 6.5 | 3.96 | 0.65 |
| | Outcomes 7.1- 7.5 | 3.64 | 0.88 |
| | Staff management 8.1- 8.6 | 3.38 | 0.92 |
| | Curriculum issues 9.1- 9.5 | 3.65 | 0.80 |
| Organising | Teacher characteristics 11.1-11.6 | 4.34 | 0.52 |
| | Qualification issues 12.1-12.6 | 4.33 | 0.64 |
| Control | Control teaching 14.1-14.5 | 3.61 | 0.69 |
| | Control process 15.1-15.4 | 3.97 | 0.71 |

A complete exposition of the items of each construct is provided in the discussion of each construct that follows below.

4.5.2.1 Leadership

Under the management task theme of Leadership, five constructs were formulated in order to determine the state of leadership amongst principals in terms of their

managing of the teaching of Life Orientation. The constructs are: The attitude of the principal regarding LO issues, The relationship of the principal with LO staff, The instructional leadership of the principal, The value of LO and The attitude of teachers regarding LO.

4.5.2.1.1 Construct 1 - Attitude of the principal regarding Life Orientation issues

In this construct the principal had to consider statements regarding the importance of the subject, the passion that the management of the teaching of Life Orientation requires, as well as outcomes-related matters.

Table 4.3: The attitude of the principal regarding Life Orientation issues (percentages, N=17)

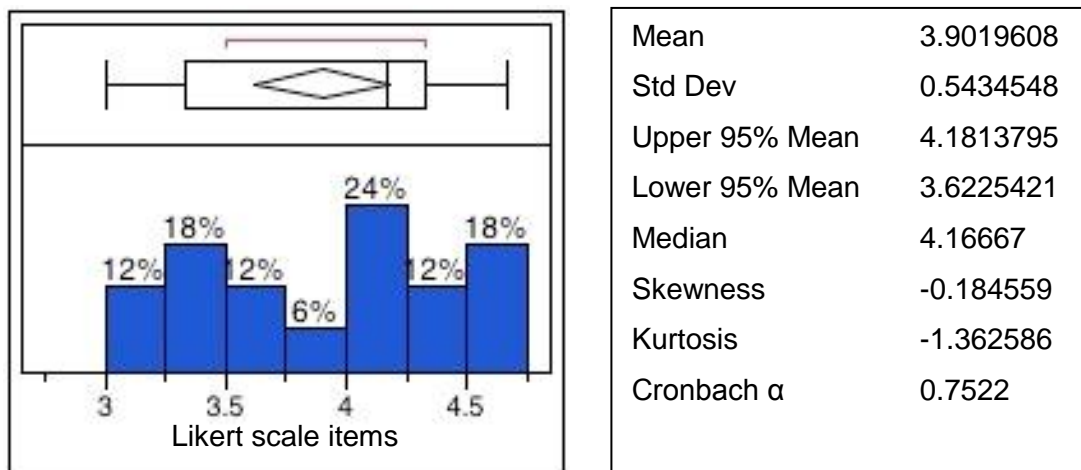
| | Items | Strongly Disagree % | Disagree % | Neutral % | Agree % | Strongly Agree % |
|-----|--|---------------------|------------|-----------|---------|------------------|
| 1.1 | LO is an important learning area | 0 | 0 | 6 | 47 | 47 |
| 1.2 | Managing the teaching of LO is emotionally draining | 12 | 24 | 35 | 12 | 18 |
| 1.3 | Managing LO requires passion | 0 | 0 | 6 | 35 | 59 |
| 1.4 | Proper teaching of LO will lead to the development of better citizens of the country | 0 | 0 | 12 | 24 | 65 |
| 1.5 | Proper teaching of LO will result in a more holistic development of the learners | 0 | 0 | 6 | 24 | 71 |
| 1.6 | LO is political indoctrination | 41 | 47 | 12 | 0 | 0 |

Item 1.6 was removed from further analysis since it proved to be unreliable according to the Cronbach Alpha coefficient (see Section 4.6).

Item 1.2 obtained a very balanced distribution of responses. Two of the principals who were interviewed in Phase 2 were in disagreement with this item and two principals were neutral.

The other items in this construct were mostly agreed with, with combined frequencies (agree and strongly agree) scoring above 90%. The highest scores were obtained for Items 1.1, 1.3 and 1.5, with combined agreement scores above 94%.

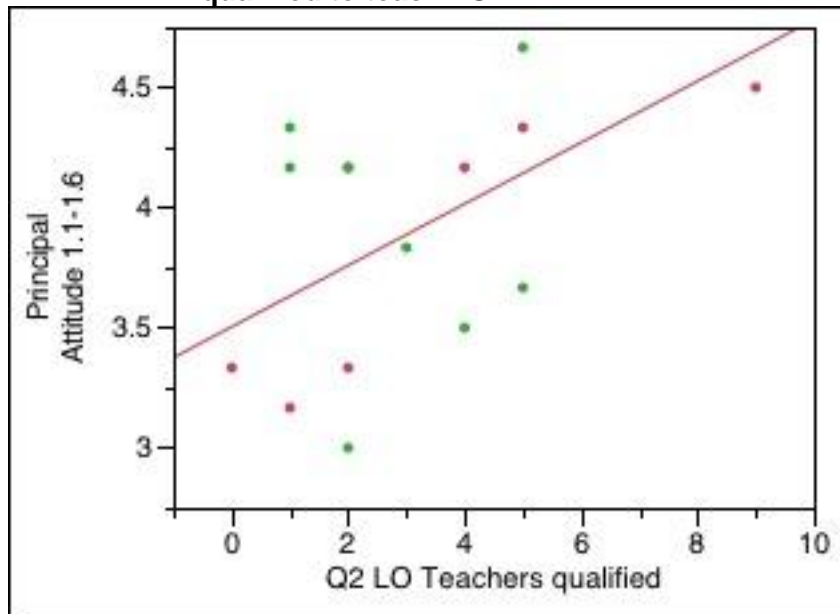
Figure 4.5: Summary statistics of Construct 1



The mean score was 3.90 (standard deviation = 0.54). The upper 95% mean is 4.18 and the lower 95% mean is 3.62. This shows that the majority of the responses were above neutral and in agreement which indicates that the principals have a positive attitude towards the subject. Therefore, it can be concluded that the attitude of the principals is positive towards the subject.

In Figure 4.8.1 a linear regression analysis with a positive relation ($F_{1,16} = 5.7128$; $p = 0.0304$; Beta = 0.1278) between Construct 1 and the biographical item How many of these teachers are qualified to teach LO (see Table 4.1), was performed.

Figure 4.6: Linear regression between Construct 1 (Attitude of the principal regarding LO issues) and How many of these teachers are qualified to teach LO?



This positive relation implies that the attitude of the principals towards the Life Orientation teachers is healthier when more teachers are qualified to teach the subject.

Construct 1 also indicated a deviation in the profile plot performed in Section 4.5.3.

4.5.2.1.2 *Construct 2 - Relationship between the principal and the Life Orientation staff*

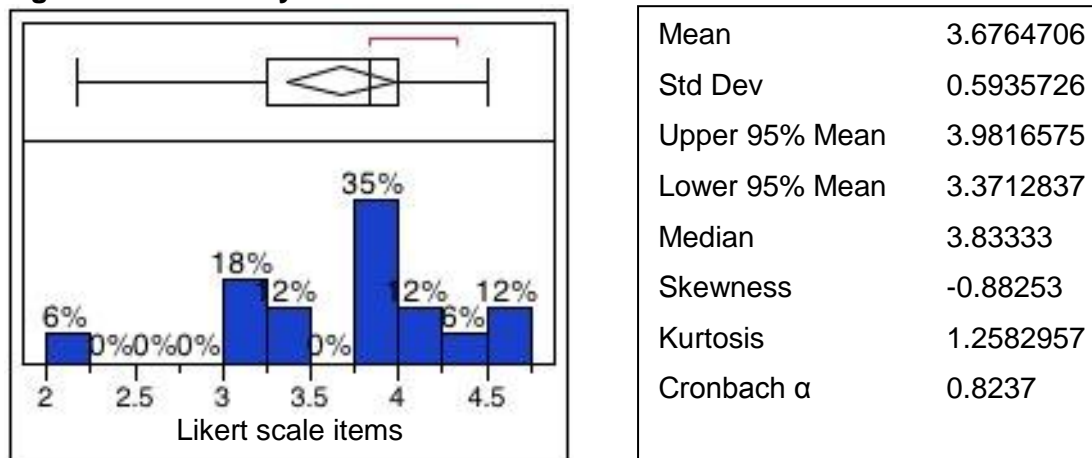
This construct focused on the motivation of the Life Orientation teachers, the sharing of goals of the subject, the empowerment of Life Orientation teachers, interaction with teachers and acknowledgement that teachers receive from the principal.

Table 4.4: Relationships between the principal and the Life Orientation staff (percentages, N=17)

| | Items | Strongly Disagree % | Disagree % | Neutral % | Agree % | Strongly Agree % |
|-----|---|---------------------|------------|-----------|---------|------------------|
| 2.1 | Relationship with the LO staff is at a good level | 0 | 6 | 12 | 59 | 24 |
| 2.2 | The LO staff members are motivated | 0 | 12 | 35 | 47 | 6 |
| 2.3 | The principal and the LO department share the same goals | 0 | 6 | 6 | 65 | 24 |
| 2.4 | Staff are empowered to teach LO | 0 | 12 | 29 | 47 | 12 |
| 2.5 | Interaction with staff members responsible for the teaching of LO is adequate | 0 | 24 | 18 | 53 | 6 |
| 2.6 | Good teaching of LO is acknowledged | 0 | 12 | 24 | 65 | 0 |

The items with the highest frequency (both above 80% in agreement) were 2.1, with a combined score of 83% (59%+24%) and 2.3, with a score of 89% (65%+24%).

Figure 4.7: Summary statistics of Construct 2



The mean score was 3.68 (standard deviation = 0.60). The upper 95% mean is 3.98 and the lower 95% mean is 3.37. This shows that the majority of the responses were above neutral and in agreement.

The mean score of 3.68 indicates that the responses in general were above neutral towards this construct. Only 6% of the principals disagreed with this construct.

The majority of principals agreed with this construct. It can be concluded from these results that the principals motivate their staff members in order to cope with the difficulties and challenges concerning Life Orientation and that the relationship between the principal and the Life Orientation staff members is at a good level.

4.5.2.1.3 Construct 3 - The instructional leadership from the principal

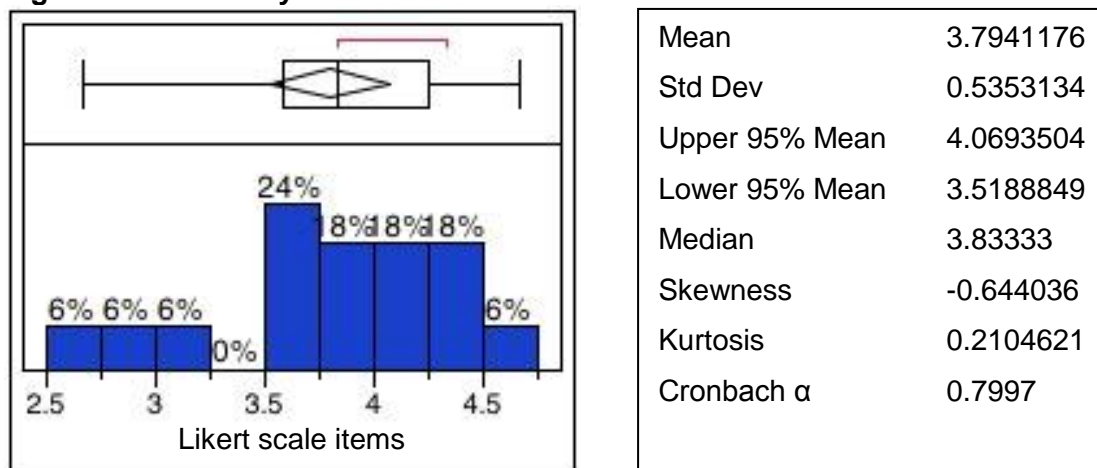
It was indicated in the literature review (see Section 2.2.1.1) that every principal needs to be an instructional leader who performs various tasks, namely managing the curriculum, supervising teaching, monitoring assessment programs, setting goals and creating a positive instructional climate in order for teachers to be able to perform their tasks effectively.

Table 4.5: The instructional leadership from the principal (percentages, N=17)

| | Items | Strongly Disagree % | Disagree % | Neutral % | Agree % | Strongly Agree % |
|-----|--|---------------------|------------|-----------|---------|------------------|
| 3.1 | Staff responsible for the teaching of LO is familiar with the goals and objectives of LO | 0 | 0 | 6 | 76 | 18 |
| 3.2 | Adequate time is provided for the teaching of LO | 0 | 6 | 12 | 41 | 41 |
| 3.3 | Guidance and support pertaining to the teaching of LO are provided | 0 | 12 | 6 | 76 | 6 |
| 3.4 | The teaching of LO is monitored by an adequate assessment programme | 0 | 6 | 6 | 71 | 18 |
| 3.5 | A positive instructional climate exists concerning the teaching of LO | 0 | 12 | 41 | 47 | 0 |
| 3.6 | Professional development opportunities are created for the staff | 0 | 18 | 41 | 29 | 12 |

The item with the highest score was 3.1, with a score of 94% (76%+18%) in agreement. The highest percentage disagreement was in Item 3.6; indicating that 18% of principals do not create professional development opportunities for the staff in terms of Life Orientation teaching.

Figure 4.8: Summary statistics of Construct 3



The mean score was 3.80 (standard deviation = 0.54). The upper 95% mean is 4.07 and the lower 95% mean is 3.52. This shows that the majority of the responses were above neutral and in agreement.

For this sample very few principals disagreed with any items indicating that in this sample the majority of principals are good instructional leaders.

4.5.2.1.4 Construct 4 - The value of Life Orientation

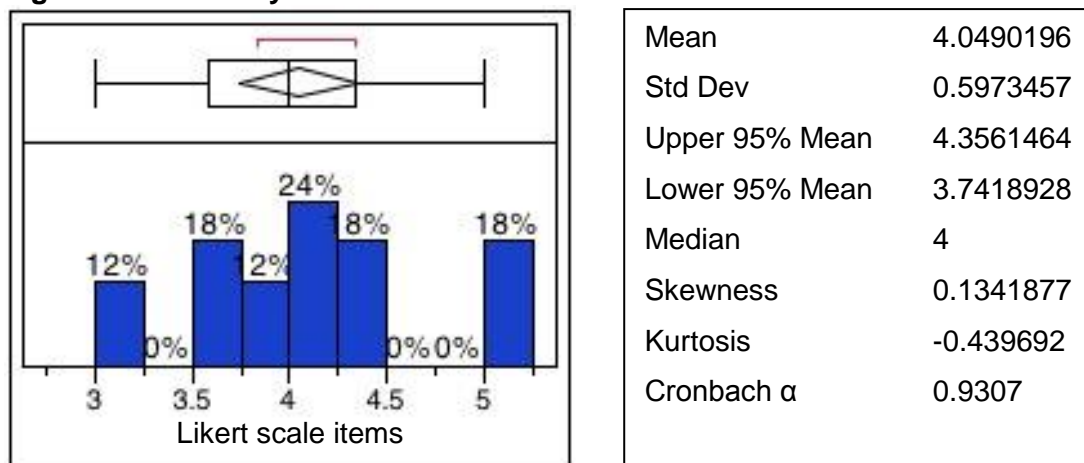
This construct determined the level to which the principals understand and agree with the Departmental subject aims of Life Orientation.

Table 4.6: The Value of Life Orientation (percentages, N=17)

| | Items | Strongly Disagree % | Disagree % | Neutral % | Agree % | Strongly Agree % |
|-----|--|---------------------|------------|-----------|---------|------------------|
| 4.1 | LO assists learners to develop a value system | 0 | 0 | 6 | 41 | 53 |
| 4.2 | LO nurtures a sense of nationalism and democracy | 0 | 0 | 41 | 41 | 18 |
| 4.3 | LO nurtures a sense of responsibility and accountability towards the community and the environment | 0 | 0 | 24 | 53 | 24 |
| 4.4 | LO nurtures a sense of justice | 0 | 0 | 24 | 59 | 18 |
| 4.5 | LO nurtures a sense of identity and diversity | 0 | 0 | 18 | 59 | 24 |
| 4.6 | LO nurtures career development | 0 | 0 | 24 | 47 | 29 |

No principals were in disagreement with any items in this construct. The highest score of 94% (41%+53%) was for item 4.1. All other items were scored with high percentages of agreement except Item 4.2. This item inquired from a political stance whether principals support the Departmental outcomes concerning nationalism and democracy.

Figure 4.9 Summary statistics of Construct 4



This construct was very reliable in terms of the Cronbach Alpha coefficient of 0.93. The mean score was 4.05 (standard deviation = 0.60). The upper 95% mean is 4.36 and the lower 95% mean is 3.74. This shows that the majority of the responses were above neutral and in agreement.

These results show that the Departmental outcomes are well understood by the principals and that they support the underlying principles of the subject.

Construct 4 indicated a deviation in the profile plots performed in Section 4.5.3.

4.5.2.1.5 Construct 5 - The attitude of teachers regarding Life Orientation

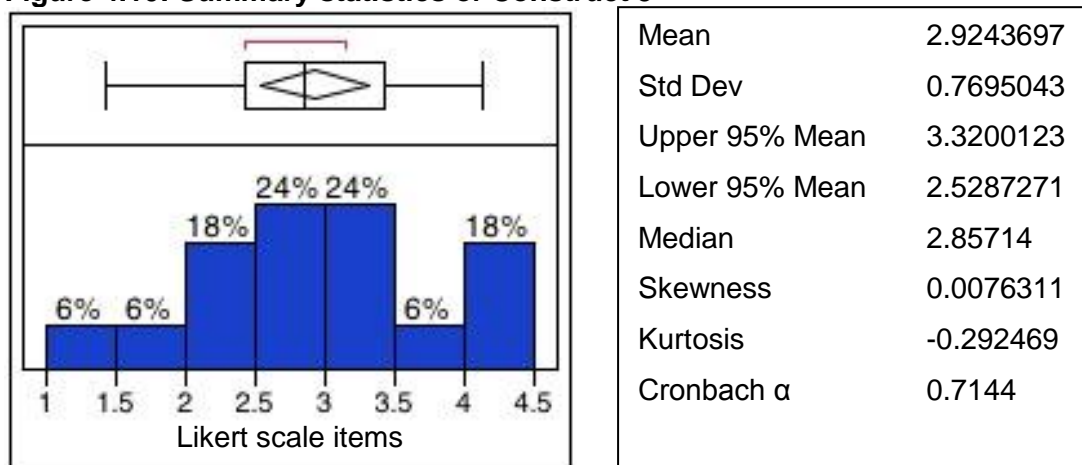
A need for further research regarding the attitude towards the teaching and managing of Life Orientation was identified in the literature study (see Section 2.1.2). The principals in this study were asked various questions regarding the attitude and motivation of Life Orientation teachers, taking different stances towards the subject into account.

Table 4.7: The attitude of teachers regarding Life Orientation (percentages, N=17)

| | Items | Strongly Disagree % | Disagree % | Neutral % | Agree % | Strongly Agree % |
|-----|---|---------------------|------------|-----------|---------|------------------|
| 5.1 | Teaching LO is a low status teaching position | 0 | 41 | 29 | 24 | 6 |
| 5.2 | The LO teachers are happy and satisfied teachers | 0 | 29 | 41 | 29 | 0 |
| 5.3 | It is difficult to motivate staff to teach LO properly | 6 | 47 | 18 | 18 | 12 |
| 5.4 | It is difficult to convey the purpose of LO to staff | 6 | 41 | 29 | 24 | 0 |
| 5.5 | LO is often not the appointed teacher's field of interest. | 6 | 12 | 12 | 35 | 35 |
| 5.6 | Staff are unwilling to discuss controversial issues in LO | 12 | 35 | 24 | 24 | 6 |
| 5.7 | Owing to issues of sensitivity, applicable LO content is not taught | 18 | 41 | 24 | 18 | 0 |

The highest score was obtained for Item 5.5, the only negative question, in which 70% (35%+35%) of principals indicated that they appoint untrained teachers to teach Life Orientation. This aspect also became evident during the interviews when interviewees pointed out that Life Orientation is regarded as a filler subject (see Section 4.8.2.2.3).

Figure 4.10: Summary statistics of Construct 5



The mean score was 2.92 (standard deviation = 0.77). The upper 95% mean is 3.32 and the lower 95% mean is 2.53. This indicates that the majority of the responses

were neutral. The low skewness of the results (0.0076) also supports the neutrality of the responses.

4.5.2.2 Planning

The research data for the management task of Planning is addressed in this section. Literature shows that planning is regarded as the most important task that a principal has to perform and that it forms the basis of all other management tasks (see Section 2.2.2). Four constructs were formulated, namely: Directives for LO teaching, LO outcomes, Staff management and Curriculum issues.

4.5.2.2.1 Construct 6 – Directives for the teaching of Life Orientation

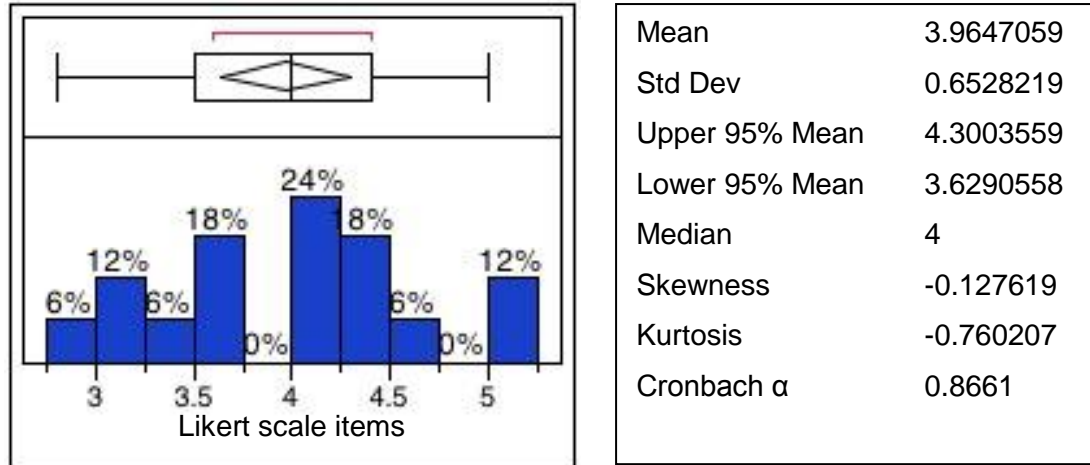
Directive planning is one of the different types of planning needed in managing Life Orientation, since it provides a general indication of the intention of the planning (see Section 2.2.2.1). The items and the response percentages in the construct are displayed in Table 4.8.

Table 4.8: Directives for LO teaching (percentages, N=17)

| | Items | Strongly Disagree % | Disagree % | Neutral % | Agree % | Strongly Agree % |
|-----|--|---------------------|------------|-----------|---------|------------------|
| 6.1 | Enough planning is done for the teaching of LO | 0 | 0 | 24 | 47 | 29 |
| 6.2 | We have a clear vision and mission for the subject | 0 | 0 | 24 | 53 | 24 |
| 6.3 | Annual subject planning is done in this school | 0 | 6 | 12 | 35 | 47 |
| 6.4 | We are guided by the Departmental LO outcomes | 0 | 0 | 18 | 47 | 35 |
| 6.5 | There are long-term goals set for LO | 0 | 18 | 41 | 29 | 12 |

The items with the highest agreement percentage of 82% (35% +47%) were 6.3 and 6.4. The lowest agreement percentage of 41% (29%+12%) was obtained from item 6.5; which is a slightly inconsistent score in terms of the relatively higher scores in 6.2 since long term goals and the vision and mission of a department should be in agreement. This aspect is discussed further in Section 4.7.

Figure 4.11: Summary statistics of Construct 6



The mean score was 3.96 (standard deviation = 0.65). The upper 95% mean is 4.30 and the lower 95% mean is 3.63. This shows that the majority of the responses were above neutral and in agreement.

By considering the overall statistics from the histogram, none of the principals was in disagreement with this construct and only 24% (6%+12%+6%) were neutral.

4.5.2.2.2 Construct 7 – The outcomes of Life Orientation

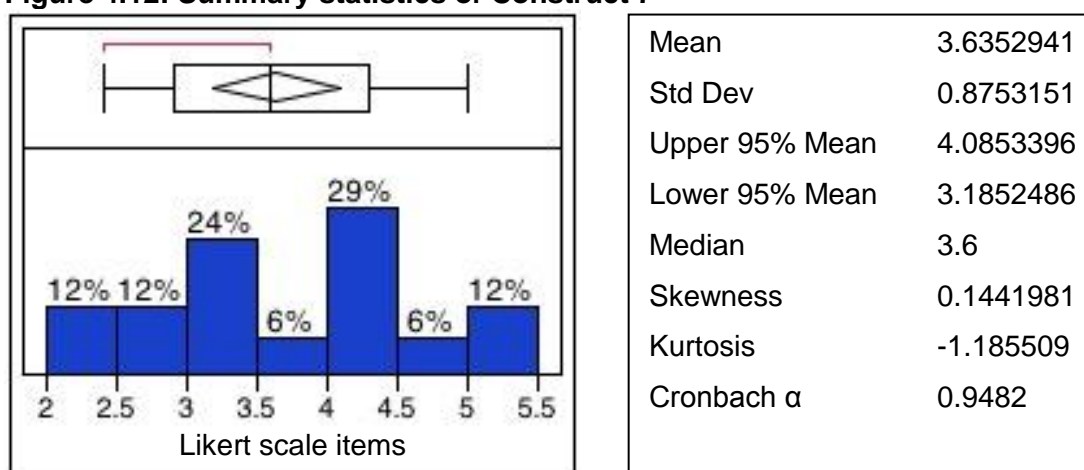
In terms of planning, which is required in any aspect of school management, this construct considered the items listed in Table 4.9. As shown in the literature study (see Section 2.2.2.1), setting outcomes constitutes a very important part of planning since outcomes provide the envisaged results which are to be achieved in the future. Outcomes should be SMART - Specific, Measurable, Acceptable, Realistic and Trackable. These characteristics underpin the choice of items in this construct (see Section 2.2.2.2).

Table 4.9: Life Orientation Outcomes (percentages, N=17)

| | Items | Strongly Disagree % | Disagree % | Neutral % | Agree % | Strongly Agree % |
|-----|--|---------------------|------------|-----------|---------|------------------|
| 7.1 | Outcomes are specific, clear to understand | 0 | 0 | 29 | 47 | 24 |
| 7.2 | Outcomes are measurable | 0 | 6 | 35 | 29 | 29 |
| 7.3 | Outcomes are acceptable; all stakeholders are in agreement | 0 | 24 | 24 | 35 | 18 |
| 7.4 | Outcomes are realistic for this school environment | 0 | 24 | 29 | 29 | 18 |
| 7.5 | Outcomes are trackable in order to measure progress | 0 | 12 | 41 | 29 | 18 |

Item 7.1 had the highest agreement score of 71% (47%+24%). No principals disagreed with any items.

Figure 4.12: Summary statistics of Construct 7



This was a very reliable construct (Cronbach's Alpha coefficient = 0.9482). The mean score was 3.64 (standard deviation = 0.88). The upper 95% mean is 4.09 and the lower 95% mean is 3.19. This shows that the majority of the responses were above neutral and in agreement.

Construct 7 indicated deviations in the profile plot performed as shown in Section 4.5.3.

4.5.2.2.3 Construct 8 – Staff management

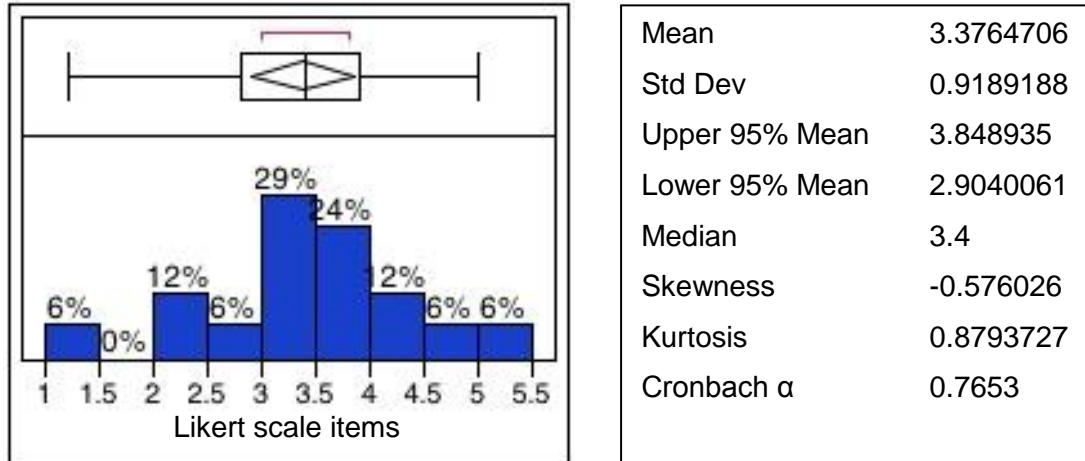
This construct considered the timetabling and staff-related challenges that a principal needs to deal with during the planning process. The items in this construct (see Table 4.10) are also organisational issues as indicated in literature (see Section 2.2.3.2).

Table 4.10: Staff management (percentages, N=17)

| | Items | Strongly Disagree % | Disagree % | Neutral % | Agree % | Strongly Agree % |
|-----|---|---------------------|------------|-----------|---------|------------------|
| 8.1 | A staff shortage exists which results in insufficient staff available to teach LO | 12 | 12 | 6 | 53 | 18 |
| 8.2 | Staff who are unqualified to teach LO are teaching LO | 6 | 24 | 6 | 41 | 24 |
| 8.3 | There is a need for the implementation of guidance and counselling programmes associated with LO, which might need more resources | 6 | 6 | 0 | 82 | 6 |
| 8.4 | LO implementation requires additional financial resources (e.g. additional services of therapists, etc.) | 12 | 24 | 29 | 18 | 18 |
| 8.5 | LO gets the prescribed contact time according to Departmental allocations | 0 | 6 | 24 | 47 | 24 |
| 8.6 | Staff members find it difficult to understand the purpose of LO | 12 | 29 | 24 | 18 | 18 |

The item with the highest percentage of agreement of 88% (82%+6%), was item 8.3.

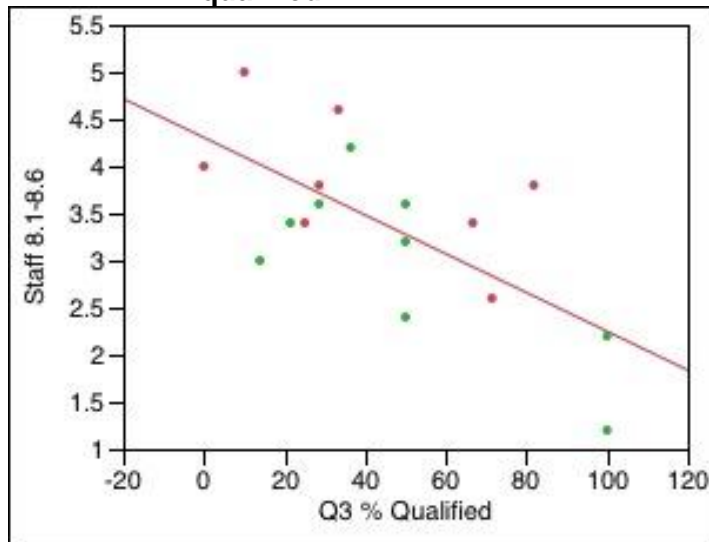
Figure 4.13: Summary statistics of Construct 8



The mean score was 3.38 (standard deviation = 0.92). The upper 95% mean is 3.84 and the lower 95% mean is 2.90. This shows that the majority of the principals were neutral.

A linear regression analysis, with a significant negative relation ($F_{1,16} = 12.5828$; $p = 0.0029$; Beta = 0.0206) between Construct 8 and Percentage of Life Orientation teachers qualified to teach the subject, was performed (see Figure 4.12).

Figure 4.14: Linear regression between Construct 8 and Percentage teachers qualified



This relation implies that principals find it difficult to manage the subject with unqualified teachers, which was an important aspect that emerged from the interviews. The need for qualified Life Orientation teachers is discussed further in Section 4.8.2.2.1.

4.5.2.2.4 Construct 9 – Curricular issues

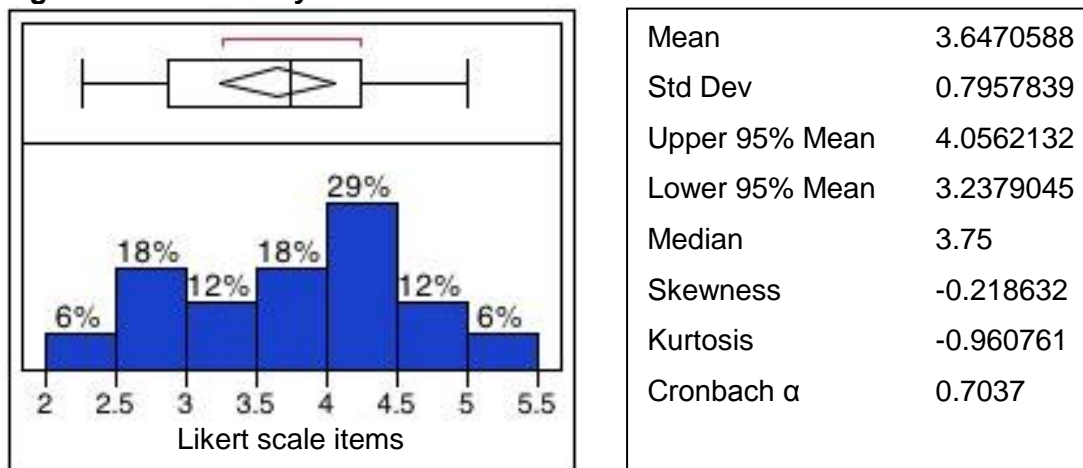
Curricular issues related to planning, namely assessment policies, management and implementation formed the items of this construct (see Section 2.3).

Table 4.11: Curricular issues (percentages, N=17)

| | Items | Strongly Disagree % | Disagree % | Neutral % | Agree % | Strongly Agree % |
|-----|--|---------------------|------------|-----------|---------|------------------|
| 9.1 | Curriculum planning is done by the principal | 12 | 41 | 12 | 24 | 12 |
| 9.2 | Learner progress is maintained by a whole-school assessment policy | 6 | 0 | 24 | 29 | 41 |
| 9.3 | The principal has in-depth knowledge of curriculum management | 0 | 24 | 29 | 24 | 24 |
| 9.4 | The LO teachers contribute adequately to the planning of the subject | 6 | 18 | 18 | 41 | 18 |
| 9.5 | The LO teachers are interacting well in order to ensure proper curriculum implementation | 0 | 6 | 35 | 47 | 12 |

Item 9.2 scored the highest agreement frequency of 70% (29%+41%). Item 9.1 scored 53% (41%+12%) in disagreement, which indicates a high prevalence of Life Orientation subject planning groups in which principals do not participate.

Figure 4.15: Summary statistics of Construct 9



In this construct the mean score was 3.65 (standard deviation = 0.80). The upper 95% mean is 4.06 and the lower 95% mean is 3.24.

From the histogram it is concluded that 47% (frequencies above 4; 29%+12%+6%) of the principals agreed with the construct, and 24% (frequencies below 3; 6%+18%) of the principals disagreed.

4.5.2.3 Organising

It was indicated in Section 2.2.3 that organising forms an integral part of education management. This task was sub-divided into four constructs, namely Organising the subject/curriculum, Characteristics of teachers to deploy as Life Orientation teachers, Qualification and specialisation of Life Orientation teachers and Life Orientation training issues. As illustrated below, two of the constructs were removed owing to unreliability.

4.5.2.3.1 Construct 10 – Organising the subject or curriculum

This construct investigated key organisational issues regarding curriculum management that a principal needs to deal with (see Section 2.3).

Table 4.12: Organising the subject/curriculum (percentages, N=17)

| | Items | Strongly Disagree % | Disagree % | Neutral % | Agree % | Strongly Agree % |
|------|---|---------------------|------------|-----------|---------|------------------|
| 10.1 | The principal sets the timetable | 24 | 6 | 6 | 53 | 12 |
| 10.2 | The principal should decide which subjects are taught by which teachers | 6 | 18 | 6 | 41 | 29 |
| 10.3 | The LO content is taught according to Departmental outcomes | 0 | 6 | 12 | 35 | 47 |
| 10.4 | Teachers can adapt the prescribed Departmental outcomes to suit their needs | 0 | 6 | 18 | 71 | 6 |
| 10.5 | Resources are available for the proper teaching of the subject | 0 | 18 | 0 | 65 | 18 |

Construct 10 proved to be statistically unreliable according to the Cronbach Alpha coefficient ($\alpha = 0.2377$). The removal of the construct is referred to in Section 4.6.

Consequently it will not be discussed further, nor will the results contribute to reaching final conclusions.

4.5.2.3.2 *Construct 11 – Characteristics of teachers to deploy as Life Orientation teachers*

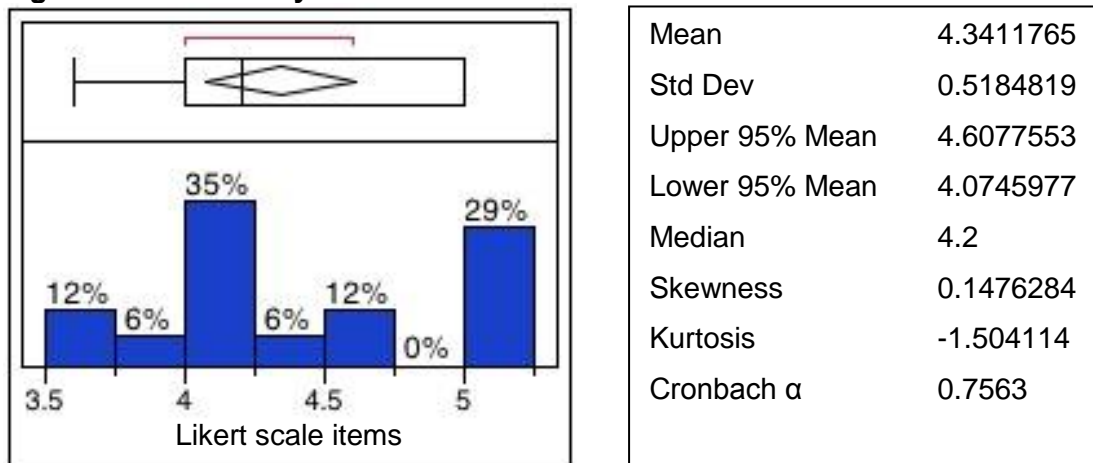
Specific characteristics of a Life Orientation teacher as suggested in Section 2.2.3.3 were employed as items in this construct.

Table 4.13: Teacher characteristics (percentages, N=17)

| | Items | Strongly Disagree % | Disagree % | Neutral % | Agree % | Strongly Agree % |
|------|--|---------------------|------------|-----------|---------|------------------|
| 11.1 | LO teachers need to be emotionally mature | 0 | 6 | 6 | 35 | 53 |
| 11.2 | LO teachers have to be committed to good SA citizenship | 0 | 0 | 24 | 35 | 41 |
| 11.3 | LO teachers themselves must have a sense of responsibility towards the community | 0 | 0 | 6 | 47 | 47 |
| 11.4 | LO teachers should be emotionally intelligent | 0 | 6 | 0 | 47 | 47 |
| 11.5 | LO teachers should be sensitive | 0 | 0 | 0 | 59 | 41 |
| 11.6 | LO teachers should be physically active | 0 | 12 | 41 | 35 | 12 |

The highest score of 100% (59%+41%) was obtained in Item 11.5, while items 11.3 and 11.4 both have scores of 94% (47%+47%) agreement.

Figure 4.16: Summary statistics of Construct 11



In this construct the mean score was 4.34 (standard deviation = 0.52). The upper 95% mean is 4.61 and the lower 95% mean is 4.07. This shows that the majority of the principals agreed with the statements in the construct.

4.5.2.3.3 Construct 12 – Qualifications and specialisation

This construct involved enquiry into the opinion of principals in terms of the *content* of the qualifications required for teaching Life Orientation since these had been found to be challenges in previous studies as shown in Sections 2.1.1 and 2.2.3.2.

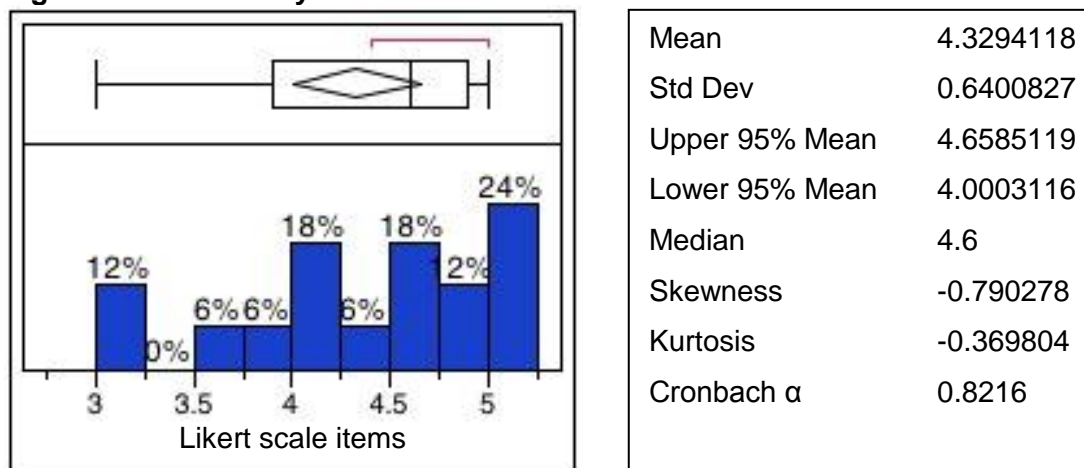
Table 4.14: Qualifications/specialisation issues (percentages, N=17)

| | Items | Strongly Disagree % | Disagree % | Neutral % | Agree % | Strongly Agree % |
|------|---|---------------------|------------|-----------|---------|------------------|
| 12.1 | Every school needs at least one specialist teacher (qualified) who can lead the LO team | 0 | 0 | 12 | 24 | 65 |
| 12.2 | Qualifications must be LO specific | 0 | 0 | 18 | 35 | 47 |
| 12.3 | LO staff should be knowledgeable with regard to social development issues of young adults | 0 | 0 | 6 | 41 | 53 |
| 12.4 | LO staff should be knowledgeable with regard to personal development issues which concern young adolescents | 0 | 6 | 6 | 47 | 41 |
| 12.5 | LO staff should be qualified to teach HIV-related topics | 0 | 6 | 12 | 47 | 35 |
| 12.6 | LO staff should be qualified to teach physical education | 0 | 24 | 12 | 41 | 24 |

The item with the highest agreement score of 94% (41%+53%) was 12.3.

Item 12.6 yielded 24% of principals disagreeing and 65% agreeing that Life Orientation teachers should be qualified to teach the physical education component. The teaching of the physical education component emerged during the interviews as a problem in terms of staff shortages and qualifications (see Section 4.8.2.2.4).

Figure 4.17: Summary statistics of Construct 12



In this construct the mean score was 4.33 (standard deviation = 0.64). The upper 95% mean is 4.65 and the lower 95% mean is 4.00.

Construct 12 also indicated deviations in term of the profile plots performed, as discussed in Section 4.5.3.

4.5.2.3.4 Construct 13 – Life Orientation training issues

This construct investigated the nature of Life Orientation training required and issues concerning training that could possibly be experienced as problematic (see Section 2.1.2).

Table 4.15: LO Training issues (percentages, N=17)

| | Items | Strongly Disagree % | Disagree % | Neutral % | Agree % | Strongly Agree % |
|------|---|---------------------|------------|-----------|---------|------------------|
| 13.1 | INSET (in-service training) can be regarded as ideal training | 6 | 18 | 12 | 53 | 12 |
| 13.2 | Some departmental courses are too short | 0 | 6 | 53 | 41 | 0 |
| 13.3 | It is difficult to allow teachers time off for training because the school is short staffed | 6 | 18 | 12 | 41 | 24 |
| 13.4 | Training should only cover the LO curriculum | 0 | 29 | 12 | 41 | 18 |

Construct 13 proved to be statistically unreliable according to the Cronbach Alpha coefficient ($\alpha = -1.1547$). Its removal receives attention in Section 4.6. As a result of this removal, this construct will not be discussed further and its results will not contribute to reaching any conclusions.

4.5.2.4 Control

This management task was sub-divided into two constructs, namely: Control of the teaching of Life Orientation and The process of control (see Section 2.2.4).

4.5.2.4.1 Construct 14 – Control of the teaching of Life Orientation

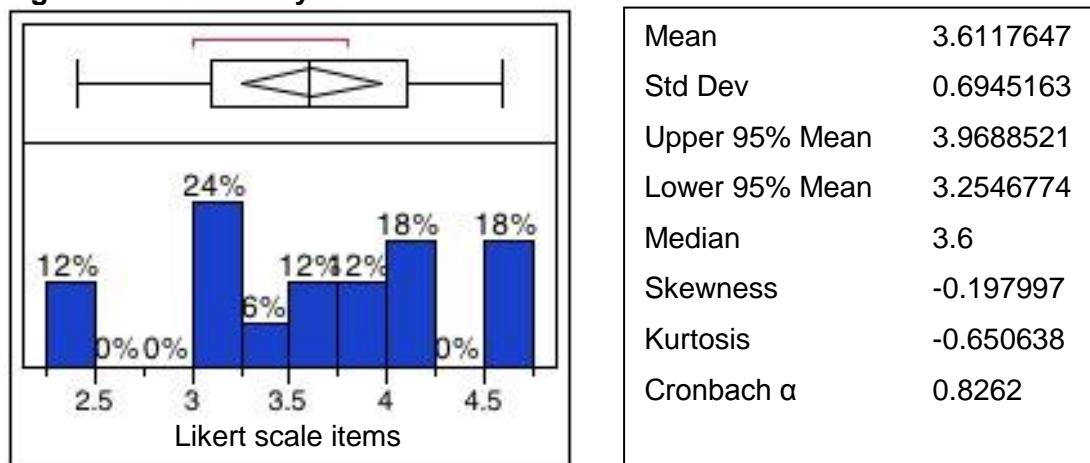
This construct was aimed at obtaining the opinions of principals regarding their control of Life Orientation related aspects (see Section 2.2.4.1).

Table 4.16: Control of the teaching of Life Orientation (percentages, N=17)

| | Items | Strongly Disagree % | Disagree % | Neutral % | Agree % | Strongly Agree % |
|------|---|---------------------|------------|-----------|---------|------------------|
| 14.1 | The principal has a control plan in place, with regard to reaching outcomes | 0 | 18 | 29 | 41 | 12 |
| 14.2 | All the activities in LO contribute towards reaching planned outcomes | 0 | 12 | 24 | 53 | 12 |
| 14.3 | Resources are used optimally | 0 | 12 | 18 | 53 | 18 |
| 14.4 | Management copes with change and uncertainty in the LO department | 0 | 18 | 12 | 65 | 6 |
| 14.5 | The quality of the teaching of LO is satisfactory | 0 | 18 | 18 | 53 | 12 |

The items with the highest frequency of agreement was obtained from item 14.3, Resources are used optimally, 71% (53%+18%), and 14.4, Management copes with change and uncertainty in the LO department, 71% (65%+6%).

Figure 4.18: Summary statistics of Construct 14



In this construct the mean score was 3.61 (standard deviation = 0.69). The upper 95% mean is 3.97 and the lower 95% mean is 3.25; scores are therefore above neutral and below the agreement level of 4.

4.5.2.4.2 Construct 15 – The process of control

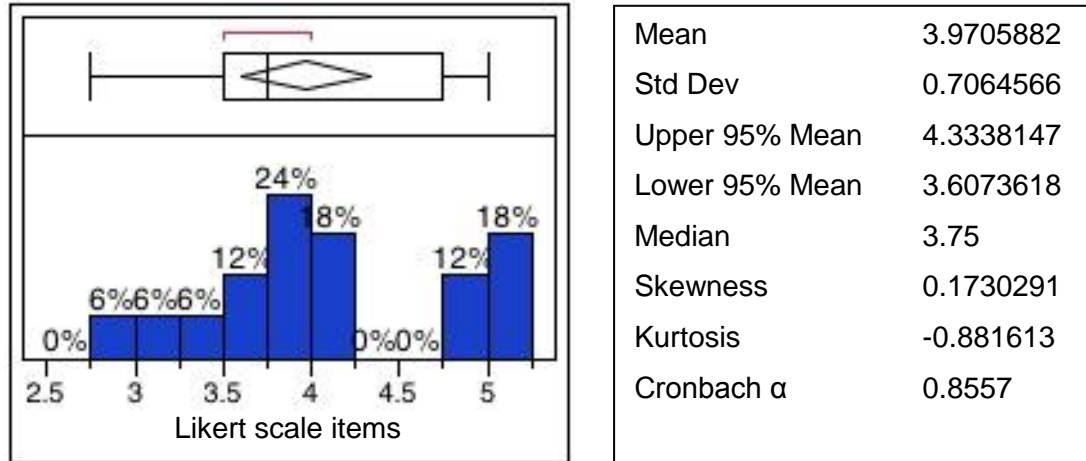
This construct gathered information concerning control-related tasks that need to be performed at schools regarding learner and teacher performance, planning and intervention actions (see Section 2.2.4.2).

Table 4.17: The process of control (percentages, N=17)

| | Items | Strongly Disagree % | Disagree % | Neutral % | Agree % | Strongly Agree % |
|------|--|---------------------|------------|-----------|---------|------------------|
| 15.1 | Standards of learner performance are established | 0 | 6 | 12 | 53 | 29 |
| 15.2 | Specific subject planning is revised every year | 0 | 6 | 29 | 29 | 35 |
| 15.3 | The performance of teachers is evaluated | 0 | 6 | 18 | 53 | 24 |
| 15.4 | Corrective action is taken when necessary with regard to teaching LO | 0 | 0 | 29 | 47 | 24 |

The highest score was 81% (53%+29%) of principals agreeing with item 15.1.

Figure 4.19: Summary statistics of Construct 15

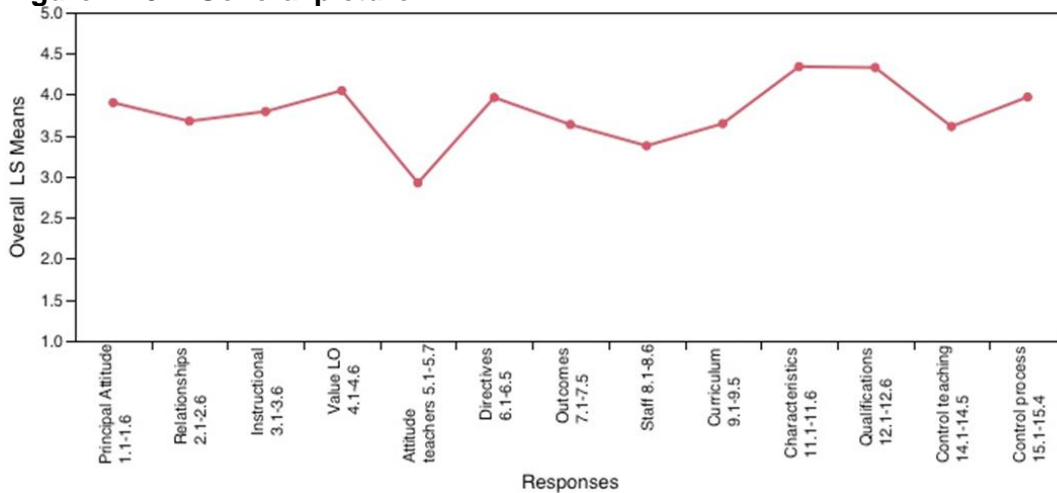


In this construct the mean score was 3.97 (standard deviation = 0.71). The upper 95% mean is 4.33 and the lower 95% mean is 3.61; the majority of the scores therefore indicate that the principals are in agreement with the items in this construct.

4.5.3 Profile plots from multivariate analysis of variance (MANOVA)

It is emphasised that the MANOVAs are performed for explorative purposes only. Nevertheless, these profile plots yielded interesting relations worth mentioning. Three profile plots are provided below in which the results from different biographical questions are compared.

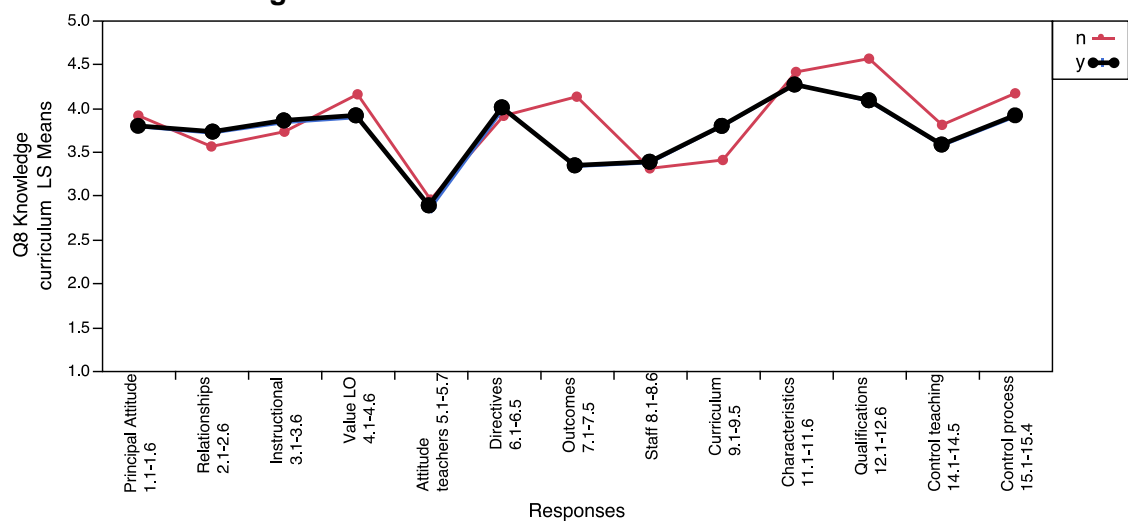
Figure 4.20: General picture



This graph shows the overall mean scores for every construct. In general, principals mostly agreed with the constructs. However, Construct 5 (Attitude of teachers

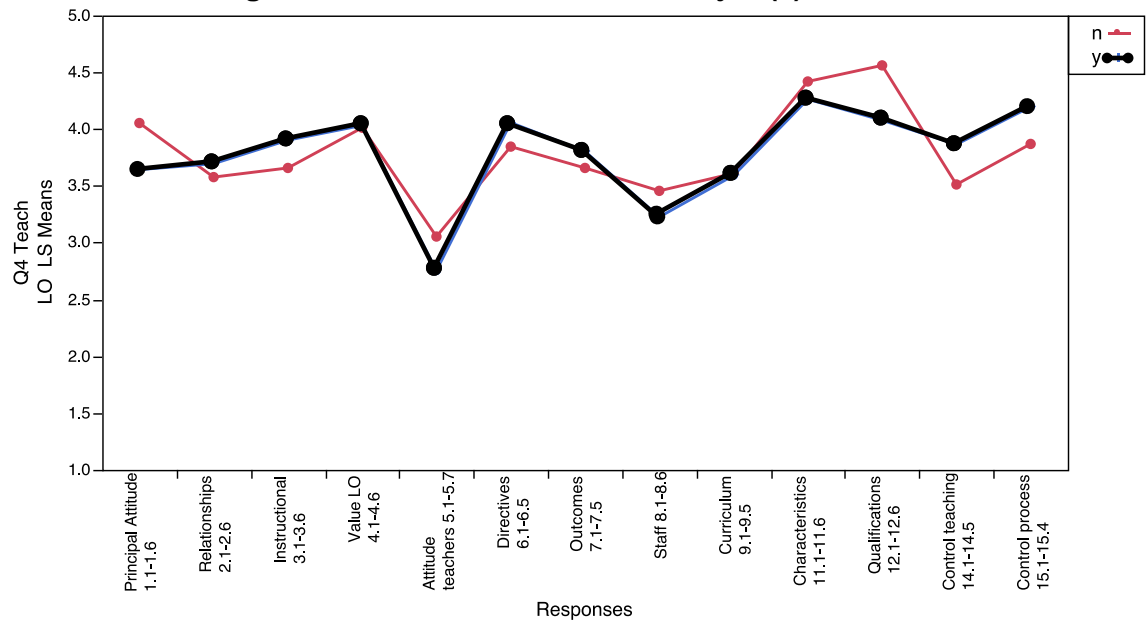
regarding LO) was scored lowest while Construct 11 (Characteristics to deploy) and Construct 12 (Qualification/specialisation issues) were scored highest. These results indicate that the principals had a very neutral opinion about the attitude of teachers and they agreed that Life Orientation teachers need to have specific characteristics and that they need to be qualified to teach Life Orientation properly (see Sections 4.5.2.3.2 and 4.5.2.3.3).

Figure 4.21: Profile plot: The principal has in-depth knowledge of curriculum management



The graph shows the differences between the overall scores of principals who have no in-depth curriculum knowledge (grey line) and those who do have in-depth curriculum knowledge (black line) (see Section 4.5.1). Not much difference exists except for Construct 7 (LO Outcomes) and Construct 12 (Qualifications/specialisation issues). Principals who have knowledge of curriculum management scored Construct 7 and Construct 12 with lower importance than principals who do not have knowledge of the curriculum. From the graph it can be seen that principals with curriculum management knowledge scored neutral with respect to Life Orientation outcomes and in lower agreement with regard to the need for teachers to be qualified to teach the subject.

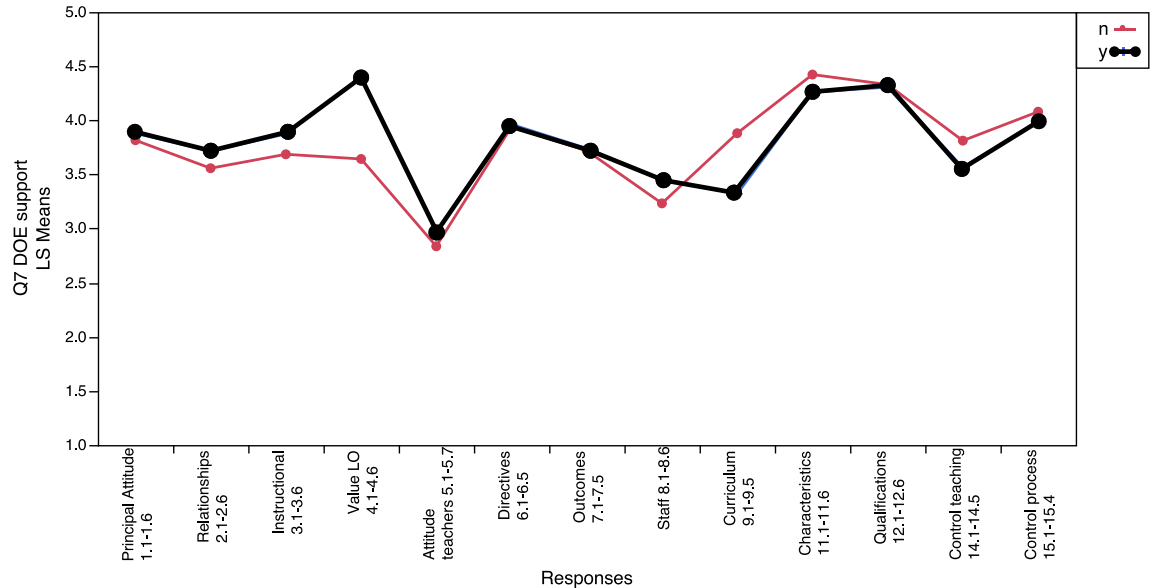
Figure 4.22: Profile plot: Are you teaching Life Orientation, or have you taught Life Orientation or related subject(s) before?



The graph shows differences between principals who have taught Life Orientation (black line) and those who have not taught the subject or related subjects (grey line). Not much difference exists except for Construct 1 (Attitude of principal regarding LO issues) and Construct 12 (Qualifications/specialisation issues). Principals who have taught Life Orientation scored both Construct 1 and Construct 12 lower than principals who have not taught Life Orientation did.

This deviation can be attributed to the fact that principals who have taught the subject know about the problems that exist in the teaching thereof. Therefore they have a lower attitude towards the subject in general and they do not think that people should be qualified to teach the subject.

Figure 4.23: Profile plot: Department of Education (DoE) support



The graph shows differences between principals who feel they get DoE support (black line) and those who feel they do not get support (grey line). Not much difference exists except for Construct 4 (Value of Life Orientation). Principals who feel they get DoE support scored Construct 4 higher than principals who feel they do not get support.

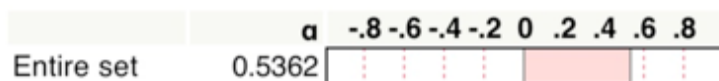
This deviation could imply that principals who get support from the DoE value the subject more because they have a better understanding of the subject and its intentions owing to the Departmental support.

4.6 RELIABILITY OF CONSTRUCTS

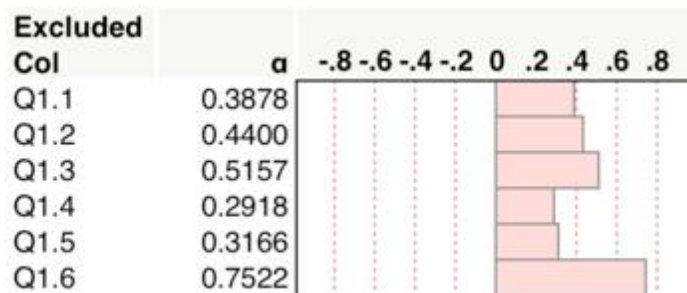
The Cronbach Alpha coefficient (coefficient α) was calculated for every construct in the questionnaire as well as for every item. All the constructs, except Constructs 1, 10 and 13, were reliable within acceptable limits, revealing α coefficients above 0.6.

Construct 1: remove 1.6 (Life Orientation is political indoctrination)

The Cronbach Alpha coefficient for the entire set of items in Construct 1 ($\alpha = 0.5362$) indicated one item which had to be removed from the construct since it caused the construct to be unreliable.



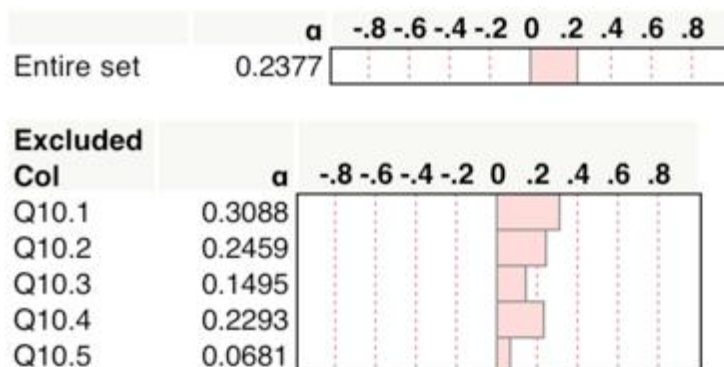
The following diagram demonstrates the effect that the removal of any one of the items would have on the reliability of the construct. It indicates the coefficient of the entire set once a specific item was removed from the construct.



On this basis the researcher removed item 1.6, since the entire set of statements in the construct, excluding item 1.6, would be suitably reliable ($\alpha = 0.7522$) after its removal. Therefore the reliability increased with the Cronbach Alpha coefficient changing from 0.5362 to 0.7522.

Construct 10: Organising the subject/curriculum

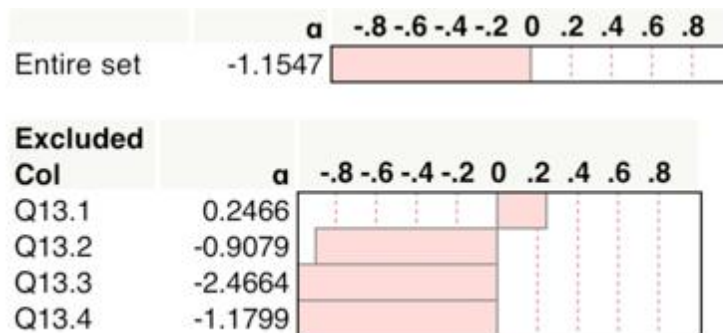
The reliability for the entire set of items is far below the limit for reliability ($\alpha = 0.2377$). The second column indicates that no item could be removed from the set of items that formed the construct in order to increase the reliability significantly (to above 0.6).



Construct 10 therefore proved to be unreliable and was removed from further discussions.

Construct 13: Life Orientation training issues

The reliability for this set of items was negative ($\alpha = -1.1547$) and therefore below the limit for reliability. From the second column it can be seen that there was no item from the set of statements which formed the construct that could be removed in order to change the reliability to an acceptable level.



The above information shows that Construct 13 was unreliable and it was consequently removed from further discussion.

4.7 DISCUSSION OF QUANTITATIVE FINDINGS

According to the results of Construct 1 (Attitude of the principal regarding Life Orientation issues) (see Section 4.5.2.1.1), approximately 75% of principals were in agreement with the construct, which shows that principals have a positive attitude towards the subject. This positive attitude was also supported by the results of Construct 4 (The value of LO) (see Section 4.5.2.1.4) which clearly showed that the principals understand and support the teaching of the subject.

The researcher feels that an inconsistency exists between Items 6.2 and 6.5 in terms of the high agreement score in 6.2, but the relatively low agreement score in 6.5 (see Section 4.5.2.2.1). The existence of a vision and a mission should be in line with long-term goals for a subject.

The need for counselling programmes as part of the Life Orientation department and resources was reiterated in the relatively high percentage of agreement in 8.3 and 8.4 (see Section 4.5.2.2.3). This need is emphasised, discussed and motivated in more detail in Section 4.8.2.2.2, as part of the qualitative analyses.

The type of Life Orientation teacher that is sought after was in question in Construct 11 (Type of teacher to employ or characteristics to deploy as LO teachers) (see Section 4.5.2.3.2). The principals strongly agreed with almost all the items concerning the characteristics of Life Orientation teachers, that is: emotional maturity, committed to good SA citizenship, sensitivity, having a sense of responsibility towards the community, et cetera. For this reason the principals seek a Life Orientation teacher who really qualifies as a person with integrity, experience, passion and the academic knowledge to teach the subject properly. This type of Life

Orientation teacher, befitting the aforementioned personality traits and profile, is discussed further in Section 4.8.2.2.1.

4.8 QUALITATIVE RESEARCH FINDINGS AND ANALYSIS

The experiences of principals with the management of the teaching of Life Orientation were further explored during the qualitative phase of research in an attempt to answer the research questions. Two overarching themes emerged during the analysis of the transcribed interviews (see Appendix G). The emerging themes provide the overall contextual basis of the discussion of subsequent analysis of the interviews. Reference will be made to quantitative results which relate to qualitative findings where relevant. It should also be borne in mind that these two themes are also supported by the responses obtained from the qualitative questions and comments in the questionnaire (see Section 4.5.1 and Appendix E).

4.8.1 Emerging themes

In this section the two emerging themes which were referred to in the introduction to this section will be discussed. They are: *The importance of the subject Life Orientation and the proper management thereof* and *The multi-dimensionality of the problem of managing the teaching of Life Orientation*

4.8.1.1 The importance of the subject Life Orientation and the proper management thereof

The importance of the subject and the subsequent management thereof became evident from the results of both phases of the study. The focus and purpose of the subject is well understood by principals. Principal U expressed his view of the purpose of the subject as follows:

To provide the requisite skills to cope with a dynamic environment and to prepare pupils to become responsible citizens.

Principal B commented on several aspects related to the importance of the subject Life Orientation:

The purpose of LO would be to develop critical awareness and emotional intelligence in learners by the time they reach Grade 12.

It serves to orientate the learners in how to interact and deal with the world around them as well as to provide insight and encourage positive discussion surrounding complex topics in the subject, e.g. euthanasia.

To develop and improve emotional intelligence, physical wellbeing, critical awareness and a healthy lifestyle were identified by principals A and B when they were asked to describe their personal understanding of the purpose of the subject.

From the above it is evident that principals perceive the subject as an important component of the curriculum because it is geared towards changing society and guiding young people in many respects. Quantitative results concerning the value of Life Orientation (see Section 4.5.2.1.4) as well as answers to the qualitative sections of the questionnaire as well as the biographical data of principals (see Section 4.5.1) reveal that Life Orientation is not a subject that should be neglected in any respect.

The benefits of Life Orientation are only understood once a principal engages with the content as well as with the management of the subject. Many principals indicated in the biographical section of the questionnaire that they have taught Life Orientation or related subjects and therefore have a better understanding of the essence of the subject (see Section 4.5.1). Two of the interviewees (principals A and L) were involved in the physical education component of Life Orientation and expressed their concerns about the significance of this component for their learners. In Section 4.8.2.1.1 it will be shown that principals advocate deviation from the Departmental prescriptions so that learners are educated appropriately, befitting their societal needs.

According to Principal F it is vitally important that Life Orientation is managed properly because the subject is essential in preparing learners for a balanced lifestyle. According to Principal R, Life Orientation prepares learners to cope with all challenges of life and according to Principal G, Life Orientation “*equips learners with life skills in order to make informed decisions when faced with it*”. Principal T expressed his view of the subject as follows:

LO gives the pupils information and knowledge in topics that we often associate with the responsibilities of traditional parenting.

Many parents are too busy or absent and children are not guided on how to cope with certain challenges of modern life.

It can therefore be concluded that Life Orientation is considered by the principals to be an important core component of the South African curriculum. It is perceived as a subject which prepares learners for their social and civic duties in society and change the lives of young people significantly. Therefore principals are managing the subject to the best of their abilities and as far as their resources allow them to do so.

4.8.1.2 The multi-dimensionality of the problem of managing the teaching of Life Orientation

There exists a huge Life Orientation staff shortage and of the teachers in schools who participated in this study, only 45% are qualified to teach the subject (see Section 4.5.1). Principal J expressed his concern in this regard as follows:

My frustration is the shortage of staff to present the subject meaningfully [and] those who are teaching the subject are sometimes very unwilling to bring justice to the subject.

Principal B reported that “*very few teachers are willing to invest time and energy into developing and furthering the curriculum*”.

Principals, who are responsible for determining a fair and equal workload when setting the timetable during the planning and organising stages, need to plan in terms of the availability of qualified teachers and consequently distributing the workload fairly among the staff. In this regard Principal P contends that his biggest frustration is:

[The] limiting number of educators [available to] teach the subject [and] no specialist educators are available and therefore the subject becomes a fill-up subject – merely fill-up the educator’s teaching allocation.

The phenomenon of Life Orientation becoming a filler subject is a coded aspect that also emerged from the interviews (see Section 4.8.2.2.3). Principals dislike the fact

that they need to force teachers to teach a subject that they were not trained for, but sometimes they do not have another choice but to fill the timetable in order to share the workload.

The low status of the subject was identified specifically because the subject is not examinable like other subjects in terms of content and preparation (see Section 4.8.2.1.3). Principal R feels that *“it is not regarded as a serious subject by learners”* and Principal T also argues that *“a frustration has been to ensure staff teaching the subject, either take it seriously, or [they] try ... [to] turn LO into a major academic challenge to justify its existence”*.

The physical education component of the Life Orientation syllabus emerged as a problem in terms of content and human resources. Principal A feels that physical education should always be *“meaningful and educationally sound”*. Other principals expressed their frustrations with regard to the physical education component in terms of its significance and the teachers who are not qualified to teach and assess the learners properly. In the quantitative study, 65% of principals indicated that they feel that staff should be qualified to teach physical education (see Section 4.5.2.3.3), which should be enough reason to believe that a far-reaching challenge exists in terms of the educational soundness and presentation of the physical education component. Further attention to this issue is given in Section 4.8.2.2.4.

The adaptation of Life Orientation content to fit the specific needs of the school populations was supported by the majority of principals (see Section 4.8.2.1.1). Departmental outcomes are considered to be a guideline only and subject teams apply creative ways to reach the outcomes and still prepare the learners sufficiently for assessment.

In conclusion, it is evident that the subject Life Orientation results in many management challenges for principals who are consequently confronted with seeking solutions on an almost daily basis. Principals realise the complex nature of these management problems and challenges and they have and do find plausible resolutions.

4.8.2 An analysis of the salient aspects pertaining to the key management functions

In this section the key functions of education management will serve as broad overarching categories under which specific aspects pertaining to the experiences of principals with the management of the subject Life Orientation will be discussed. These specific aspects were identified by means of careful scrutiny of the transcriptions of the interviews and by identifying common arguments made by the four principals. The specific aspects or arguments are referred to as codes. These, as mentioned, were obtained through an interrogation of the interview transcriptions. As shown in the table, some of the identified codes relate to more than one management task. Once again the attention of the reader is drawn to the fact that reference will also be made to quantitative findings in this analysis. This discussion should therefore also be viewed as a synthesis of quantitative and qualitative findings. Table 4.18 provides a synopsis of the discussion of that which follows.

Table 4.18: Axial coding of interview responses (codes to categories)

| Categories: Management tasks | CODES | | | | | | | | |
|------------------------------------|-----------------------------------|--|--------------------------------------|-----------------------------|-------------------------------|--------------------------------|--|--------------------------------|---|
| | Code1: Qualification needed | Code2: School adapts content for own purpose | Code3: Passion for the subject | Code4: Subject status | Code5: Assessment of LO | Code6: Counsellor needed | Code7: LO is a filler subject | Code8: Phys Ed component | Code9: Reaching LO outcomes important |
| Leadership | | ✓ | ✓ | ✓ | | | | | |
| Planning | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ |
| Organising | ✓ | ✓ | | | | ✓ | ✓ | ✓ | |
| Controlling | | ✓ | | | ✓ | | | | |

4.8.2.1 Leadership

Literature showed that leadership involves the setting of goals and the means by which the goals will be attained (see Section 2.2.1). Principals were asked several questions concerning their attitude towards Life Orientation, their relationship with the Life Orientation staff, their instructional leadership ability, their view of the value of Life Orientation and their view of the attitude of the Life Orientation teachers.

4.8.2.1.1 *Schools need to adapt content for its own purpose*

It was suggested by interviewees that the subject content of Life Orientation, especially the physical education component, be adapted to the needs of the school in order to achieve the outcomes more readily.

In this regard, Principal L mentioned that he strives towards a value-driven school and that he wants to utilise Life Orientation to reach that overall goal. He said that he will be focusing more on the needs of the learners in his school and adapting Life Orientation content for that purpose. This school would still reach the Departmental goals, but the content would be a lot more child-focused. Principal L said:

Yes, it is about the values and laws that the child has to learn, but it is important to look at what my school's learners need; not simply working through the syllabus without identifying what our learners need and attending to that.

Principal A referred to adapting the content of the physical education component of Life Orientation in order to accentuate its significance and meaningfulness for the learners in his school:

... in terms of the inter-curricular [aspects] for the health and wellness side, we do things that the children can enjoy, like aerobics, tae bo, et cetera.

In the quantitative study, Item 6.5 in the questionnaire (see Section 4.5.2.2.1) which inquired about the matter of long term goals for Life Orientation, scored relatively low compared to the other items in the construct (Directives for LO Teaching). This low score is in contrast with views of principals expressed during interviews. These views showed that the practice of adapting subject content of the Life Orientation curriculum does occur in many of the Model C schools who participated in this study. Item 10.4 (Teachers can adapt the prescribed Departmental outcomes to suit their needs) in the unreliable Construct 10 (Organising the subject/curriculum), had a high agreement score of 77% (71%+6%) (see Section 4.5.2.3.1). It is therefore concluded that the adapting of content is a long-term goal-setting strategy and that schools have to adapt the content in order to seek significance in Life Orientation for their specific learner populations.

The principals are well aware of the Departmental outcomes for Life Orientation, but feel strongly that the flexibility of content is essential and that content should be adapted to augment the value of Life Orientation for their learners. The need to adapt content is also considered to be Planning, Organising and Controlling issues, and will not be discussed again in later sections involving these categories.

4.8.2.1.2 *The need for passion for the subject*

This aspect was endorsed by all the principals who were interviewed. They are of the opinion that the subject of Life Orientation requires insight into psychology, but that the teachers should be passionate about the theoretical content and physical education. Principal L commented as follows:

Qualifications go a long way, but then the other question arises: Do [teachers] have the passion for it? Just like any other subject [where teachers] will fight for enough teaching periods [and] nobody neglecting their subject, we need somebody that feels [passionate] like that about Life Orientation.

Principal N supported the above statement by stressing the need for “*a strong LO [subject] head to run the subject so ... that passion and interest [could be] ignited with the learners*”. Therefore principals know and emphasise the fact that Life Orientation requires passion on behalf of both teachers and learners. This requirement is supported by the quantitative result (see item 1.3 in Section 4.5.2.1.1) regarding passion which had a 94% agreement score.

It became clear that during the management task of planning, teachers need to be selected according to their ability, availability and willingness to teach the subject. Yet Principal X bemoaned the fact that “*highly qualified people with a passion for LO cannot teach the subject since [their schedules are already] full with the [teaching of the] subject that they are actually qualified for*”.

Commenting on the type of teacher who should teach the subject, Principal A uttered the following ideas:

I think [LO] is a very values-based subject, and I think children are very quick to ascertain exactly what the teacher's values are and

[whether a teacher values his] job. [Children see when] you don't walk your talk [and if] you don't practise what you preach; you need to have passion and ability... it's the wisdom for me that counts. It is difficult to be passionate about something that you're not really deft at, whether you're qualified or not. If you're not keen at physical activity anyway, try and sell it to kids with demonstrations and stuff. You see, knowledge is just a construct; it's what we get out of the knowledge that makes a difference, the passion.

Principal X gave an early recommendation which summarises the overall sentiment of the principals:

A school [needs] the right staff provision so that subject loading can be distributed, to get horses for courses, and the removal of the filler subject mentality. So, it remains a manpower problem and an attitude problem.

It is therefore evident that principals are confronted with the fact that a clash exists between qualifications and passion; the overqualified teachers who is not available to teach Life Orientation, but who actually would not object to teaching it because he/she is passionate, and the unqualified teacher with no passion who is forced to teach Life Orientation because of the workload distribution among staff.

4.8.2.1.3 The low subject status of Life Orientation

Former research (see Section 2.1.2) indicated that the subject does not enjoy a very high status, and some of the principals in this study agreed that it has a low status, but they also know that the status could be uplifted by Departmental intervention in terms of staff provisions. The low status of Life Orientation is the main problem from which other problems and challenges stem, such as the *filler-subject* mentality, staff unhappiness, goals not being reached and assessment not being done properly. The problem of the low status of the subject is aggravated by the fact that there is no dedicated Life Orientation teacher training offered by universities; Life Orientation teachers are therefore not adequately trained.

The interviews revealed that since the subject of Life Orientation is not examinable as other subjects are - the final assessment comprises an assessment task combined with a physical education component mark - and also does not count in terms of gaining admission to universities, it lacks the status ascribed to examinable subjects. It is not highly esteemed by learners, nor by the teachers who are responsible for the teaching of the subject (Principal N).

Principal L expressed his concern about the future existence of Life Orientation as a subject owing to its lack of status as follows:

My concern is that if it is not going to be assessed, will it not disappear? And will it not fall through the cracks?

Principal X argued that if the subject does not gain examination status, it will remain a subject to which little meaning is ascribed. This principal mentioned that learners do not respect the subject in the same way that they respect other subjects and that they therefore do not take Life Orientation seriously. Principal N wishes Life Orientation to be raised to a level equalling other subjects since its teaching is as time-consuming as other subjects are and because it is, in fact, a very valuable subject. She also wishes to see the right people who would teach it properly being appointed, since it would result in learners realising the importance of the subject, thereby giving the subject its much deserved status.

Item 5.1 (Teaching LO is a low status teaching position) did, however, have an agreement score of only 30% (24% + 6%). Therefore, the principals do not regard the subject as a low status subject.

In terms of leadership, it can be concluded that the principals are very innovative in their approach to managing the teaching of Life Orientation in an effort to uplift the status of the subject amongst both teachers and learners.

4.8.2.2 Planning

According to literature (see Section 2.2.2), Planning is regarded as the most important task that a principal has to perform. It forms the basis of all the other management tasks. The axial coding provided in Table 4.18 (see Section 4.8.2) revealed that the Planning category involves more emerging codes from the

interviews than any other management task does. This could possibly indicate that inadequate planning contributes significantly to the problems and challenges that principals are experiencing with the management of Life Orientation. As mentioned (see Section 2.2), the four key education management tasks cannot be viewed in watertight compartments and aspects pertaining to one management task may easily also pertain to another as indeed was found to be the case (see Table 4.18 in Section 4.8.2). Specific aspects relating to more than one management task will, however, only be discussed once or referred to briefly in the discussion of other education management tasks to prevent unnecessary repetition in the data analysis that follows.

4.8.2.2.1 *Qualifications needed*

The interviewees mentioned that the unqualified status of the Life Orientation teachers is the biggest frustration and challenge in the schools. Whilst some of the principals indicated that their staff is fully qualified to teach Life Orientation, it transpired that they were actually not qualified to teach the physical education component properly. This would imply that most Life Orientation teachers are not properly qualified (see Section 4.5.1).

Principals struggle to find qualified teachers to teach Life Orientation, since the tertiary institutions fail to deliver teachers with enough skills training and appropriate content knowledge in order to be able to teach the different components of Life Orientation, for example the controversial issue of HIV/AIDS, career training and the physical education component of Life Orientation. Principal L contends that

properly qualified teachers must be the first priority; the first requirement is that he must have the subject knowledge and that he must realise the importance of Life Orientation as a subject.

Principal A also raised the concern that currently no university qualification can prepare a teacher sufficiently to teach Life Orientation properly. He expressed his thoughts on limitation in qualifications as follows:

You can do B.A. (Human Movements Science) and couple that with psychology or something. But I think [teacher training] is one of the major stumbling blocks – and it's a financial issue.

Two principals (L and X) emphasised two types of qualifications that they consider to be essential for Life Orientation teachers to execute the teaching of Life Orientation adequately. They made a distinction between academic qualifications that allow the teacher to present the subject adequately from a content knowledge perspective, and those who are qualified as a person presenting the subject with passion (see Section 4.8.2.1.2) and conveying knowledge out of experience and conviction. The principals emphasised that teachers should have suitable personalities which are conducive to achieving the Life Orientation outcomes optimally. Item 12.3 and 12.4 in Construct 12 (Qualifications and specialisation) enquired about staff possessing knowledge with regard to social and personal development issues of young adults. Both items had high agreement scores of approximately 90%.

Principal X articulated his thoughts pertaining to personality traits of ideal Life Orientation teachers as follows:

A teacher should have the right temperament and should be able to do a little bit of counselling and have life skills and experience.
(Principal X)

Principal L recommended a solution to this challenging issue:

The need differs in schools but having properly academically qualified teachers has to be a priority; the first priority is that a teacher must have the subject knowledge and that a person should realise the importance of the subject.

The above argument about different qualifications is supported in the results of Construct 11 (Type of teachers to employ or characteristics to deploy) by the quantitative findings about the need for a specific type of Life Orientation teacher (see Sections 4.5.2.3.2 and 4.7). The results showed that principals strongly agreed with certain personality traits that a Life Orientation teacher should have, namely emotional maturity, being committed to good South African citizenship, having a sense of responsibility towards the community, being emotionally intelligent and sensitive.

The need and search for qualified teachers is also considered an organising issue which is further elaborated upon in Section 4.8.2.3.

4.8.2.2.2 The need for a counsellor as part of Life Orientation

The need for a counsellor is a Planning and Organising issue (see Table 4.18). Principals indicated that the discussion of controversial issues sometimes results in learners confronting their social problems and expressing the difficulty to adapt to their circumstances in a meaningful manner. In such cases they need counsellors to assist them in dealing with different situations.

Two of the interviewed principals (L and X) argued that teachers can act as counsellors, but only to a point, after which professional counselling is needed. Principal L commented that two teachers at his school talk to learners who need counselling since the school cannot afford to employ a counsellor. Serious cases are outsourced to social workers who are trained to do more structured counselling.

Principals, therefore, need to do financial planning relating to the affordability of employing Life Orientation teachers and possibly counsellors (item 8.4 in Section 4.5.2.2.3). The quantitative results supported this need. The majority of principals agreed that schools need at least one person who is qualified to provide counselling (item 12.1 in Section 4.5.2.3.3). The significant need (88% agreement) for the implementation of guidance and counselling programmes associated with Life Orientation (item 8.3 in Section 4.5.2.2.3) also supports this view. However, needs of learners and the affordability of a counsellor remain socio-economic issues of concern. Principals of two schools stated that their school have full-time counsellors on staff while the principals of the other two schools said that they cannot afford to appoint counsellors. To have the services of a full-time counsellor at schools was considered to be a luxury, since only certain schools can afford to employ counsellors who have to be remunerated out of school funds.

4.8.2.2.3 Life Orientation is considered as a filler subject

The use of Life Orientation as a filler subject was mentioned in the literature (see Section 2.1.2), in terms of the subjects in the former syllabus, namely: guidance, youth preparedness, physical education, religious studies, et cetera, that did not need qualified teachers. The current syllabus of Life Orientation has specific outcomes that must be attained and teachers cannot be unqualified - either

academically or in terms of experience – if they are teaching the subject. However, principals are forced to use whoever is available to spread the teaching load at schools; hence, the filler subject mentality which originates from the fact that there are not enough qualified teachers available to teach Life Orientation (see Sections 4.5.2.1.5 and 4.8.2.2.1).

Life Orientation is viewed and used as a timetable filler in order to balance the work load of teachers in a school. Principal X desires the removal of “*the filler-subject mentality*” in order for it to start taking up its rightful place in the curriculum. In all four of the interviews the principals confirmed that they need to use Life Orientation as a filler subject for teachers who are in need of more teaching periods even though they are probably not qualified to teach Life Orientation, hence the problem is also considered an Organising issue.

Principals A and X mentioned that teachers are sometimes very unhappy with the fact that they need to teach Life Orientation, but that they have no choice since the timetable has to reflect an equal distribution of teaching loads. Yet, some teachers prefer to teach Life Orientation because of its non-examinable nature which alleviates the pressure to perform well.

4.8.2.2.4 *The problematic nature of the Physical Education component of Life Orientation*

The teaching of the physical education component of Life Orientation was exposed as a problematic aspect of Life Orientation with regard to Planning and Organising. Specifically, it is a challenge in the planning task that a principal needs to perform because untrained teachers cannot present and assess the physical education component successfully. According to literature (see Section 2.1.1) the aim of physical education is to expose children to the value of regular participation in physical activity. The principals therefore need to ensure that the Life Orientation departments attain their goals by whatever means in order to reach the outcomes; also that the content is significantly presented for specific school populations.

The teaching of this component of the Life Orientation syllabus emerged as being experienced as a problematic issue since it constitutes a compulsory module of the Life Orientation syllabus which many teachers are not able to teach because they are not qualified to teach it (see Sections 4.5.2.3.3 and 4.8.2.2.1). The prescribed

outcomes involve specific components that require qualified and able teachers (see Section 2.1.2). With regard to the inability of teachers to teach the physical education component, Principal A comments as follows:

I am not sure that the kids are buying into the subject and I think largely because of the Phys ed component; it's very difficult to coordinate it, to do justice with it ... [and] I don't think it creates a passion for life.

Principal L stated that he is convinced that the removal of the fully-fledged subject, Physical Education, from the previous school curriculum, created problems for the schools in terms of establishing and maintaining discipline, promoting the love for sport and the participation in sport.

All of the principals confirmed that they will be splitting the physical education component from the classroom-based teaching of Life Orientation in order to dedicate more time to the teaching of this component. Principals N and X will be employing qualified physical education teachers who will be responsible for teaching and assessing only the physical education component for all the learners in their schools.

4.8.2.2.5 *Reaching Life Orientation outcomes*

In general principals understand the outcomes of Life Orientation and are familiar with the value that it has for learners (see Section 4.5.2.1.4), even though only 65% of them indicated that they have in-depth knowledge of curriculum management (see Section 4.5.1). The following words expressed by Principal N shows that she understands the outcomes of Life Orientation:

I think there is a lot of value in [LO], because it is more important to be a good citizen who doesn't steal - and [who does not] think it is right to embezzle the country and ... takes cognisance of being green - than it is to make money for [oneself] ... [One needs] to be part of a community, and LO is supposed to make you part of that community and show you that it is important that you know yourself; to know the people that you are living with in your country; be proud of who you are; vote at elections; to make a difference in the

country. It is not just about you, in your home, making your money for yourself and your children; it is about the community.

As discussed in Section 4.8.2.2.4, the management of physical education was identified as a problem area, but in terms of reaching the outcomes Principal A contends:

We feel in terms of generating interest in some kind of physical activity, [as well as] allowing children to understand the importance of living a healthy life style through diet, exercise, balanced life style, all that kind of stuff, not through lecturing; just trying to inculcate a love for health and wellness [and] you got to be sure that the right message is getting across about the right life style.

In order to reach the Departmental outcomes, two aspects, namely qualification needs and passion (see Sections 4.8.2.1.2 and 4.8.2.2.1), were mentioned by principal A in suggesting a solution for this challenge. He commented as follows:

The DoE nationally, in its wisdom, should have thought that to include a subject that is examinable; they should have ensured that the schools have the opportunity to employ people who are at least in some way qualified and passionate about the subject, because at the moment we don't have that.

The principals were unanimous that the outcomes of Life Orientation should be achieved even though Principal L warned that one should not achieve outcomes at the expense of children. He suggested that the contents of the curriculum at times be adapted to suit the specific needs of the school (see Section 4.8.2.1.1), which in many instances, is influenced by the socio-economic context of the school (see Section 4.8.2.2.2).

In conclusion with regard to planning, the interviews revealed that principals do have long-term goals and constantly apply these goals in terms of seeking solutions for the proper teaching and assessment of Life Orientation. Extensive planning is being done in order to adapt content, and to seek the appropriate passionate teachers (see Section 4.8.2.1.2) to teach the subject in the midst of a Departmental lapse as far as providing qualified teachers to teach Life Orientation (see Section 4.8.2.2.1).

4.8.2.3 Organising

In Section 2.2.3 it was indicated that aims and objectives that constitute the main components of the management task of planning have to be organised by assigning tasks to specific people who are believed to be able to perform the task efficiently. Organising ensures that good communication exists in a school, that relationships are good in order to ensure collaboration and that there is order to ensure that the tasks are performed as planned.

In the interviews five aspects were coded and sorted under the Organising task (Table 4.18), sharing some of the codes with the Leading, Planning and Controlling categories. As mentioned in Section 4.8.2.2.2 principals agreed that a real need for counsellors at schools is being experienced, but that some schools that cannot afford counsellors have to organise external counselling services to fulfil the need that the school cannot attend to. Organising external counselling services would amount to a daunting task since it would involve obtaining good services at very reasonable prices.

Constructs 11 and 12 enquired about the type of teacher teaching Life Orientation and the need for qualifications (see Sections 4.5.2.3.2 and 4.5.2.3.3). Both scored higher than any other reliable constructs (Figure 4.20). This means that principals agreed strongly that the need for teachers with appropriate qualifications and specific characteristics are, above all, the most important needs to fulfil in the managing of Life Orientation. The need for properly qualified teachers is a matter that relates to organising and also obviously implies planning as discussed above (see Section 4.8.2.2.1).

The organising of the teaching of the subject also involves the need for schools to adapt content for their specific needs (see Section 4.8.2.1.1), Life Orientation acting as a filler subject (see Section 4.8.2.2.3) and the physical education component (see Section 4.8.2.2.4).

In conclusion, the principals do value organising and perform at their utmost, constantly seeking solutions to the challenges that they encounter.

4.8.2.4 Controlling

In order to ensure that Life Orientation is presented meaningfully to specific learner populations, principals exercise control in the form of adapting the prescribed content (see Section 4.8.2.1.1) in order for the learners to benefit and “*to really give some kind of substance in terms of our children*” (Principal A). Principals utilise available resources optimally as found in the quantitative study (see Section 4.5.2.4.1) in which Construct 14 (Control of the teaching of Life Orientation) is discussed. They also exercise control by ensuring that learner assessment is performed properly, that annual subject planning is done, that teachers are evaluated and that corrective action are taken when necessary (see Section 4.5.2.4.2).

4.8.2.4.1 Assessment of Life Orientation

It was generally considered a concern that the assessment of learners in the subject is performed inadequately and that the assessment of the physical education component of Life Orientation is especially problematic, therefore it is considered to be a Control issue that needs attention. The latter can possibly be ascribed to the fact that teachers are not qualified to teach physical education.

The principals emphasised the need for the assessment of Life Orientation. Principal L argued that Life Orientation, if not assessed like all other subjects, could possibly eventually be removed from the curriculum.

In terms of the manner in which Life Orientation contributes to learner performance, Principal N argued as follows:

I think by making [LO] an exam subject [and] by making it count as part of the aggregate [to contribute to overall performance]; that [will] give it status, because at the moment it is excluded, because children in class, they say: ‘Must I learn? Does it count?’

Principal N also argued that the assessment cannot simply be based on the assessment of tasks. According to her assessment should include the writing of examinations as is the case for any other subject. According to Principal X, learners need to take the subject seriously, and the achievement thereof requires proper assessment.

Principal L expressed his frustration with the fact that unqualified teachers often do assessment, especially of the physical education component, merely to obtain a mark for the mark book. He doubts whether such assessment contributes towards the appreciation of the subject by the learners.

Principal N recommended the following solution to the problem:

I think by making it an exam subject [and] by making it count ... would make children learn, but then you need content; for children and maybe for teachers as well. Our whole country runs on what does it count, how many marks ... you get.

In terms of controlling the progress of learners, proper assessment is vital. The fact that teachers are not qualified to teach the subject (see Section 4.5.1) implies that they will also not have the ability to assess properly, in order to judge the standards of performance by the learners. The majority of principals did indicate that they evaluate teacher performance and that corrective action is taken when necessary; see Section 4.5.2.4.2 which relates to Construct 15 (The process of control).

4.9 CONCLUSION

In this chapter the statistical and semi-structured interview results were presented in two phases, the quantitative and qualitative phases. The statistical results were presented by means of histograms, relevant and significant statistical findings, and descriptive statistics.

During the qualitative phase, two emerging themes, namely: *The importance of the subject Life Orientation and the proper management thereof* and *The multi-dimensionality of the problem of managing the teaching of Life Orientation* were identified from the interviews. These themes formed a broad contextual basis for the subsequent analyses which focussed on specific aspects (codes) concerning the experiences of principals with regard to the management of the teaching of Life Orientation. These were classified according to the main education management tasks. These codes were discussed, not only in terms of information obtained during the interviews, but reference was also made to findings relating to the questionnaire and the literature study.

Important aspects that were revealed in the analysis of the data in terms of the four management tasks were the problematic nature of teaching and assessing the physical education component, the prevalence of unqualified teachers, and the inability of the Department of Education to provide qualified teachers and make provision for meaningful assessment measures for the subject.

Furthermore, it became evident that principals are forced to employ unorthodox methods to overcome some of the challenges. To overcome the shortage of teachers, Life Orientation is viewed as a filler subject where unqualified Life Orientation teachers with incomplete time tables are expected to teach Life Orientation in order to ensure an equal workload distribution in the school. Another innovative measure was the adaptation of the content, specifically concerning the physical education component, in order to reach the Departmental outcomes and still make it meaningful and enjoyable to the learners in their schools.

5.1 INTRODUCTION

The study was performed in order to achieve the following aims:

1. to identify the management challenges of the teaching of Life Orientation in terms of the main managerial tasks of education management;
2. to recommend solutions in order to assist in the resolution of the management problems related to the teaching of Life Orientation.

The aims of the study were achieved by means of a relevant literature study (Chapter 2) which provides a theoretical background to the existence of the problems and challenges experienced with managing the teaching of Life Orientation and a discussion of the managerial tasks that need to be performed in managing a subject at a secondary school, as well as quantitative and qualitative research that was conducted. The analyses of both the quantitative and qualitative research were provided in Chapter 4. This chapter provides a summary of the research undertaken for this dissertation of limited scope. Conclusions are drawn based on the management challenges that principals experience. This is followed by recommendations geared towards resolving these challenges.

Limitations of the study are acknowledged in this chapter and further studies pertaining to the topic addressed in this study is suggested.

5.2 CONCLUSIONS

The subject of Life Orientation was introduced by the Department of Education in 1996 as one of the core subjects in the National Senior Certificate (NSC). Life Orientation is a combination of non-examinable subjects from the pre-NSC syllabus, for example Guidance, Religious Studies, Physical Education, Civic Education, et cetera. It was argued that the subject Life Orientation is not acknowledged as an important core subject, one that promises to improve the quality of education in South African schools (see Section 2.1.2). The intentions of the subjects, to name but a few, are to instil a sense of responsibility, nurture decision-making skills, expose learners to their constitutional rights and responsibilities, and to help learners to understand the importance of regular exercise (see Section 2.1.1)

Although the subject has been taught since 1996, it appears that the majority of young people of South Africa are not gaining an understanding of that which constitutes true citizenship and appropriate ways of behaving according to principles that are supposed to be dealt with in the subject Life Orientation (see Section 2.1.2).

This study focuses on the experiences of school principals with the management of Life Orientation to unveil challenges which, if addressed properly, would result in more effective teaching of the subject, resulting in an improved manifestation of authentic citizenship.

In this section, the main findings pertaining to the challenges that principals experience with the management of the teaching of Life Orientation is provided by means of cross-referencing to Chapter 4. Before commencing with that, it is, however, deemed necessary to also mention positive aspects relating to the management of the teaching of Life Orientation that this study revealed.

5.2.1 Salient positive aspects that the study revealed

It was evident that every principal has a unique leadership style by which he/she performs his/her daily managerial duties. They do attempt promoting positive teaching and learning environments, providing guidance and support to teachers in order for them to teach effectively, developing staff professionally, motivating staff and acknowledging good work and teaching (see Sections 4.5.2.1.2 and 4.5.2.1.3).

In many schools it was reported that the subject content is slightly adapted in order to make it more appropriate for their learners. As a result the attitude of both teachers and learners was reported to be more positive (see Section 4.5.2.3.1).

The researcher experienced a very positive attitude from the principals during the interviews and the principals stated clearly that they support the goals of the subject. With this good understanding and positive attitude principals are adapting the content and presentation of the subject in order to benefit the learner needs at their schools (see Section 4.8.2.1.1).

5.2.2 Challenges experienced with the management of the teaching of Life Orientation

The challenges experienced with the teaching of Life Orientation will be discussed in terms of the four main education management tasks. Some specific codes pertain to more than one management task (see Section 4.8.2), and will therefore not be discussed in detail under each education management task.

5.2.2.1 Challenges pertaining to leading

The role of the principal changed in the new educational dispensation, however, from being a manager to being a leader. Principals need to be able to diversify in their task, which involves many aspects (see section 2.2.1.1).

Life Orientation has, in general, a low status in terms of the level of assessment and the fact that it does not contribute to the admission scores for the majority of tertiary institutions. Principals indicated that the subject should be examinable with specific content in order to be accorded a higher status for teachers and learners, so that every person involved will take it more seriously than is the case at the moment.

In terms of leadership, the principals are doing their utmost to motivate Life Orientation staff; acknowledging good work, building relationships; not being afraid to reflect on the past and changing strategies if needed (see Section 4.5.2.1.2). The principals are very selective in the staffing process as to who should teach the subject. To find passionate teachers is a high priority since the diversity in subject content, the counselling needs and the physical education component need to be presented in order for learners to be educated significantly.

5.2.2.2 Challenges pertaining to planning

The management task of Planning was the task with the most aspects emerging from the qualitative study (see Section 4.8.2). Planning is considered an integral intellectual activity which is of the utmost importance (see Section 2.2.2) which forms the basis of all management tasks. Planning the curriculum in a school is one of the fundamental functions that a principal needs to perform in order to ensure that teaching and learning take place. Curriculum issues, namely planning, assessment policies, management and implementation, staff management and knowledge of Life Orientation outcomes were enquired about in this section of the study.

On average, 45% of Life Orientation teachers identified in this study were qualified to teach the subject. Principals are therefore challenged with the reality of planning the work load for unqualified Life Orientation staff (see Section 4.8.2.2.1) in order to have a fair work load distribution among the whole staff. An undesirable situation evolved in which Life Orientation became a filler subject (see Section 4.8.2.2.3) because it is taught by ineffective, unqualified teachers who do not have filled timetables.

Physical Education poses a planning challenge because not many staff members can significantly present and assess this component of Life Orientation (see Section 4.8.2.2.4). It therefore has become a planning and organisational challenge in schools.

In terms of the management hierarchy; the study revealed that all the former model C schools have subject teams and subject heads in place and the principals are not directly involved in the planning of the teaching of Life Orientation content. Principals do know that the Life Orientation syllabus is planned and that the outcomes are reached as far as it is possible and relevant for the learners at their schools (see Section 4.5.1). The principal is, however, solely confronted with the staffing issues and he/she needs to manage the staff unhappiness and attitudinal problems that occur because of his/her staff planning-related decisions (see Section 4.5.2.1.2).

5.2.2.3 Challenges pertaining to organising

In this management task, the principal needs to organise all the aspects of the planning process in order for all stakeholders to know and understand and collaborate towards realising the planned goals (see Section 2.2.3). Needs were identified during the Planning stage, for example, the need for qualified Life Orientation teachers, the means by which the outcomes will be reached and the people who will contribute to completing specific tasks (see Section 4.8.2.2.3).

In this study the biggest organisational challenges that were identified were the teaching of physical education (see Section 4.8.2.2.4) and the shortage of qualified teachers (see Section 4.8.2.2.1). The need for counselling also emerged as a challenge since there are a significantly increasing number of learners needing counselling; more than just casual platonic conversation (see Sections 4.5.2.2.3 and

4.8.2.3). The affordability of a counsellor was identified as a socio-economic issue since no departmental counselling posts are provided and only certain schools can afford to employ a counsellor remunerated out of governing body funds (see Section 4.8.2.2.2).

5.2.2.4 Challenges pertaining to controlling

In exercising control a principal can ensure that the planning that was done previously is actually implemented. If the standards are not met, then corrective action should be incurred (see Section 2.2.4). Life Orientation consists of theoretical and practical components that need to be assessed and a lot of control needs to be exercised in order to ascertain whether teachers actually perform the task satisfactorily (see Section 4.8.2.4).

Assessment of outcomes in Life Orientation remains the biggest control challenge in terms of the diverse content. Planning is done and work schedules are finalised, but the teachers need to perform the task of assessment according to an unknown standard (see Section 4.8.2.4.1). The low status of the subject causes learners and teachers not to take Life Orientation seriously (see Section 4.8.2.1.3).

Principals indicated that the content and outcomes of Life Orientation are adapted so that they suit the needs of their schools (see Section 4.8.2.1.1). In some schools; again those that can afford it, Physical Education is separated from the classroom teaching of Life Orientation and is also presented by a dedicated teacher who is qualified and who can assess the physical education component significantly (see Section 4.8.2.2.1).

The above discussion of the challenges pertaining to the management of the teaching of Life Orientation shows that this two-phased study answered the first research question. The recommendations that follow in Section 5.3 provide evidence that the second research question was also answered.

5.3 RECOMMENDATIONS THAT WILL ASSIST IN RESOLVING THE CHALLENGES CONCERNING THE MANAGEMENT OF THE TEACHING OF LIFE ORIENTATION

In this section recommendations that will counteract the challenges discussed in Section 5.2.2 are provided. These are provided according to recommendations

relating to the Department of Education (DoE), principals and senior management teams (SMTs), universities and the Department of Social Development.

- The DoE should realise that Life Orientation was instituted as a core subject and that it should be presented by qualified teachers. The DoE should make provision for qualified Life Orientation teachers in all schools. The goals and outcomes of the subject cannot be realised if unqualified teachers present the subject. Principals have no choice but to employ teachers who are not qualified to teach Life Orientation, since the work load distribution at schools should be equal.
- Universities should provide for this need by designing a curriculum that prospective Life Orientation teachers can study, subsequently to qualify as Life Orientation teachers.
- The filler-subject principle should be removed if qualified teachers are available to teach Life Orientation. Unqualified or otherwise skilled teachers can then focus on the subject that they were trained for.
- The standard and status of the subject is not equal to the status of other examinable subjects. It was strongly suggested that the assessment of the subject should be at the same level as that of other subjects in order for stakeholders, both teachers and learners, to view Life Orientation as a more important subject.
- Physical education must be a separate subject from the Life Orientation curriculum and must be presented and assessed by teachers who are appropriately qualified.

5.4 LIMITATION TO THE STUDY

The sample size was relatively small which compelled the researcher to employ population sampling (see Section 3.3.1.1). The NMM is a relatively small metropole when compared to other metropolises in South Africa. The statistics were therefore used restrictedly in reaching conclusions. This limitation obligated the researcher to follow a mixed method explanatory design introducing a qualitative second phase.

The study was conducted in former Model C schools and the results might be biased and quite different from those experienced in other types of schools. The aim of this study was never to generalise its findings to all types of schools in the NMM or the rest of the country, but merely to establish what the former Model C secondary school principals in the NMM struggle with concerning the management of Life Orientation. The results of this study will, however, provide an early indication of the challenges faced by principals in the NMM and can serve as groundwork for further studies or actions.

Non-response to the questionnaire was a limitation, but for this small sample the return rate was relatively high and results could therefore be generalised to the population of former Model C secondary schools in the NMM. The response rate of this study was 71% (see Section 4.4) and it is consequently representative enough for this population.

The use of questionnaires was a limitation since the truthfulness of the answers cannot be controlled since there is no contact between the researcher and the respondents. Therefore every answer needs to be accepted as true. The researcher could also not probe for additional information and he will never be certain whether the principal or a substitute completed the questionnaire.

5.5 RECOMMENDATIONS FOR FURTHER RESEARCH AND ACTIONS

Further studies could be performed in the wider school community which includes non-former Model C schools and rural schools.

The results of this study could also be useful to education authorities who need to provide teachers in the annual staff establishments, and to implement possible interventions in non-functioning schools.

Tertiary institutions which train teachers in the field of Life Orientation need to be aware of the need for fully qualified teachers in order to construct courses that will train teachers sufficiently in theoretical Life Orientation for the classroom, as well as in physical education. One of the respondents (Principal A), a qualified Physical Education teacher, strongly suggests that a Life Orientation qualification can be constructed by coupling BA (Human Movement Science) with Psychology. This type

of teacher should be fully qualified to teach all the outcomes of Life Orientation, provided that he/she has the passion for it.

In addition, the DoE needs to take cognisance of the existing needs and challenges since teacher shortages in schools are resulting in Life Orientation not being taught properly because of unqualified teachers being forced to teach this important core subject.

The DoE needs to reconsider the priority that it attaches to Life Orientation, since compulsory core subjects need dedicated teachers if goals and outcomes are to be reached.

5.6 CONCLUSION

This study was conducted in order to answer the research questions by determining which management challenges the principals of former model C secondary schools encounter when managing the teaching of Life Orientation, the seemingly low-status core subject in the South African school curriculum. The main challenges that were identified were the unqualified teachers, lack of passion for teaching the subject and the physical education component, which in terms of the management tasks are creating huge challenges with regard to planning and organising the proper presentation of the subject (see Section 4.8.2).

In most schools the teaching of Life Orientation was assigned to unqualified teachers who needed a filled timetable; and Life Orientation filled that gap in order to establish a balanced work load for all staff members. The teaching of the physical education component poses a management challenge since teachers are not qualified to teach and assess this component in order to reach the desired outcomes. In many schools principals are, however, overcoming staffing challenges by employing dedicated physical education teachers; but the ability of a school to do this depends on its financial position.

It can be concluded that Life Orientation is the one subject that can change a person and society in terms of skills, values and knowledge, but it appears to be neglected by authorities and tertiary institutions. If only the essence and significance of Life Orientation can be experienced in South Africa, a lot more value can be added to a society that desperately needs healthy and responsible citizens. All honour to

principals who are creative enough to make do with the resources available and who are adapting the Life Orientation content to suit the needs of their school communities in order to make it more significant to the learners in their schools.

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APPENDIX A: PERMISSION TO CONDUCT RESEARCH

**Port Elizabeth District**

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Mr W.C. Oosthuizen
 Researcher
 c/o Prof A.E. Van Zyl
 Study Leader
 Unisa University of South Africa
 Fax: 012 4294150 // E-mail: "Cronje en Landie Oosthuizen" ocv@501.co.za

Dear Mr Oosthuizen

**REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN DEPARTMENTAL
 SCHOOLS: PORT ELIZABETH**

I refer to your letter dated 12 March 2013.

Permission is hereby granted for you to conduct your research on the following conditions:

1. Your research must be conducted on a voluntary basis.
2. All ethical issues relating to research must be honoured.
3. Your research is subject to the internal rules of the school, including its curricular programme and its code of conduct and must not interfere in the day-to-day routine of the school.

Kindly present a copy of this letter to the principal as proof of permission.

I wish you good luck in your research.

Yours faithfully

DR NYATHI NTSIKO
DISTRICT DIRECTOR: PORT ELIZABETH
 /ab

14 March 2013



APPENDIX B: RESEARCH ETHICS CLEARANCE CERTIFICATE



Research Ethics Clearance Certificate

This is to certify that the application for ethical clearance submitted by

WC Oosthuizen [32105533]

for a M Ed study entitled

**Managing the teaching of Life Orientation by principals at
selected Model C secondary schools in the Nelson Mandela
Metropole**

has met the ethical requirements as specified by the University of South Africa
College of Education Research Ethics Committee. This certificate is valid for two
years from the date of issue.

A handwritten signature in black ink, appearing to read 'CS le Roux'. The signature is stylized and cursive.

Prof CS le Roux
CEDU REC (Chairperson)
lrouxcs@unisa.ac.za

1 August 2013

Reference number: 2013 Aug/32105533/CSLR

APPENDIX C: LETTER OF CONSENT

**Managing the teaching of Life Orientation by principals at
selected former Model C secondary schools in the Nelson
Mandela Metropole**

School Principal Consent Form

I have read the Project Information Statement explaining the purpose of the research project and understand that:

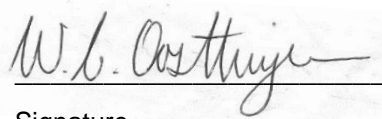
- The role of the principal is voluntary
- I may decide to withdraw at any time without penalty
- All information obtained will be treated in the strictest confidence.
- The school will not be identifiable in any written reports about the study.
- A report of the findings will be made available to the school.
- I may seek further information on the project from the researcher, Cronje Oosthuizen on 082 8176 671 during office hours.

Principal

Signature

Date

W.C. Oosthuizen
Researcher


Signature

16 August 2013
Date

APPENDIX D: LETTER OF TRANSMITTAL

Managing the teaching of Life Orientation by principals at selected former Model C secondary schools in the Nelson Mandela Metropole

Project Information Statement/Letter of Invitation to School Principals

I am an M.Ed. (Education Management) student at the University of South Africa (UNISA). I am conducting research which, in part, focuses on the status of Life Orientation at schools and on the management challenges of the subject at former Model C secondary schools in the Nelson Mandela Metropole. The dissertation is done under the supervision of Prof. A.E. van Zyl (012 429 2506, vzylae@unisa.ac.za). I invite you to consider taking part in the research by completing the attached questionnaire regarding the management of Life Orientation at your school. This study will meet the requirements of the Research Ethics Committee of UNISA.

Research questions and aims

The research questions which direct this research are:

1. What are the management challenges of the teaching of Life Orientation in terms of the main managerial tasks of education management?
2. What recommendations could be made that will assist in the resolution of the management problems related to the teaching of Life Orientation?

Aims and objectives of the study

The aims of this study in terms of the research questions are:

To research the status quo of the management of the teaching of Life Orientation by principals in former Model C secondary schools in the NMM in terms of the main managerial tasks, in order to reveal reasons for the problems in the subject and to make recommendations to the identified management problems.

Significance of the Research Project

It is evident from literature that managing learning areas, specifically Life Orientation, can be quite a challenge. It is anticipated that the issues and core problems pertaining to the management of the teaching of Life Orientation will be identified by receiving first-hand opinions from principals. The findings of this research project could be conveyed to the Department of Education in order for the Department to become aware of any challenges that exist as well as possible solutions to these problems, in order for Life Orientation to become the subject it was intended to be.

Benefits of the Research to Schools

Dissemination of results to schools, in the Eastern Cape Department of Education, and to the broader public.

Research Plan and Method

This project is conducted by following a quantitative descriptive survey research plan. The population is the high schools in the province of the Eastern Cape and the sample, selected by convenience sampling, is twenty four current high school principals of former Model C high schools in the Nelson Mandela Metropole, comprising Port Elizabeth, Despatch and Uitenhage. Questionnaires will be distributed to principals in order to obtain information about the status of the teaching of Life Orientation and the challenges that principals have in managing the subject. The questionnaire is structured according to the four school management tasks of principals as described by Van Deventer and Kruger (2003:73)¹ and will provide valuable information regarding the management of the subject.

All information collected will be treated in the strictest confidence and neither the school nor individual participants will be identifiable in any reports that are written. The participation is voluntary and the principal may decide to withdraw his participation at any time without penalty.

¹ Van Deventer, I. , Kruger, A. G. , Van der Merwe, H. M. , Prinsloo, I. J. and Steinman, C. F. 2009. *An educator's guide to school management skills*. Van Schaik Publishers: Pretoria

Procedure for completing questionnaire

Please complete this questionnaire by supplying your own views on the listed items and indicate your response by marking (X) the appropriate choice and answering in the provided spaces. Please answer ALL the questions. The questionnaire is subdivided into 5 sections, namely: biographical information, management of Life Orientation in terms of Planning, Leadership, Organising and Control; as described in management literature. This is a perceptions questionnaire and there are no correct or incorrect answers. Your view is important for the success of the study. The estimated time needed for completing the questionnaire is twenty minutes.

Thank you for participating. By responding to the questionnaire you indicate your willingness to participate. Your identity and the information supplied will be treated with respect. I am bound by the Ethical Policy Principals of UNISA in order to treat all information as confidential. As stated, information will be treated as anonymous and confidential for the purpose of this study. Even though the questions are set in English, respondents are welcome to supply information in Afrikaans.

Invitation to participate

If you would like to participate in this research, please complete and return the attached questionnaire by fax or e-mail, before 1 August 2013.

Thank you for taking the time to read this information.

Cronje Oosthuizen

Researcher
UNISA

Prof. A.E. van Zyl

Study leader

APPENDIX E: QUESTIONNAIRE

| Managing the teaching of Life Orientation by principals at selected Model C secondary schools in the Nelson Mandela Metropole | | | | |
|---|---|-----|--------------|----|
| <i>This questionnaire should be completed ONLY by the principal, not by a delegate. Complete electronically (this sheet), or on paper (print the .pdf-file).</i> | | | | |
| Section A: Biographical information | | | | |
| <i>Please select the option that is applicable to you by marking (with X) electronically or filling in the appropriate box(es) in BLACK ink. Do not write or type in the 'Official use' grey areas.</i> | | | | |
| 1 | How many teachers teach LO at your school? | | Official use | |
| 2 | How many of these teachers are qualified to teach LO? | | | |
| 3 | In your opinion, what kind of qualification or academic background do you think people need in order to teach LO effectively? | | | |
| 4 | Are you teaching LO, or have you taught LO or related subject(s) before? (Type X over the 'Yes' or 'No'). If Yes, specify grade(s) and number of years: | Yes | | No |
| 5 | Do you have an LO subject head? | Yes | | No |
| 6 | Are you the subject head of LO? | Yes | | No |
| 7 | The DoE is providing support for curriculum management challenges | Yes | | No |
| 8 | The principal has in-depth knowledge of curriculum management | Yes | | No |
| 9 | Give a SHORT description of your personal understanding of the purpose of Life Orientation. | | | |
| 10 | What is or was your biggest frustration, if any, with regard to managing LO? | | | |

| Section B: Management of Life Orientation (LO) in terms of LEADERSHIP | | | | | | |
|--|--|---|---|---|---|---|
| Each statement listed below suggests a challenge pertaining to the leadership on the part of the principal required in Life Orientation (LO) at your school. Indicate your level of agreement with the following statements regarding the attitude of the principal. | | | | | | |
| Agreement legend 1=strongly disagree; 2=disagree; 3=neutral; 4=agree; 5=strongly agree | | | | | | |
| 1 | Principal's attitude regarding LO issues | 1 | 2 | 3 | 4 | 5 |
| 1.1 | LO is an important learning area | | | | | |
| 1.2 | Managing the teaching of LO is emotionally draining | | | | | |
| 1.3 | Managing LO requires passion | | | | | |
| 1.4 | Proper teaching of LO will lead to the development of better citizens of the country | | | | | |
| 1.5 | Proper teaching of LO will result in a more holistic development of the learners | | | | | |
| 1.6 | LO is political indoctrination | | | | | |
| 2 | Principal's relationship with LO staff | 1 | 2 | 3 | 4 | 5 |
| 2.1 | Relationship with the LO staff is at a good level | | | | | |
| 2.2 | The LO staff members are motivated | | | | | |
| 2.3 | The principal and the LO department share the same goals | | | | | |
| 2.4 | Staff are empowered to teach LO | | | | | |
| 2.5 | Interaction with staff members responsible for the teaching of LO is adequate | | | | | |
| 2.6 | Good teaching of LO is acknowledged | | | | | |
| 3 | Principal's instructional leadership | 1 | 2 | 3 | 4 | 5 |
| 3.1 | Staff responsible for the teaching of LO is familiar with the goals and objectives of LO | | | | | |
| 3.2 | Adequate time is provided for the teaching of LO | | | | | |
| 3.3 | Guidance and support pertaining to the teaching of LO are provided | | | | | |
| 3.4 | The teaching of LO is monitored by an adequate assessment programme | | | | | |
| 3.5 | A positive instructional climate exists concerning the teaching of LO | | | | | |
| 3.6 | Professional development opportunities are created for the staff | | | | | |
| 4 | The value of LO | 1 | 2 | 3 | 4 | 5 |
| 4.1 | LO assists learners to develop a value system | | | | | |
| 4.2 | LO nurtures a sense of nationalism and democracy | | | | | |
| 4.3 | LO nurtures a sense of responsibility and accountability towards the community and the environment | | | | | |
| 4.4 | LO nurtures a sense of justice | | | | | |
| 4.5 | LO nurtures a sense of identity and diversity | | | | | |
| 4.6 | LO nurtures career development | | | | | |

| 5 | The attitude of teachers regarding LO | 1 | 2 | 3 | 4 | 5 | |
|-----|--|---|---|---|---|---|--|
| 5.1 | Teaching LO is a low status teaching position | | | | | | |
| 5.2 | The LO teachers are happy and satisfied teachers | | | | | | |
| 5.3 | It is difficult to motivate staff to teach LO properly | | | | | | |
| 5.4 | It is difficult to convey the purpose of LO to staff | | | | | | |
| 5.5 | LO is often not the appointed teacher's field of interest | | | | | | |
| 5.6 | Staff are unwilling to discuss controversial issues in LO | | | | | | |
| 5.7 | Owing to issues of sensitivity, applicable LO content is not taught | | | | | | |
| | <i>Please provide any comments concerning leadership that you want to bring to the attention of the researcher:</i> | | | | | | |

| <p align="center">Management of Life Orientation (LO) in terms of PLANNING</p> <p align="center"><i>Each statement listed below suggests a challenge pertaining to the planning of Life Orientation (LO) at your school. Do you consider the following issues to be a challenge?</i></p> <p align="center">Agreement legend</p> <p align="center"><i>1=strongly disagree; 2=disagree; 3=neutral; 4=agree; 5=strongly agree</i></p> | | | | | | |
|--|--|----------|----------|----------|----------|----------|
| 6 | Directives for LO teaching | 1 | 2 | 3 | 4 | 5 |
| 6.1 | Enough planning is done for the teaching of LO | | | | | |
| 6.2 | We have a clear vision and mission for the subject | | | | | |
| 6.3 | Annual subject planning is done in this school | | | | | |
| 6.4 | We are guided by the departmental LO outcomes | | | | | |
| 6.5 | There are long-term goals set out for LO | | | | | |
| 7 | LO outcomes | 1 | 2 | 3 | 4 | 5 |
| 7.1 | Outcomes are specific, clear to understand | | | | | |
| 7.2 | Outcomes are measurable | | | | | |
| 7.3 | Outcomes are acceptable; all stakeholders are in agreement | | | | | |
| 7.4 | Outcomes are realistic for this school environment | | | | | |
| 7.5 | Outcomes are trackable in order to measure progress | | | | | |
| 8 | Staff management | 1 | 2 | 3 | 4 | 5 |
| 8.1 | A staff shortage exists which results in insufficient staff available to teach LO | | | | | |
| 8.2 | Staff who are unqualified to teach LO are teaching LO | | | | | |
| 8.3 | There is a need for the implementation of guidance and counselling programmes associated with LO which might need more resources | | | | | |
| 8.4 | LO implementation requires additional financial strain (e.g. additional services of therapists, etc.) | | | | | |
| 8.5 | LO gets the prescribed contact time according to departmental allocations | | | | | |
| 8.6 | Staff members find it difficult to understand the purpose of LO | | | | | |
| 9 | Curriculum issues | 1 | 2 | 3 | 4 | 5 |
| 9.1 | Curriculum planning is done by the principal | | | | | |
| 9.2 | Learner progress is maintained by a whole school assessment policy | | | | | |
| 9.3 | The principal has in-depth knowledge of curriculum management | | | | | |
| 9.4 | The LO teachers contribute adequately to the planning of the subject | | | | | |
| 9.5 | The LO teachers are interacting well in order to ensure proper curriculum implementation | | | | | |
| <p><i>Please provide any comments concerning planning that you want to bring to the attention of the researcher:</i></p> | | | | | | |

| <p align="center">Management of Life Orientation (LO) in terms of ORGANISING</p> <p align="center"><i>Each statement listed below suggests a challenge pertaining to the organising of Life Orientation (LO) at your school. Indicate your level of agreement with the following statements regarding the type of LO training.</i></p> <p align="center">Agreement legend</p> <p align="center"><i>1=strongly disagree; 2=disagree; 3=neutral; 4=agree; 5=strongly agree</i></p> | | | | | | |
|--|---|---|---|---|---|---|
| 10 | Organising the subject/curriculum | 1 | 2 | 3 | 4 | 5 |
| 10.1 | The principal sets the timetable | | | | | |
| 10.2 | The principal should decide which subjects are taught by which teachers | | | | | |
| 10.3 | The LO content is taught according to departmental outcomes | | | | | |
| 10.4 | Teachers can adapt the prescribed departmental outcomes to suit their needs | | | | | |
| 10.5 | Resources are available for the proper teaching of the subject | | | | | |
| 11 | Type of teacher to employ or characteristics to deploy as LO teachers (emotional/physical traits of LO teachers) | 1 | 2 | 3 | 4 | 5 |
| 11.1 | LO teachers need to be emotionally mature | | | | | |
| 11.2 | LO teachers have to be committed to good SA citizenship | | | | | |
| 11.3 | LO teachers themselves must have a sense of responsibility towards the community | | | | | |
| 11.4 | LO teachers should be emotionally intelligent | | | | | |
| 11.5 | LO teachers should be sensitive | | | | | |
| 11.6 | LO teachers should be physically active | | | | | |
| 12 | Qualification/specialisation issues | 1 | 2 | 3 | 4 | 5 |
| 12.1 | Every school needs at least one specialist teacher (qualified) who can lead the LO team | | | | | |
| 12.2 | Qualifications must be LO specific | | | | | |
| 12.3 | LO staff should be knowledgeable with regard to social development issues of young adults | | | | | |
| 12.4 | LO staff should be knowledgeable with regard to personal development issues which concern young adolescents | | | | | |
| 12.5 | LO staff should be qualified to teach HIV-related topics | | | | | |
| 12.6 | LO staff should be qualified to teach physical education | | | | | |
| 13 | LO training issues | 1 | 2 | 3 | 4 | 5 |
| 13.1 | INSET (in-service training) can be regarded as ideal training | | | | | |
| 13.2 | Some departmental courses are too short | | | | | |
| 13.3 | It is difficult to allow teachers time off for training because the school is short staffed | | | | | |
| 13.4 | Training should only cover the LO curriculum | | | | | |
| <p><i>Please provide any comments concerning organising that you want to bring to the attention of the researcher:</i></p> | | | | | | |

Management of Life Orientation (LO) in terms of CONTROL

Each statement listed below suggests a challenge pertaining to the **controlling** of Life Orientation (LO) at your school.
Indicate your level of agreement with the following statements regarding the type of LO training.

Agreement legend

1=strongly disagree; 2=disagree; 3=neutral; 4=agree; 5=strongly agree

| 14 | Controlling the teaching of LO | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|---|
| 14.1 | The principal has a control plan in place, with regard to reaching outcomes | | | | | |
| 14.2 | All the activities in LO contribute towards reaching planned outcomes | | | | | |
| 14.3 | Resources are used optimally | | | | | |
| 14.4 | Management copes with change and uncertainty in the LO department | | | | | |
| 14.5 | The quality of the teaching of LO is satisfactory | | | | | |
| 15 | The process of control | 1 | 2 | 3 | 4 | 5 |
| 15.1 | Standards of learner performance are established | | | | | |
| 15.2 | Specific subject planning is revised every year | | | | | |
| 15.3 | The performance of teachers is evaluated | | | | | |
| 15.4 | Corrective action is taken when necessary with regard to teaching LO | | | | | |
| <p>Please provide any comments concerning control that you want to bring to the attention of the researcher:</p> | | | | | | |
| <p>Thank you very much for the time you took to complete the questionnaire. Please return the signed letter of consent and the completed questionnaire by fax to 086 544 2877 or by e-mail to wcoos@yahoo.com. Regards Cronje Oosthuizen</p> | | | | | | |

APPENDIX F: SEMI-STRUCTURED ONE-ON-ONE INTERVIEW SCHEDULE

Structured questions (these questions were asked as the first and last questions; the research questions):

1. In a nutshell: what are the management challenges and problems in Life Orientation, for you as principal?
2. What recommendations would be made that will assist in the resolution of the management problems related to the teaching of Life Orientation?

Semi-structured questions (guideline questions):

Principal A:

- Phys ed and qualifications (You wrote in the questionnaire: Phys ed is your biggest frustration – it must be meaningful, educationally sound) – what did you mean?
- Item 12: you scored a 3 on the scale while the 60-80% of 16 other schools scored mostly 4 or 5: can you elaborate on the qualification issues, and that you were neutral in saying that the teacher does not need knowledge about adolescent issues/HIV issues?
- What recommendations to solve the problem?

Principal L:

- Wat is jou grootste frustrasie?, dat die assessering in die vak nie volle status tot gr 12 verseker nie” Wat het jy daarmee bedoel?
- Jy het “Directives for LO teaching” neutral gekies (terwyl 76% samgestem het):
 - Neutraal: Genoeg beplanning word gedoen vir die onderrig van LO.
 - Neutraal: Ons het ‘n kuidelike visie en missie vir die vak.
 - Neutraal: Jaarlikse vakbeplanning word gedoen
 - Neutraal: Ons word gelei deur die departementele uitkomst
- Kan jy asb uitbrei op dat jy nie saamstem met die feit dat personeel moet ogelei wees vir liggaamsoefeninge (Phys ed) nie?
- LO Uitkomst: aanvaarbaar vir almal, gaan jy dit bereik met jou benadering tot LO?
- Watter aanbeveling het jy om die problem op te los?

Principal N:

- She needs a strong LO head to run the subject so that it ignites passion and interest with the learners
- Is LO used as a filler subject?
- How do you do the Phys ed component? Qualified teacher?
- What recommendations to solve the problem?

Principal X:

- Wend LO aan as 'n stopvak – korrekte benadering bly in slag
- Hoe doen jy die liggaamsopvoeding deel? Gekwalifiseerde onderwyser?
- Dra kwalifikasie enige gewig vir jou? Watter kwalifikasie stel jy voor?
- Watter aanbeveling het jy om die probleem op te los?

APPENDIX G: TRANSCRIBED INTERVIEWS

APPENDIX G1: PRINCIPAL A

C: In a nutshell, what are the management challenges and problems from a principal's point of view?

A: I think it is a grandiose idea that it's been done at school, I think potentially it has huge merit, but I think the challenge of not being able to staff it with people who are either passionate about the subject, both the classroom based and the physical education based side (that's no. 1), ... and no.2: are not properly qualified, whatever the qualification entail, and it is not possible to have qualified personnel teaching the full load of LO across the school... and teachers, and thirdly, to really give some kind of substance in terms of our children, I am not sure that the kids are buying into the subject and I think largely because of the Phys ed component, it's very difficult to coordinate it, to do justice with it...

C: Do you say that because you come from a background of Phys ed teaching?

A: Maybe, but I am not sure. I am saying that it used to be that a teacher should be properly qualified; you should know exactly what you're doing. You know, having done a Phys ed degree, being passionate about the subject, and it is difficult to be passionate about something that you're not really deft at, whether you're qualified or not, if you're not keen at physical activity anyway, try and sell it to kids and demonstrations and stuff.

C: What do you do with a child who can't do it?

A: Medically or who can't because they have 2 left feet? They get left out, they can still pass the subject, they just get a very low mark on the Phys ed aspect.

C: So, they can work hard in the other parts and make up for the marks that they lose because of the Phys ed part that they can't do?

A: Yes

C: So, would you like to see it as 2 separate subjects?

A: You see, for me there is a clash in ideologies. The theoretical side of LO, if I look at it, it really is based on life skills, ... I am not sure if the Phys ed side does that, I don't think it creates a passion for life.

C: Do you think it can do that?

A: It should

C: It says in the specific aims of the subject that it should expose learners to an understanding of the value of regular participation in physical activity. So, you don't think that they understand that?

- A: Look, you can do that theoretically, I'm not sure in the practical component whether what the CAPS document requirements are, there's nothing like testing things like coordination, in kite flying and aerobics, running... You know, the rest of the world takes it very seriously, the Phys ed component.
- C: Yes, I think that will grow into the after-school sport and everything.
- A: It can do that, ja.
- C: Do you think we need the Phys ed back with gymnastics and all of that?
- A: O, no, no. We feel in terms of generating interest in some kind of physical activity and allowing children to understand the importance of living a healthy life style, through diet, exercise, balanced life style, all that kind of stuff, not through lecturing, just trying to inculcate a love for health and wellness.
- C: So, is that the only challenge for you in the subject?
- A: Well the challenge for me is in terms of understanding our limitations as far as the staff is concerned. We employ people from outside who are qualified in a specific field in a health and wellness programme. So we don't do ball skills – we include that in our extra-curricular program, but for the health and wellness side in terms of the inter-curricular, we do things that the children can enjoy, like aerobics, tae bo...
- C: Is there an extra financial problem or strain for this? Is there a budget for it?
- A: There is a budget for it.
- C: Do you think it works?
- A: I think it works, and the kids enjoy it.
- C: What are all the components that are coming in from outside?
- A: Dance, Aerobics, joga, tae bo (boxing), traditional something or another... I can't remember everything now.
- C: And this is for senior phase?
- A: Right through – all grades, and we had good feedback that learners enjoy it.
- C: Let's move on to your questionnaire responses where you scored neutral all the way, where the other 16 principals scored high (strongly agree and agree). The question was: "Every school needs at least one specialist teacher (qualified) who can lead the LO team". Don't you have that at your school?
- A: No, we need more than that. One is not enough.
- C: But to lead the LO team?
- A: But who are these teachers. These are people; you're filling up their timetables...
- C: Is that happening here?

- A: Ja, there are many different teachers who are not qualified for the subject. Three have psychology, but the question is do we need one to drive the subject? No, we need more.
- C: Are teachers happy with the fact that it is a filler subject for them?
- A: I'm sure that for some of them, not...
- C: You don't know?
- A: I do know, some of them say, they don't want to do LO next year, but we don't have an option, we don't have people to put there and also you know, we can't just put any member of staff there, you got to be sure that the right message is getting across about the right life style.
- C: And there's 2 types of qualifications: the academic qualification and the personality qualification. Do you agree with that?
- A: Absolutely. I think it is a very values based subject, and I think children are very quick to ascertain exactly what the teacher's values are and in this job, you know, if you don't walk your talk, you don't practice what you preach, you need to have passion and ability. I can't help but to talk about the Phys ed component.
- C: Also one that you were neutral about is that staff should be knowledgeable about social development issues with regard to you adolescents.
- A: 'Cause I am not sure what that means. I can be knowledgeable about all kinds of things; it's the wisdom for me, that counts. You see, knowledge is just a construct; it's what we get out of the knowledge that makes a difference, the passion - that is far more important.
- C: So, would you agree with the fact that the teachers need knowledge about adolescents and young adults?
- A: Yes, but the questions did not say that, and it should also include the physical component.
- C: And the next one was: "LO staff should be knowledgeable with regard to personal development issues which concern young adolescents" and then "LO staff should be qualified to teach HIV-related topics"
- A: Well, I am not sure what that means.
- C: It is again that topic that's been taught for many years with all the sensitivities and controversial issues around it – can anybody talk about it?
- A: I don't think anybody can, I think only somebody with HIV can really talk about it. I think that HIV related issues can be covered in a cross-curricular context; it can be covered in the Natural Science class for instance.

- C: After all of this, what would you say is a recommendation to solve the problem in the city and in the Eastern Cape?
- A: It is hard for me to think at one reason. One has to really look at context and province. If one looks at the Eastern Cape, probably 75-80% of children don't enjoy basic education and I am excluding the Northern Areas in PE, we're talking huge numbers. If you look at a dysfunctional township school and then at a functional township school; their staffing will be dependent on their numbers. The last post that they will fill will be an LO post, because you can make do adequately from a staffing and financial perspective by getting a Maths teachers to take one LO class and I think it is far more important to ensure that you have a Maths, Physical Science, Accounting and Life Sciences teacher, known as the killer subjects in the township, so that the learners can get through to gr 12, than to fill a teaching post with someone who is extensively qualified to teach LO; for me that is a crucial issue.
- C: Do you think that it should be that way around? Shouldn't they start with LO?
- A: The DoE nationally in its wisdom should have thought that to include a subject that is examinable, they should have ensured that the schools have the opportunity to employ people who are at least in some way qualified and passionate about the subject, 'cause at the moment we don't have that.
- C: And there's no qualification as such, at universities, that can be studied?
- A: No, not at our university. You can do *B.A. (Human Movements Science)* and couple that with psychology or something. But I think that is one of the major stumbling blocks – and it's a financial issue. We are really blessed here, with two full time councillors, teachers with a balanced portfolio and we employ 27 GB teachers. If you take away that, then we sit with 40 teachers; and then redesign a curriculum and fit in LO in that; it will be very difficult. The intentions of the subject is honourable, but if you look at the 75-80% of our schools, you don't have a hope in hell, it's ridiculous, township schools that don't have teachers in the killer subjects, will never have a teacher in the LO class.
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APPENDIX G2: PRINCIPAL L

- C: Wat sê jy, in 'n neutedop, oor die bestuursuitdagings en die probleem wat jy het met die bestuur van LO in jou skool?
- L: Die eerste ding wat ek kan sê, is die bekommernis wat ek het oor of die onderwysers werklik opgelei is. 'n Mens dink of LO nie deel is van jou daaglikse klasgee nie? Hoe langer ek daarvoor dink, besef ek dit is nie, ons lewens het so verander, mense se waardes verskil so, die groepe mense wat jy in die skool het, dat ons wel dit nodig het. Maar my grootste uitdaging met die bestuur daarvan is of die mense voldoende gekwalifiseer is om dit te kan doen. Kwalifikasies gaan 'n lang pad, maar dan kom die ander vraag weer: Het hulle die passie daarvoor, passie daarvoor wat sê, niemand vat my periodes nie, niemand skeep dit af nie? Net soos wat enige een oor 'n ander vak baklei, het jy so 'n persoon nodig wat so oor LO voel.
- C: Jy het in jou antwoorde geskryf onder "Wat is jou grootste frustrasie?, dat die assessering in die vak nie volle status tot gr. 12 verseker nie". Wat het jy daarmee bedoel?
- L: Alles by die skool moet mos altyd iets tel, vir punte wees – anders het jy mos niks gedoen nie. En daar's 'n geskiedenis in ons skole van vakke aanbied wat nie punte getel het nie, en dan verdwyn dit, want ons skeep dit af. Omdat ons so behep is met assessering, daar moet 'n punt wees – is dit moeilikheid soek op hierdie stadium in ons stelsel om iets aan te bied wat nie 'n regmatige plek het vir assessering nie. As ek 'n vraag kan vra, waar daar 'n antwoord is en dat ek 'n punt kan bysit nie. Hulle wil nou hê dat die onderwyser hierdie goed als moet uitdink en asof die sukses van die vak dan op daardie ou se skouers rus. So, my bekommernis is dat as dit nie geassesseer word nie, gaan dit dan nie dalk verdwyn nie? En val dit nie maar so deur die krake nie? Ek kyk na die beplanning vir volgende jaar en dink oor LO; kan ek dit nie maar vir daai ou of daai ou gee nie? (lag oor die stopvak idee). Dis nie reg nie – veral as die vak jou lewe moet orienteer, dan kan dit nie 'n stopvak wees nie.
- C: As jy nou kyk na die personeel, kyk jy na hul kwalifikasie of hoe besluit jy wie dit gaan gee?
- L: Kwalifikasie soos in 'n graad of ek kyk na die persoon se lewenservaring en of hy 'n bydrae kan lewer. Sal ek daarna nog kyk as daar 'n opsie is? Natuurlik. As ek dan nou die mense moet vergelyk met mekaar: hierdie persoon is 'n persoon wat met die kinders sal gesels, 'n persoon wat suksesvol sal wees in die oordra

van kennis. Dan sal ek hom aanstel, daar is vir my 'n waarde in daai inligting en kennis wat oorgedra word.

C: En as 'n mens kyk na liggaamlike opvoeding wat ook nou deel is van LO? Het jy daar 'n kwalifikasie nodig?

L: Ek is absoluut oortuig daarvan, ek is 'n ou Liggaamsopvoeding onderwyser: die feit dat dit weggeneem is veroorsaak vir ons groot probleme in dissipline, liefde vir sport, liefde vir deelname, ens. Nou wil hulle dit inwurm, hier êrens by 'n stelsel, met 'n persoon wat nou nie gekwalifiseerd is vir LO nie, nog minder gekwalifiseerd is vir Liggaamsopvoeding nie, en dan moet daar 'n toets wees en dan doen hulle push-ups en step-ups, met hulle skoolklere aan, en dan kry hulle 'n punt. Dan het hulle gedoen wat hulle moes doen. Ons bring Liggaamsopvoeding terug van volgende jaar af, die praktiese gedeelte, met 'n sillabus, wat ons nog sal skryf, sodat ons gr. 8's kan blootstel aan sport, al die vaardighede, hand-oog-koördinasie, kleinspier-ontwikkeling, al daai goed wat 'n geweldige bydrae tot die leer van die kind sal lewer.

C: Ja, die oorspronklike idee was tog: "to expose the learners to an understanding of the value of regular participation in physical activities", so, jy gaan dit uithaal uit die LO sillabus met 'n gekwalifiseerde onderwyser? Wat is jou plan daar?

L: Ja, met 'n gekwalifiseerde onderwyser, vir wie ek kan sê doen die volgende koördinasies met die kinders, of hierdie volgende oefeninge doen, en hom bemaagtig.

C: Sal hy 'n kwalifikasie moet hê?

L: Ek sal graag wil hê dit moet 'n volwaardige vak wees, daar is kombinasies van kursusse wat 'n kwalifikasie kan vorm vir so 'n onderwyser.

C: Jy het in jou vraelys, in die afdeling wat gegaan het oor die "Directives for LO teaching", neutraal gekies terwyl die meerderheid van die ander 16 hoofde, sterker saamgestem het met die stellings. Jy het neutraal gekies oor die beplanning wat julle doen.

L: Ja, as ek nou sê dit gaan oor die waardes en die wette wat 'n kind moet leer, dan is dit vir my belangrik om te kyk na wat het ONS kinders nodig, en nie sommer net die sillabus te vat en deur die sillabus te beweeg nie - ons gaan identifiseer nie wat het ons kinders nodig nie en ons gee nie aandag daaraan nie.

C: Gaan jy steeds die uitkomstebereik?

L: Ons gaan nog steeds die uitkomstebereik, maar op die behoeftes van die kinders, dan gaan hulle baie meer daarby baat. Jy kan nie weg kom van die

uitkomst nie, kan nie wegkom van die sillabus af nie, pas dit net aan vir ons kinders en hulle behoeftes.

C: Die volgende vraag, ook neutral “We have a clear mission and vision for the subject”

L: Wel ons het ‘n visie en ‘n missie vir die vak, dis die departement s’n. Maar dis nie ek daai nie, want dit moet weer oor die kind gaan, die kind wat hier is verskil van die kind by die ander skool, af in die straat of by jou skool, en as hierdie dan oor die kind gaan, moet ons die kind verken – waarna mik ons met hierdie goed?

C: Wat van berading, sou jy sê dat die LO onderwyser moet dit kan doen of moet dit vir ‘n berader wees wat daar by die skool is? Het julle ‘n berader?

L: Ons het nie die luukse om ‘n berader te hê nie, ons het maar 2 onnies wat so bietjie met die kinders gesels as daar ‘n krisis is.

C: Sou jy sê dat ‘n LO onderwyser dit moet kan doen? Kan enige een dit doen?

L: Enige ou kan dit nie doen nie. In sekere gevalle moet die persoon gekwalifiseerd wees. As daar bv. kinders gedurig in die moelikheid is, verwys ek hulle na maatskaplike dienste toe. Sodat daar ‘n maatskaplike werker kan ingryp in hierdie huishouding en dan praat ek met die maatskaplike werker, ek praat met niemand anders nie, hy’s nou jou kliënt, jy’s opgelei om ‘n huisbesoek te gaan doen, om met die kind te werk, en ek sê as julle nie dit gaan doen nie, sal julle ‘n alternatiewe skool moet soek, want hierdie kind het aandag nodig in die hoofstroomonderwys – ek kan dit nie hanteer nie. Jy soek spesialis aandag. Weereens sal dit verskil van skool tot skool, afhangende van die skool se behoeftes.

C: Gee jou LO onnies net LO?

L: Nee, hulle gee ander vakke ook. Ek het een wat LO haar hoofvak is en dan gee sy ook Engels, en dan ‘n klompie ander wat ander vakke gee asook LO wat die stopvak is.

C: Is die onnies gelukkig met die feit dat hulle dit moet gee?

L: Ek sal seker vir hulle moet vra nê? [lag] As ‘n ou ‘n stopvak kry, het jy ‘n keuse? Daar is nie te veel ongelukkigheid nie. Dis waarskynlik omdat daar nie baie druk op hom is nie. Daar is ‘n bereidwilligheid om goed te doen, so ons het nie ‘n omgewing van vreeslik kla oor wat hulle aanbied nie. Ek het ‘n evaluering gedoen en hulle is nie ongelukkig nie.

C: Laaste vraag: Hoe kan ons hierdie probleem en uitdagings in die bestuur van LO oplos – wat is jou voorstel vir aanbevelings om dit op te los?

L: Die antwoord is sekerlik nie eenvoudig nie. Die behoeftes verskil in skole: maar goed akademies gekwalifiseerde onnies moet 'n prioriteit wees, die eerste vereiste is dat jy die vakkennis moet hê en dat mens die belangrikheid van LO as 'n vak moet besef.

APPENDIX G3: PRINCIPAL N

C: In a nutshell, what do you say are the management challenges and problems from a principal's point of view?

N: I don't think it should be the principal's job to manage the subject, should have a dedicated subject head who has LO as a whole under him/her, the classroom aspect of LO and the Phys ed aspect. That Phys ed aspect could be a different person to the classroom people, but effectively one person should oversee it all and make sure that the themes that are taught run consecutively with interest, with different focusses in different years, that children don't get bored, they keep repeating area of focus every year. From a management point of view you need one person, they need to make sure that all the tests are on the correct standard, moderated, make sure that there is interest from the children, if there is not, they need to find out why. I want LO to be stepped up to the level that is equal to all the other subjects, cause it counts as much for universities as other subjects, time-wise, and I think it is a very valuable area of focus.

C: Your frustration that you wrote down as a comment in the questionnaire was: "I need a strong LO head to run the subject so that it ignites passion and interest with the learners"

N: I have since then had interviews and made an appointment, but until they've been in the job for a year, I won't know how successful it is, because it takes a while, especially when you are coming in from the outside to orientate yourself to the ethos of the school, the learners, the teachers, to get the teachers to trust you as a leader of that team, to make it happen. So, I am looking forward to next year, to see what comes out of it. I have also tasked the LO teacher to be the liaison with any school counsellors, she herself doesn't need to be a counsellor, but anybody who counsels in the school needs to fall under her.

C: Wonderful! Do you have overall any staffing problems, manpower problems in LO, where LO is used as a filler subject for some teachers? Do you have that problem?

N: No, not this year; we had it the other way around where we didn't have enough teachers to teach the Phys ed, I had to use teachers who had taught the Phys ed part many years ago, to take a couple of classes, or somebody who was skilled in netball or hockey to teach the Phys ed component, even though it wasn't part of their training, they had done psychology, but that is a different aspect, but we've put a couple of teachers in there, it was very much a patchwork thing. I've been fortunate enough to secure a Phys ed teacher as

well for next year, completely dedicated only to Phys ed, who will teach all the classes from gr. 8 to gr. 12; do all the assessment as well.

C: Do you think a teacher can handle all the controversial things? The HIV, even the counselling? Can they handle that?

N: The teachers are all specialised, the subject needs to be taken seriously.

C: Do you agree with the fact that the status is low?

N: Appoint the right people, people who are passionate about what they are doing and it is not farmed out to other people, because that can cause resentment, the children pick it up immediately and it seems not important, so as soon as you say it is important; give it status.

C: Do you think when they bring in more assessment, not just tasks, an exam.

N: Yes, an exam

C: Do you think that will bring the status up?

N: Yes

C: Is it a subject that should be there till matric?

N: I think there is a lot of value in it, because it is more important to be a good citizen who doesn't steal, and think it is right to embezzle the country and that takes cognisance of being green, than it is to make money for yourself and that you need to be part of a community, and LO is supposed to make you part of that community and show you that it is important that you know yourself, to know the people that you living with in your country, be proud of who you are, vote at elections, to make a difference in the country. It is not just about you, in your home, making your money for yourself and your children, it is about the community thing, so I believe it should be taught properly and have full status.

C: Last thing: Things may be sorted out at your school, but not in PE and not in the Eastern Cape; what do you say is a recommendation for the solution to the problems in LO?

N: The problem is it comes with a history, it comes with guidance and that area attached to it, and *that* was never seen as important, people think that [LO] is just that with a new name now. I actually don't know what the solution is, I think by making it an exam subject, by making it count as part of the aggregate, because at the moment it is excluded, because children in class, they say: "must I learn?, does it count?", and for children; that gives it status, so for LO to have status, it needs to count. It is not enough for them to say that certain universities look at LO as an entry subject as well, you have to have had a

certain percentage in LO to get entrance into certain faculties, but it still doesn't count as part of your aggregate, because that would make children learn, but then you need content, for children and maybe for teachers as well; but our whole country runs on what does it count, how many marks did you get; so that's my suggestion.

APPENDIX G4: PRINCIPAL X

- C: In 'n neutedop, wat sê jy is die uitdaging en die probleem in Lewensoriëntering?
- X: Ek het dit gister gesê vir 'n vrou by die eksamenafdeling: as hulle die vak nie eksamenstatus gaan gee nie, gaan dit 'n probleemvak bly. Dis my mening.
- C: Ja, want hy is nou net 'n assesseringstaak?
- X: Ja, en die kinders neem dit nie ernstig op nie. En wat my nou motiveer is dat die Dept gaan nou in eksamentye die LO toetse laat aflê en dan is die kinders mos besig met eksamen.
- M.a.w. hulle is besig om daai rigting te beweeg. Dan, onmiddellik verdwyn daai dingetjies.
- Ek weet nou, bv. die merkery van daardie taak, dis nou om standardisering toe te pas. Dit is reg, dis nie verkeerd nie – al die verskillende memo besprekings, dit moet so wees. Maar ek het net gevind in ons skool, ons kinders sien nie die vak met dieselfde oordeel as 'n ander vak nie. Ek glo dat as hulle die vak eksamenstatus gee, dat die ouens die vak meer ernstig gaan opneem.
- C: Hoe gaan dit jou probleem verander en die uitdagings wat jy het?
- X: Op hierdie stadium moet geen kind LO drui nie omdat dit 'n jaarvak is; almal moet deurkom. Toe hoor ek nou die dag hulle sê hulle kom nou so deur, hulle kom deur met *flying colours*, maar dan drui hulle ander vakke. So, dit sê vir jou die LO punte is nie 'n akkurate weergawe van die kind se vermoëns nie. So, uit die aard van die vak, kan jy nou iets 'stupids' vra en die kind kan gorrel daaroor en so punte kry. Dit is 'n probleem. Die ander ding wat daarmee saamgaan, en ek glo dis die geval by baie skole; jy het nie 'n LO onderwyser nie, jy het 'n Wiskunde onderwyser wat in sy af-periode LO gee. Die stopvak. En ek dink as die vak eksamenstatus kry, dan sal die stopvak-ding/scenario; sal dan minder word.
- C: En waar gaan jy onderwysers kry om dit dan te gee?
- X: Ek het in my skool nog 'n paar ouens wat sogenaamde LO onderwysers is.
- C: Hoe doen julle die liggaamlike opvoeding deel by julle skool? – die *Phys ed component*?
- X: Ons het verlede jaar 'n persoon aangestel, ons hoof sport beampte, en hy hanteer $\frac{3}{4}$ van die skool se Phys ed gedeelte. Hy doen al die prakties. Dit het sy voordele en sy nadele gehad. Daarom het ons hierdie jaar na die ou stelsel teruggekeer waar die onderwyser wat die teorie aanbied, ook die praktiese komponent hanteer. So hulle moet uitgaan buitekant toe vir hulle prakties, soos

voorgestel – hierdie balspele en sogenaamde oefeninge wat hulle moet doen - dit vind plaas.

- C: Hoeveel gewig dra 'n kwalifikasie vir jou in LO? Sou jy sê dat dit beter gaan in LO as die mense dan gekwalifiseerd is? Die terugvoer wat ek van sommige skoolhoofde ontvang het was: ek het geen personeel wat gekwalifiseerd is nie, want hulle het nie liggaamlike opvoeding in hulle kwalifikasie nie, slegs sielkunde.
- X: Dit is 'n probleem.
- C: Sou jy voorstel dat daar 'n kwalifikasie geskep moet word vir LO?
- X: Wel as hulle hom 'n vak wil maak en hy het substansie, dan sal jy moet gaan swot daarvoor. Hoekom swot jy bv. Kuns en Kultuur, want Kuns en Kultuur stop in graad 9, maar LO gaan tot matriek toe. So, ek glo hulle moet in studierigtings daarna kyk. Die ander probleem is: nou het jy hierdie bejaarde dames, hulle is nie meer lus vir hierdie balspeletjies buitekant nie. Ek het bv. een dame wat gaan aftree, sy staan net eenkant met haar merkbord. Om haar te help, doen ons sporthoof nou die praktiese komponent vir haar, sodat sy nie hoe hoef rond te hardloop nie, daardie probleem het ons so oorbrug.
- C: Is die onderwysers gemotiveerd wat dit moet gee?
- X: Van hulle is, van hulle is nie. Ek dink persoonlik as mens hulle 'n keuse sou gegee het, sou hulle nee sê.
- C: Is dit dan vir jou 'n probleem om hulle te bestuur as hulle negatief is?
- X: Nee, hulle 'moan', maar hulle weet daar is nie 'n ander alternatief nie. Iemand moet dit doen. Ons het al mense gehad wat verskriklik gekla het daarvoor, en dan het ons hulle uitgehaal in die volgende jaar.
- Daar was selfs mense wat kom versoek het om LO te gee, want hulle wou wegkom by hulle huidige vak se druk, want "LO is mos hierdie 'loaf' vak". Mens moet daarvoor ook pasop: dat dit nie die konnotasie van 'n "lekker vak" het nie; hoef nie vir eksamen voor te berei nie, daar is nie leerwerk nie, mens hoef nie "voor te berei" nie.
- C: Is die onderwysers OK daarmee om bv. jou sensitiewe en kontroversiele goed te gee soos Vigs, ens?
- X: In die begin, ja, veral onder die ouer generasie onderwysers en die seksualiteitsopvoeding..... Ek ondervind dat die nuwe generasie onderwysers het nie 'n probleem met dit nie.
- C: Sou jy sê 'n LO onderwyser moet in 'n mate 'n berader wees of daardie vaardighede hê? Of hoe 'cater' jy daarvoor?

- X: As ons 'n keuse het, dan probeer ons iemand kry wat, ek dink, pas by, noem dit nou maar die temperament van 'n LO onderwyser. Jy moet 'n bietjie berading kan doen. Jy moet 'n bietjie 'life skills' en ondervinding hê. 'n Mens kan nie 'n jong, onervare onderwyser seksualiteitsopvoeding laat onderrig nie
- Ek sou sê dit gaan meer gaan oor die MENS-gekwalfiseerdheid as die akademiese gekwalfiseerdheid. LO is 'n 'lifeskills' vak, en mens moet 'lifeskills' hê en ondervinding daarin, sodat LO tot sy reg kan kom. Ek het 'n paar LO klasse gaan bywoon, en agtergekom waaroor LO eintlik gaan. As jy studiemetodes en beroepsvoorligting vat, baie onnies weet nie eers wat die slaagvereistes tot matriek is nie, so hoe moet hy nou voorligting gee?
- C: Dan, een van jou vraelys antwoorde: "Teaching LO is a low status teaching position" – jy het saamgestem daarmee terwyl die meeste van die ander skoolhoofde 'nee' gesê het, hulle stem nie saam nie.
- X: Ek is byvoorbeeld beskuldig deur 'n personeellid dat ek anti-LO is; dit is nie waar nie, ek is slegs realisties t.o.v. probleme en die status wat dit tans geniet. Maar ons het nie gekwalfiseerde onnies wie net LO kan gee nie, vir wie ek kan sê "dit is jou baan nie". So, onnies kry LO om hul pakket vol te maak. Sommige is hoegenaamd nie gekwalfiseerd nie.
- C: En dan het jy gesê: "It is difficult to motivate staff to teach LO properly": Jy het aangedui dat dit 'n probleem is, terwys die meeste hoofde gesê het dit is nie.
- X: Ek het myself miskien verkeerd uitgedruk. Ek het bv. 'n geval gehad waar hulle in LO 'Gelowe' behandel het: die onderwyser het nie eers die verskil geken tussen Christen en Moslem nie, hy merk alles reg, en dis net 'n gemors, punte verskil van tot 28 punte per vraestel, met sy vakhoof. Hy merk maar net, hy is nie lus nie, solank hy kan rugby afrig, is hy 'happy'. En dis my probleem, dis nie sy 'passion' nie, hy wil rugby afrig dag en nag.
- C: Dink jy LO het potensiaal?
- X: Ja, ek het grootgeword met voorligting en jeugweerbaarheid. Ek sien die potensiaal daarin, die kinders leer die 'life skills' wat in LO voorgestaan word, so dis belangrik. Ek het net my bedenkinge as ek so na die kinders luister, of die vak regtig na Matriek toe moet gaan, en of hy nie moet stop by 'n laer graad nie, dat ons 'n suiwer akademiese rigting in gr. 10-12 moet hê nie, dat jy dan nie die sillabus uitrek nie. Nou gaan dit oor wat het in die onderrigsituasie plaasgevind, en LO kan 'n duur vak raak met afrolwerk. Daar is 'n handboek, maar daar word steeds baie afgerol.
- C: Laaste vraag: Hoe kan ons hierdie probleem in die bestuur van LO oplos – wat is jou voorstel vir aanbevelings om dit op te los?

X: As die skool 'n regte toedeling kry van vakonnies, dan het jy die mannekrag om die vaklading te versprei, en om 'horses for courses' te kan kry, en die stopvak-mentaliteit wegkry, soos ook in Kuns en Kultuur, dis 'n kopkrap om al die vakke te dek in 'n baie beperkte tyd en daar is net 1 gekwalifiseerde onderwyser. Die ander probleem is dat die hoogs gekwalifiseerde mense wat 'n passie het vir LO, nie dit kan gee nie, want hulle is vol met die vak waarvoor hulle eintlik gekwalifiseerd is. Die getalle het so toegeneem in sommige vakke dat daardie mense nou nie meer vir LO beskikbaar is nie, en hulle het eintlik die passie daarvoor. So, dit bly 'n mannekrag probleem en 'n ingesteldheid probleem.
