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**AN ASSESSMENT STUDY OF THE ROLE OF LIFE ORIENTATION TEACHERS IN
PROMOTING CAREER GUIDANCE AND COUNSELLING OF SECONDARY SCHOOL
LEARNERS IN THE VHEMBE DISTRICT OF
LIMPOPO PROVINCE, SOUTH AFRICA**

BY

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DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATION

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DECLARATION

Student Number: 201607600

I, Dama Nkhangweleni Gloria, declare that **An Assessment study of the role of Life Orientation teachers in promoting Career Guidance and Counselling of secondary school learners in the Vhembe District of Limpopo Province, South Africa** is my own work and that all sources that I have used or quoted have been indicated and acknowledged by means of complete references.

This thesis has not been submitted to, and will not be presented at, any other university for an equivalent or any other degree award.

Signature



Date: 19/01/2018

DEDICATION

The current thesis is dedicated to Kovhanani Dama for his moral support and assistance throughout the academic journey.

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ABSTARCT

The study sought to assess the role of Life Orientation teachers in promoting Career Guidance and Counselling for learners in secondary schools, and to establish strategies that can be implemented to improve their practice. The study followed a qualitative approach with case-study research design. The population consisted of Life Orientation teachers and learners from secondary schools. Purposive sampling was used to select 18 Life Orientation teachers who are teaching the subject in six secondary schools. A total number of 12 learners from Grade 10- 12 were selected to participate in the study. The study employed three data collection instruments; namely, one-on-one interviews, focus group discussions and questaviews. Data were categorised into themes, analysed and discussed accordingly. A number of findings emanated from the study. Life Orientation teachers understand their role but despite their understanding of such roles, they lack the necessary skills to fully equip learners with relevant knowledge so that they are able to choose careers that match with their subjects of specialization. The study revealed that Life Orientation teachers experience challenges, lack of training, lack of support by different stakeholders, the negative attitude towards the subject by both learners and Life Orientation teachers, the shortage of Life Orientation teachers, the subject is not valued like other subjects, poor parental involvement by parents and constant rotation of Life Orientation teachers. As a result, learners were not fully equipped in terms of knowledge and skills to choose the right subjects for specific careers and instead, some relied on their intuition while others relied on their peers. The study recommended that the Department of the Basic Education should appoint competent staff to address the unique academic/educational, psycho-social and career/vocational problems faced by learners in school, and for them to train the Life Orientation teachers as well. The subject should be taught by permanently by qualified teachers without being shifted to other subjects and to ensure that such teachers gain experience in the subject. This would add status and value to the subject.

Key words: Life Orientation teachers, Career Guidance, Counselling, Learners,

LIST OF ACRONYMS

ACE	Advanced Certificate in Education
BA	Bachelor of Arts
BAED	Bachelor of Arts in Education
CAPS	Curriculum Assessment Policy Statement
DESOs	District Education Standards Officers
DoE	Department of Education
DoBE	Department of Basic Education
DHET	Department of Higher Education and Training
GDE	Government Department of Education
HIV	Human Immunodeficiency Virus
AIDS	Acquired Immune Deficiency Syndrome
HESA	Higher Education South Africa
HOD	Head of Department
NGO	Non-governmental Organization
NQF	National Qualification Framework
NYDA	National Youth Development Urgency
RNCS	Revised National Curriculum Statement
SAQA	South African Qualification Authority
SDS	Self- Directed Search
SETA	Sector Education Training Authority
STD	Secondary Teachers Diploma
TVET	Technical Vocational Education and Training
OBE	Outcomes-Based Education
UED	University Education Diploma
UNESCO	United Nations Educational, Scientific and Cultural Organizations
WHO	World Health Organization

TABLE OF CONTENTS

DEDICATION	iii
ACKNOWLEDGEMENTS	iv
ABSTARCT	v
LIST OF ACRONYMS	vi
LIST OF TABLES	xii
LIST OF FIGURES.....	xiii
1 THE PROBLEM AND ITS SETTING	1
1.1 Introduction	1
1.2 Background of the study	1
1.3 Statement of the problem.....	14
1.4 Purpose of the study	15
1.5 Main research question.....	15
1.5.1 Sub-research questions	15
1.6 Research objective	15
1.7 Significance of the study	16
1.8 Delimitation of the study.....	16
1.9 Definitions of terms	17
1.9.1 Role	17
1.9.2 Life Orientation.....	17
1.9.3 Career guidance	17
1.9.4 Career counselling	18
1.9.5 Career choice	18
1.9.6 Career development	18
1.10 Summary of the chapter.....	19
1.11 Organisation of the chapter.....	19
2 LITERATURE REVIEW	20
2.1 INTRODUCTION	20
2.2 THEORETICAL FRAMEWORK	20
2.2.1 Super's Career Developmental Theory.....	21
2.2.2 Holland's Theory Career Guidance Model	23

2.2.3	Frank Parsons' Trait-Factor Theory	24
2.3	Review of Literature based on research questions	25
2.3.1	Role of Life Orientation teachers in promoting Career Guidance and Counselling	25
2.3.1.1	Planning of life career	37
2.3.1.2	Empowerment of learners	39
2.3.1.3	Awareness of different career options.....	40
2.3.1.4	Parental involvement in career options	44
2.4	Promotion of Career Guidance and Counselling by Life Orientation teachers	45
2.5	Training of Life Orientation teachers who implement Career Guidance and Counselling... ..	46
2.6	Challenges faced by Life Orientation teachers	50
2.6.1	Recognition for the subject by the Education Department	50
2.6.2	Lack of Career Guidance amongst learners/students	52
2.6.3	Contextual application of knowledge learned.....	54
2.6.4	Workload of Life Orientation teachers.....	55
2.6.5	Lack of trust in counselling by learners	56
2.6.6	Lack of proper Career Counselling facilities.....	57
2.6.7	Insufficient resources	58
2.6.8	Shortage of staff.....	59
2.6.9	Teacher-learner attitude towards the subject.....	61
2.6.10	Allocation of Life Orientation in the school time-table	62
2.6.11	Misconception on Guidance and Counselling	63
2.6.12	Lack of support from different stakeholders	63
2.6.13	Lack of uniformity in the implementation of Life Orientation.....	65
2.6.14	Lack of supervision	66
2.6.15	Roles not properly defined	67
2.6.16	Inadequate Training of Life Orientation teachers/counsellors	68
2.7	Strategies that can be implemented by Life Orientation teachers to promote Career Guidance and Counselling.....	74
2.7.1	Appointment of competent staff to provide Career Guidance and Counselling	74
2.7.2	Recognition of the subject and support by different stakeholders	75
2.7.3	Adequate training of teachers responsible for Career Guidance and Counselling	76
2.7.4	Research on programmes that are responsive to the labor market	78
2.7.5	Introducing Career Guidance and Counselling from the early grades	78
2.7.6	Provision of resources	80
2.7.7	Cultivating positive attitudes	80
2.7.8	Career exhibitions and job-shadowing	81
2.7.9	Career teachers to be knowledgeable on the subject and on tertiary admission requirements.....	82
2.7.10	Initiate career intervention programmes.....	83

2.7.11	Adoption of learner-centred approach by teachers	84
2.7.12	Establishment of career centres and partnership with different stakeholders	85
2.7.13	Media as a source of career information	86
2.7.14	Teachers as bridges connecting parents and schools	87
2.7.15	Parents as sources of career information for their children	88
2.7.16	Ability to define their roles	89
2.7.17	Influence by role model/student alumnae	89
2.8	Summary	90
3	RESEARCH METHODOLOGY.....	91
3.1	Introduction	91
3.2	Research paradigm.....	91
3.3	Research approach.....	98
3.4	Research design	101
3.5	Data collection instruments	103
3.5.1	Interviews.....	105
3.5.1.1	Advantages and disadvantages of interviews	106
3.5.1.2	Pilot Study.....	106
3.5.1.3	Field notes during interviews	107
3.5.2	Questaviews	107
3.5.3	Focus group interviews	108
3.5.3.1	Considerations when conducting focus group interviews.....	110
3.5.3.2	Basic decisions in planning process of focus groups	110
3.5.4	Interview setting	111
3.5.5	Developing rapport during the interviews	111
3.6	Selection of participants.....	111
3.7	Common pitfalls during interviews	112
3.8	Challenges experienced by the researcher during data collection	114
3.8.1	Inability to complete the Questa-view on time.....	114
3.8.2	Inability to keep appointment during group interview	114
3.8.3	Participant inability to express themselves in English	115
3.8.4	Loss of focus.....	115
3.9	Data analysis	115
3.9.1	General guidelines in the analysis of qualitative data	116
3.9.2	Basic tasks related to data analysis	117
3.10	Data trustworthiness	117
3.10.1	Credibility	117
3.10.2	Transferability	119
3.10.3	Dependability	120

3.10.4	Confirmability	120
3.11	Ethical considerations	120
3.11.1	Permission to conduct the study	121
3.11.2	Informed consent	121
3.11.3	Voluntary participation	121
3.11.4	Non-harm to participants.....	121
3.11.5	Confidentiality, Privacy and Anonymity	121
3.12	Summary	122
4	DATA PRESENTATION, ANALYSIS AND DISCUSSION	123
4.1	Introduction	123
4.2	Demographic data.....	124
4.3	Data presentation, analysis and discussion	127
4.3.1	Theme 1: Role of Life Orientation teachers in promoting Career Guidance and Counselling at school.....	127
4.3.2	Theme 2: Promotion of Career Guidance and Counselling by Life Orientation Teachers... ..	144
4.3.3	Theme 3: Training of Life Orientation teachers on Career Guidance and Counselling	154
4.3.4	Theme 4: Challenges faced by Life Orientation teachers in promoting Career Guidance and Counselling in secondary schools.....	159
4.3.5	Theme 5: Strategies/suggestions for the Improvement of the Promotion of Career Guidance and Counselling at School.....	194
4.4	Summary	210
5	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	212
5.1	Introduction	212
5.2	Summary	213
5.3	Conclusions	216
5.4	Recommendations based on the findings of the study.....	217
5.5	Recommendations for future research.....	218
	REFERENCES	219
	Appendices	243
	Appendix I: Ethical Clearance Certificate.....	243
	Appendix II: Application for permission to conduct academic research in schools at Sibasa circuit	245

Appendix III: Permission to conduct Academic Research.....	246
Appendix IV Consent For Life Orientation Teacher.....	247
Appendix v: Consent Form for learners	248
Appendix VI: Interview schedule for teachers	249
Appendix Vii:Personal Information of Life Orientation Teachers	253
Appendix Viii: Questaview For Life Orientation Teachers	254
Appendix IX: Editor’s Certificate	257

LIST OF TABLES

Table 2-1: Traditional Approach to Developmental theory (Department of Higher Education and Training (DHET)	21
Table 3-1: Breakdown of the data collection instruments.....	103
Table 3-2: Breakdown of participants	112
Table 4-1: Demographic data of participants (No= 18 Life Orientation teachers)	125

LIST OF FIGURES

Figure 2-1: Stages of career choices (DOE, 2002)	36
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CHAPTER ONE

THE PROBLEM AND ITS SETTING

1.1 INTRODUCTION

The study explored the role of Life Orientation teachers in promoting Career Guidance and Counselling for learners in secondary schools. The chapter introduces the study by giving an overview of the subject Life Orientation, and the role played by Life Orientation teachers in promoting Career Guidance and Counselling amongst secondary school learners in Vhembe district of Limpopo Province in South Africa. It was important to conduct such a study because, through Career Guidance and Counselling, learners are equipped for meaningful and successful living in a rapidly changing and transforming society. This chapter explores the background to the study, clarifies the statement of the problem and identifies the main research question and sub-research questions. The objectives, purpose and delimitations of the study are also presented in this chapter. The chapter concludes by providing the definition of key terms in the study, and outlines the organisation of the subsequent chapters.

1.2 BACKGROUND OF THE STUDY

Life Orientation, which was introduced after 1994 by the Department of Education (DoE), is a holistic development programme that equips learners with skills, knowledge, attitudes and values necessary for achieving specific educational goals (Pillay, 2012). Before 1994, Life Orientation was known as school guidance, was non-examinable, and focused much on vocational education, character development and socially appropriate behaviours (Magano, 2011). The introduction of Outcomes-Based Education (OBE) and the National Curriculum Statement (RNCS) in the South African Education system resulted in the development and introduction of a new learning area, which is Life Orientation (DoE, 2003 & Roux, 2013). The aim was to introduce a subject that incorporated and replaced subjects such as Guidance, Vocational Guidance and Physical Education in the current learning system (Roux, 2013). The new learning area (Life Orientation), which is mandatory for all schools, was primarily

customized according to the needs and concerns of learners in order to prepare them for life's responsibilities and possibilities (DoE, 2004). The subject was not considered important and some teachers would even use guidance periods to cover up their syllabus in the other subject areas. The Life Orientation time was sometimes used by learners to do their homework. According to the DoE (2003), Life Orientation teachers are expected to have a body of knowledge on a range of subjects or focus areas as prescribed by the specific outcomes. However, the subject Life Orientation is still regarded as less important in South African Schools due to teachers who lack the necessary skills in the subject (Magano, 2011).

According to Rooth (2005) and Jacobs (2011), the new learning area was introduced as part of curriculum transformation in order to equip learners with proper knowledge to make the right career choice. It was also meant to educate the learner about healthy living, and to develop responsible young people who live productive lives. To improve implementation of Life Orientation, the RNCS was amended, with the amendments coming into effect in January 2012 (DoE, 2011). A single comprehensive Curriculum and Assessment Policy Statement (CAPS) document was developed for each subject to replace subject statement, learning programme and subject assessment guidelines in Grade R-12 (DoE, 2011). In the new CAPS document, one of the main changes was the terminology. For example, learning outcomes and assessment standards were changed to subject (Roux, 2013). The content of the subject Life Orientation did not change. Life Orientation is what is called Guidance and Counselling in other countries (DoE, 2004).

Life Orientation teachers are referred to as school counsellors, guidance teachers, vocational counsellors, career counsellors or counsellors; hence, the terms will be used interchangeably. According to the DoE (2003), the learning outcomes in Life Orientation address the personal, psychological, cognitive, physical, moral, cultural and social career in the development of the learner. Teaching and counselling play a role in the development of learners and this require extensive guidance from educators in order to overcome peer pressure (Sathekge, 2014). The teaching of Career Guidance and Counselling is therefore, as important as the teaching of all other learning areas in the school curriculum, and it provides secondary school learners with

ample information on different careers available in different higher institutions of learning in South Africa (DoE, 2004).

According to Magano (2012), 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. Several studies conducted by World Health Organisation (WHO) (1999), Bandura, Barbaranelli, Capprara and Pastorelli, (2001), DoE (2003), Shumba and Naong (2012), show that new students all over the world are usually faced with difficulties in making decisions on the right career choices. Furthermore, career choice and planning have become critical issues in life, especially to teenagers due to numerous educational opportunities and highly competitive and drastic changes in the labor market (Tallib, Ariff and Salleh, 2010). The failure to make career choices emanates from lack of proper Career Guidance and Counselling in schools, which ultimately leads to high failure rates and drop-outs in tertiary institutions. The high failure rate and dropout results in a ruined future - both for the person as well as for the economy. It is therefore, important to assess the role of Life Orientation teachers in promoting Career Guidance and Counselling in secondary schools of Vhembe District in Limpopo Province of South Africa, to determine how teachers and learners view Life Orientation as a developmental career path in South Africa.

In South Africa, learners in many previously disadvantaged secondary schools are still not exposed to comprehensive Career Guidance and Counselling. Furthermore, many young people are left with no option but to plan for their future careers without the guidance from parents and teachers. This is because Career Counselling in South African schools was, for many years, compromised by apartheid ideology, by lack of teacher training in school Guidance and Counselling, by under-resourced schools, and by the low status afforded to Career Guidance and Counselling (Maree & van der Westhuizen, 2011; Maree, 2013). In 1995, the National Education Department placed a moratorium on the use of psychological tests in schools, where learners from affluent families were assessed by private psychologists. The tests were meant to assist learners on subject and career choices. However, such services could not benefit learners from low socio-economic backgrounds (Maree, 2013).

Career Counselling plays a significant role in students' success and every student's desire to be identified with a good profession. There is therefore, need for effective Guidance on the choices of career to maximize learners' potential (Oye, Obi, Mohd & Bernice, 2012). In the same way, the ability to make the right choice assists students to discover their innate potentials and acquire the needed knowledge for building a lifelong profession. Through Career Guidance, students are equipped with career decision making skills and the ability to manage their lives and become self-actualized. Therefore, counsellors should provide students with detailed up-to-date useful information about different careers (Oye et al., 2012).

According to Safta (2015), the issue of career decisions is a complex object of analysis widely studied by researchers in the field of Human and Social Sciences and by specialists in psychological counselling or social studies. Marcionetti (2014) also indicates that Career Guidance is practiced in different countries because making the first subject choice after lower secondary education is not always easy, as shown by the number of undecided teenage students which is increasing. Furthermore, lack of career information can push students to avoid decisions or to make "wrong" decisions which can affect their professional life, both in the short and long term. Therefore, the role of Life Orientation teachers should be to guide and counsel learners to choose subjects in line with their potential and capabilities. Appropriate subject choice results in the right career choices.

Watts (2011) argues that in Finland, the Career Guidance system is strongly professionalized by international standards. All secondary schools have at least one full-time equivalent counsellor who is trained as a teacher - experienced as a teacher with one-year specialist training as a counsellor. The role of guidance counsellors includes individual career counselling and running guidance classes focusing on career education and study skills. Guidance and Counselling is a compulsory subject within the curriculum and each school is expected to produce a plan on how its goals of Career Guidance and Counselling are to be reached.

In Hong Kong, school teachers are expected to play a caring role in their daily school activities with additional guidance duties. Furthermore management of schools' guidance programme aimed at supporting the whole person in the development of all students (Yuen, 2008; Do Thi Bich & Nguyen, 2015). Furthermore, full-time guidance professionals and teachers work as a

team to conduct guidance activities in programmes ranging from personal growth, education, individual counselling, group guidance, parents' education, teacher consultation, career and education guidance workshops, to programme evaluation and development. Similarly, guidance teachers have adopted a teamwork approach in the delivery of student guidance (Lai-Yeung, (2013). However, the level of implementation of counselling activities in schools is higher in big cities than in small towns and rural areas and, in the official documents of the Chinese Government, the subject is called Mental Health Education (Yuen, 2008). The cause of the differential implementation of counselling activities in different geographical locations is due to the different services rendered by psychologists and counsellors who are, either appointed by schools in the cities or running their private practice where parents can refer their children.

Yuen (2008) further argues that in Chinese mainland, where the curriculum gives more emphasis on study skills, human relations and emotional and personal growth, and less concern for career development, the level of implementation of counselling activities in schools is higher in big cities than in small towns, and this is common to what is happening in Hong Kong. Teachers in urban areas have access to libraries, and some parents may be able to use services of counsellors and psychologists who are in private practice. Teachers in small towns and rural areas may not have access to such services. Just like in Hong Kong, many of the teachers involved in Mental Health Education in Chinese mainland have not been trained in school counselling (Watts, 2011).

However, some teachers are appointed as psychological counselling teachers and have been trained to certificate level before being involved in Mental Health Education. Yuen (2008) argues that, career development issues and vocational psychology are unfortunately, not often included in the programme. In the U.K. and Singapore, more full-time guidance professionals are being placed in schools to implement a life skills guidance curriculum, prepare students for transition from school to work, and provide individual and group counselling support to students in need. Furthermore, school counsellors provide pastoral care and psycho-social support in schools. In the U.K. and Australia, as in Hong Kong, a whole-school guidance approach is advocated to meet the psycho-social needs of students and teachers (Yuen, 2008).

According to Do Thi Bich and Nguyen (2015), Career Guidance education in Singapore is based on appropriate activities for students from primary to post-secondary school levels. This is also common in Swaziland and Botswana where Career Guidance is practiced from primary to tertiary institutions. Furthermore, Career Guidance education focuses more on three progressive phases, namely; career awareness, career exploration and career planning. Career Guidance offered to students deepens their understanding of self, their ability to explore the world of careers, their understanding of the relevant courses of study, their awareness of their skills, interest and values. The curriculum of Career Guidance in Singapore includes (1) self-awareness and self-management, (2) awareness of relational support and decision influencers, (3) exploring the education landscape and planning pathways, and (4) career sector exploration (Do Thi Bich & Nguyen, 2015).

Turkey has been making efforts to develop a system of counselling in schools for about fifty years (Yuk-Sel, 2003). Previously, counsellors were primarily teachers who also provided counselling in addition to their teaching responsibilities. Yuk-Fan (2008) notes some challenges faced by teachers in charge of Guidance and Counselling like lack of time, absence career guidance room, lack of professional training, lack of career assessment instruments and information booklets and this impacted negatively on the quality of services. Later on, school counsellors with either undergraduate or graduate degrees were appointed in psychological counselling and guidance (Torunoglu & Genctanirim, 2014). They helped all students in the areas of academic achievement, personal/social development and career development; ensuring that such students become productive, well-adjusted adults of tomorrow. In the same way, Turkish school counsellors and Hong Kong counsellors do not work in isolation. Rather, they collaborate with principals, teachers, other school professionals and parents (Torunoglu & Genctanirim, 2014). Collaboration helps them to develop and prepare well-rounded students who are able to meet higher academic standards and become productive and contributing members of the society.

In Ireland, there is one counsellor for every 500 students in a school (Do Thi Bich & Nguyen, 2015). Furthermore, in addition to their qualification, teachers are required to have a post-graduate diploma in guidance. The duration of training provided to teachers in Ireland is similar to that in Finland. However, the quality of career guidance services in Ireland is compromised

by high numbers of students in a class. The guidance counsellors provide a service within the whole school guidance and adult guidance sector and they play a significant role within the Irish education system as they provide for the personal, social, educational and vocational development of both young and adult learners (Liston & Geary, 2014). On the contrary, in Vietnam, career guidance counsellors in secondary schools are picked up from the existing teaching staff for career development of students, thus, imposing extra work on them (Do Thi Bich & Nguyen, 2015). Furthermore, Career Guidance staff are not trained adequately as professionals or experts, therefore they lack the necessary knowledge, skills and experience in the career guidance process. The literature above concurs with Prinsloo, (2007), Jacobs (2011) and Magano's (2011) observation that most teachers in the South African schools feel that the effect of Life Orientation teaching does not prepare them to teach the subject.

In Malaysia, counsellors are teachers whose focus is on remedial intervention to deviant behaviour, skills development and career guidance (Hasan, May & Satar, 2013). According to Tallib et al., (2010), the level of career awareness among people in Malaysia, including schools, is relatively low. There are no qualified career counsellors and there is no quality in terms of services rendered, due to the fact that school administrators do not support and monitor the programme (Salleh, 2010). Furthermore, there is no standard of career guidance practice which results in inconsistency of the programmes implemented in schools. This results in wrong career choices amongst the youth.

In the US, every state has its own standards to train psychological counsellors, in relation to competencies identified by American Counselling Association (Yuksel-Sahin, 2012). Do Thi Bich and Nguyen (2015) mention that school counsellors in middle and high schools have the responsibility to provide Counselling and Guidance to students which includes academic, vocational and psycho-social support, and this practice is also common to UK and Singapore. Furthermore, school counsellors assist students in career development through self-assessment activities, comparing middle with high school students, and using assessment results in order to draw a relationship between interests and aptitudes and make long-term career decisions (Do Thi Bich & Nguyen, 2015). Andronic and Andronic (2011) report that the impact of Counselling and Career Guidance conducted in Brasov schools (Romania) is limited. Career decisions taken by the final year students are influenced by school counsellor

evaluations, and psycho-pedagogy assistance services are less visible and not much popularized (Andronic & Andronic, 2011). Hence, there is need for comprehensive Career Guidance and Counselling in schools.

In the context of Gilgit-Baltistan of Pakistan, not much attention has been paid to students' educational and Career Counselling (Khan, Murtaza and Shafa, 2012). Teachers in secondary schools voluntarily act as informal counsellors who provide Career Guidance to students in their subject choices, linking them to their future careers. Teachers in public schools receive career services from the Government Education Department and NGOs provide services to private schools. Khan et al., (2012) report that career services from NGOs are of better quality than the Government Education Department. The reason is that the NGOs have qualified counsellors and psychologists to provide such services.

Vocational schools in the Netherlands are implementing integral career guidance in which teachers receive a new task in guiding students in developing their own learning and career path (Mittendorff, Brok & Beijaard, 2011). Furthermore, teachers are given responsibility for the supervision of students and they also receive remuneration for this. It is compulsory for all students to receive first-level guidance (one-on-one career advice) from their teachers. Students with difficulties in making the right choices or with personal issues receive second-level guidance by the school counsellor. Most teachers have been trained on how they should carry out this new task.

In the context of Africa, Ombaba, Keraro, Sindabi and Asienyo (2014); Kochung and Migunde (2011) argue that in Kenyan schools, guidance, as a practice, needs to be intensified. Students hardly receive sufficient Guidance and Counselling services on career choices at the right time. Although Guidance and Counselling is being offered in schools, the practice does not exist in depth, nor is it provided in a coherent and comprehensive manner. Career teachers still need more skills to provide this service. A study conducted in Kenya by Ibrahim, Aloka, Wambiya and Raburu (2014) shows that rural students tend to seek help from teachers more than urban students. The reason for this may be that teachers seem to have access to different career facilities, resource centres and knowledge on different careers that are responsive to the labor market than those in rural areas.

In Nigeria, all teachers undergo pre-service training which provides every teacher some background knowledge on how to carry out Guidance while teaching (Shumba, Mpofu, Seotlwe and Montsi, 2011). A similar situation is reported in Hong Kong where Guidance lessons are taught by class teachers rather than school counsellors or Guidance teachers. Many youths in Nigeria go into unsuitable careers as a result of ignorance, inexperience, peer pressure, advice from friends, parents and teachers or as a result of the prestige attached to certain jobs, without adequate vocational guidance and counselling (Adebowale, 2014; Nweze & Okolie, 2014). Issa and Nwalo (2010) argue that because of wrong career choices, many youths in Nigeria usually find themselves in jobs where they cannot satisfy their value needs, thereby becoming a nuisance to themselves and to their employers. This means that Career Guidance and Counselling is still a challenge, particularly in African countries, yet this learning area determines the future prospects of every learner.

In Zimbabwe, Guidance and Counselling services were introduced in an attempt to respond to the needs of students in respect of academic/educational, career and psych-social needs (Samanyanga & Ncube, 2015). The reason for its introduction was to minimize challenges faced by students in the educational activities. A study conducted by Nkala (2014) on the assessment of the Guidance and Counselling programme in secondary schools revealed that the subject was not examinable, hence, a waste of time. Furthermore, teachers felt that they were not equipped with basic Guidance and Counselling skills. Heads of the schools concurred with teachers on their views that the Ministry of Education, Sports, Arts and Culture should provide in-service courses to instil confidence among programme implementers. Heads of schools did not supervise the implementation of the Guidance and Counselling programme because of what they considered to be lack of time, resources and support from the government (Nkala, 2014). These factors could be addressed, reduced or prevented if Career Guidance was given priority like other subjects in secondary schools.

In Namibia, teacher counsellors are appointed from a pool of ordinary teachers (Mushaandja, Haihambo, Vergnani and Frank, 2013). The appointment is done by school management based on the teachers' characteristics, subject areas or workload. Counselling services rendered by teacher counsellors follow a para-professional model, as the teacher counsellors are not registered with the Health Professional Association of Namibia. Mushaandja et al.,

(2013) argue that counselling is an additional duty that is treated in the same way as extra-curricular activities such as sport and recreation activities, remedial as well as faith-based activities. According to Mbongo, Mowes and Chata (2016), teacher counsellors in Namibia are generally teachers who are trained and who majored in the subjects which they teach. Furthermore, most teachers have done courses in Guidance and Counselling during their training. However, such courses are not sufficient since most of them are introductory courses. There is therefore, need to provide proper and effective Guidance and Counselling by teachers in secondary schools.

In Israel, many adolescents find it difficult to make decisions about their future careers due to the mandatory military services after high school. This military service is often followed by temporary work and then a trip abroad, lasting several months (Vertsberger & Gati, 2015; Lipshits-Braziler, Gati, & Tatar, 2015). They therefore, begin to think about their future career only around age 22-24 depending on the gender and the length of their stay abroad. Seeking Career Guidance earlier can prevent young adults from making wrong career choices.

In Swaziland, Guidance and Counselling is highly regarded as it is viewed as a programme and service that cuts across the education system. The Ministry of Education and Training in Swaziland ensures that Guidance and Counselling services are offered to all learners from primary schools to tertiary institutions, and it focuses on the holistic development of a person. Guidance teachers are fully trained and are able to provide efficient Guidance and Counselling services in schools. In Zambia today, Guidance and Counselling of pupils is done through the department of Guidance and Counselling in all schools. The school counselling is headed by a guidance and counselling teacher. However, the Ministry of Education does not have qualified people to handle guidance services (Makumba, 2013). Furthermore, at district level, there is no establishment for the position of an officer to deal with Guidance and Counselling, but all issues pertaining to such services are handled by the office of the District Education Standards Officer (DESOs) who is not trained and has other responsibilities. The situation is common to provinces in South Africa including Limpopo, where this study was conducted.

In the Malawian context, Career Guidance and Counselling plays a significant role in supporting the transition from school to tertiary education. However, not much has been done to run Career Guidance and Services in a comprehensive manner (UNESCO, 2017). Much

focus is devoted on students who are completing their basic education. A report by UNESCO (2017) reveals that the people who provide most Career Counselling are family members and family friends, with teachers providing services in an ad hoc manner.

In Algeria, Guidance and Counselling for lifelong learning has become a crucial question of social, economic and political importance that affects both the scope of training and the world of work (Abdellatif, 2011). Many educators maintain that the education system in Algeria should go beyond imparting academic knowledge to students rather it should develop learners holistically including character, attitudes, physical and skills development. The Algerian Department of Education has traditionally not recognized the importance of students' guidance work in secondary schools. In Algeria, there are no counsellors appointed in primary schools since it is considered to be a para-professional practice, but the situation is different from Swaziland where Guidance and Counselling is from primary to secondary schools (Samanyana & Ncube, 2015). People in the Algerian society generally believe that talking to a counsellor is, in most cases, a form of weakness and psychological instability (Abdellatif, 2011).

The afore-mentioned studies by international and African researchers reveal that there are material challenges, insufficient training, limited time and financial challenges in the provision and promotion of Career Guidance and Counselling.

In South Africa, students and youth in general, are faced with career choice limitations because of poor performance in their senior phase and, as such, are forced to make career choices that have the best prospects for employment, not considering interest, passion, values and personality (Beekman & Van den Berg, 2012). However, the introduction of CAPS provides learners with opportunities to access higher education, facilitate transition from the learning area to the work environment and provide sufficient profile of any learner to a potential employer (DoE, 2011). According to Dabula and Makura (2013), less informed students on career issues often drop-out more frequently than the more informed ones at tertiary institutions as a result of lack of proper Career Guidance and Counselling in secondary schools. Therefore, teaching Career Guidance in Life Orientation is as important as all the other learning areas in the school curriculum.

According to Prinsloo (2007) and Magano (2011), school guidance was not taken seriously by stakeholders in South African schools. The authors further indicated that this was due to lack of training of teachers in the Life Orientation. Therefore, for a school to be seen as an agent of change, Life Orientation teachers should be equipped to provide proper Career Guidance and Counselling to learners in secondary schools. Jonck (2015) indicates that Career Guidance and Counselling is seen as an effective process to assist learners in accordance with their innate potential. Learners are expected to make subject choices when they enter Grade 10, and Life Orientation teachers should prepare them for that in Grade 9. The Department of Basic Education (2011) has allocated periods for career guidance in Grade 9, covering seven topics namely; time management, reading and writing for different purposes, options available after completion of Grade 9, knowledge of the world of work, career and subject choices, study and career funding providers and planning for own lifelong. Apart from these topics, learners are expected to learn other topics like physical and training education, constitutional rights and responsibilities, among others.

Career choices for many high school learners are accidental, rashy decisions imposed by external forces or by poor socio-economic conditions, whereas optimal career choices should be a result of a continuous process of conscious decision and self-discovery aligned to the world of work (Dabula & Makura, 2013). Choosing the right subject combination leading to the right profession can make a difference between enjoying and detesting the career in future (Shumba & Naong, 2012). Through Guidance and Counselling services, learners are assisted to make appropriate educational choices that will enable them to acquire the skills they need for their future. This is the role of a career guidance and counsellor who looks holistically into the development of the learner (Nzeleni, 2015).

A study conducted by Naude (2014) on differentiated and career directed education as a means to improve effective teaching and learning in South African schools in Gauteng, showed that Career Guidance as a subject component in schools was lacking in preparing learners to pursue careers that could benefit them more or fit them better. Failing to prepare learners also contributes to the inability of the schooling system to provide both the labor market and training institutions with well-prepared and equipped clients and can also negatively impact on the economic well-being of the country.

Naude (2014) argues that, in the South African context, where numerous problems such as inequality and insufficient workforce capabilities exist, educationists should ask themselves whether they are doing what they should do at school level to enhance appropriate career choices. To address this, the role of Life Orientation teachers should, not only focus on assisting learners to perform well in their final examinations, but also prepare them better for the world of work. Career Guidance and Counselling, as one of the learning areas in Life Orientation, should not be seen as an add-on responsibility of someone somewhere along the line of a learner's development, which must lead to finding a job, but rather as an integrated, well-designed and planned intervention to give substance, value and meaning to a learner's scholastic development (Naude, 2014).

Reviewed literature (Dabula and Makura, 2013) shows that well-informed learners often make the right choices for their career paths. Some studies (Shumba and Naong, 2012) also show that, once the students have made their initial choice of what they want to pursue in their studies, they also make their career choices while at school consonant with their subjects. This can be made possible provided Career Guidance and Counselling is given priority by Life Orientation teachers in secondary schools.

In the Limpopo Province of South Africa, Sikhwari (2015) observed that first year students at university were less informed about careers, and their level of self-knowledge regarding career choices and decision-making was limited. Therefore, it is imperative for Life Orientation teachers to provide effective Career Guidance and Counselling to learners in secondary schools as it enables them to acquire skills they need to make choices and decisions about their future.

Generally, the status and implementation of Career Guidance and Counselling in most countries has challenges which are common, and amongst others include; inadequate training of dedicated staff to provide the service, appointment made from a pool of ordinary teachers, and added responsibility to the work the teachers do. This is typical in countries like Netherlands, Zambia, South Africa, Malawi, Algeria, Zimbabwe, Malaysia, Kenya and Nigeria, of these factors, effective and efficient Career Guidance and Counselling is compromised in schools. However, in some countries, particularly those that are developed and others which are still developing, the service is rendered by full-time school counsellors who are trained.

Countries where the service is rendered by trained counsellors include, among others, Swaziland, UK, US, Singapore, Turkey and Finland.

The researcher, who also conducts outreach programmes in secondary schools, has come across learners who are uncertain about careers they need to follow. Mabula, (2012) argues that learners need to understand what exists in the world of work so that they can examine the different career options available to them and decide on the relevance to their personal characteristics. These can only be possible if Life Orientation teachers in South Africa are well trained and equipped with resources in order to propel learners towards right career paths in South Africa.

It is against this background that the present study assessed the role of Life Orientation teachers in promoting Career Guidance and Counselling in secondary school learners with the view of recommending possible strategies to improve their practice.

1.3 STATEMENT OF THE PROBLEM

Life Orientation was introduced with the aim of guiding and preparing learners for life and its possibilities, by equipping them with meaningful living standards in a rapidly changing society, through career guidance (DoE, 2004; Rooth, 2005). However, some of the Life Orientation teachers appear to have insufficient training, especially in the area of Career Guidance and Counselling. According to the researcher's observation, Life Orientation teachers seem to be overwhelmed by the curriculum, yet they are expected to assist learners to choose careers they should follow when they are not well prepared to do so.

There seems to be lack of proper Career Guidance by Life Orientation teachers to learners from Grade 9 to Grade 12, (Magano, 2011; Jonck, 2015). According to Mosia (2011), Life Orientation teachers are allocated learning areas to teach, not according to their fields of specialization, but according to the needs of the school. In addition to that, Life Orientation is regarded as a less important learning area in schools and is allocated to any teacher to fill up and to balance their timetables. In view of the above, Life Orientation seems to be regarded as an add on subject which can be taught by any teacher even if they are without training. To the best knowledge of the researcher, there is not much written or known about the role of Life Orientation teacher on Career Guidance, hence, the present study, which sought to assess the

role of Life Orientation teachers in promoting Career Guidance and Counselling of learners in secondary schools of Vhembe District of Limpopo Province in South Africa.

1.4 PURPOSE OF THE STUDY

The purpose of this study was to assess the role of Life Orientation teachers in promoting Career Guidance and Counselling of learners in secondary schools of Vhembe District of Limpopo Province in South Africa.

1.5 MAIN RESEARCH QUESTION

The study answered the following main research question;

What is the role of Life Orientation teachers in promoting Career Guidance and Counselling for learners in secondary schools?

1.5.1 Sub-research questions

Linked to the main question, the study answered the following sub-research questions:

- How do Life Orientation teachers promote Career Guidance and Counselling for learners in secondary schools?
- What is the level of training of Life Orientation teachers who implement Career Guidance and Counselling for learners in secondary schools?
- What are the challenges faced by Life Orientation teachers when promoting Career Guidance for learners in secondary schools?
- Which strategies can be implemented by Life Orientation teachers to improve Career Guidance and Counselling for learners in secondary schools?

1.6 RESEARCH OBJECTIVE

The study sought to:

- explore the role of Life Orientation teachers in promoting Career Guidance and Counselling for learners in Secondary schools,

- establish how Life Orientation teachers promote Career Guidance and Counselling for learners in secondary schools,
- examine the level of training of Life Orientation teachers who implement Career Guidance and Counselling for learners in secondary schools,
- explore challenges faced by Life Orientation teachers when promoting Career Guidance and Counselling for learners in secondary schools, and
- establish strategies that can be implemented by Life Orientation teachers to improve Career Guidance and Counselling for learners in secondary schools.

1.7 SIGNIFICANCE OF THE STUDY

The findings of this study may bring awareness of the importance of career guidance to learners in secondary schools, and this may make Life Orientation a more meaningful subject in schools. Stakeholders such as policy-makers and administrators may benefit by way of drawing up policies that ensure that Life Orientation teachers are fully equipped with resources to provide proper Career Guidance and Counselling in schools.

Furthermore, this study may also assist the Department of Education to establish within its structure positions of psychologists and counsellors to support Life Orientation teachers in schools on Career Guidance and Counselling. Its significance is that it uses important sources, the forgotten teachers and learners who are victims of the education system to make an account of their lived experiences as Life Orientation teachers and learners. Learners may also benefit from the findings of this study as new and improved strategies for promoting Career Guidance and Counselling may be developed. The study may also help to close the gap that exist and add to literature on the role of Life Orientation teachers in promoting Career Guidance and Counselling in secondary schools.

1.8 DELIMITATION OF THE STUDY

The study focused mainly on the role of Life Orientation teachers in promoting Career Guidance and Counselling among secondary school learners in the Vhembe District, Limpopo

Province. Only Life Orientation teachers who were currently teaching the subject in secondary schools were involved.

1.9 DEFINITIONS OF TERMS

1.9.1 Role

Hornby (2010) defines the term “Role” as a function or position that somebody has or is expected to have in an organization, in society or in a relationship. In the context of this study, role relates to the contribution of Life Orientation teachers with reference to Career Guidance and Counselling of learners in secondary schools. Amongst others, one of the roles of a Life Orientation teacher is to provide career guidance for learners and help them know and understand their abilities and limitations. The DoE (2004) notes that the role includes amongst others, being a leader, assessor and subject specialist. This shows that the duty of Life Orientation teachers is not limited, but stretches beyond the boundaries of the classroom.

1.9.2 Life Orientation

The DoE (2011), defines Life Orientation as the study of the self in relation to others and to society. Life Orientation guides and prepares the learner for life, and for his/her responsibilities and possibilities. It does this by instilling sense of confidence in learners to interact with others on personal, psychological, cognitive, motor, physical, moral, spiritual, cultural and socio-economic levels. The focus of Life Orientation is to teach learners how to apply goal-setting, problem-solving and decision-making strategies. Learners are guided to develop their full potential and are provided with opportunities to make informed choices regarding personal and environmental health, study opportunities and future careers. For the purpose of the study, Life Orientation is used as defined above.

1.9.3 Career guidance

Career guidance is an inclusive term which usually describes a range of interventions, including career education and counselling that helps learners to develop and use knowledge, skills, and attitudes in making decisions on their study/ or work options and life roles (DoE, 2011). Such services may be found in schools, universities and colleges, in training institutions, in public and private employment services, Service SETAs and non-governmental

organisations. For the purpose of this study, career guidance is a process of helping learners in secondary schools to make informed decisions about their learning and career paths.

1.9.4 Career counselling

Career counselling is the process through which an individual student is empowered to know the self (abilities, interest and values) and to match one's personality to the most appropriate career (Ndung'u, 2008). A learner who has acquired these attributes can make a successful career. For the purpose of the study, career counselling is an intensive service which involves interaction between the Life Orientation teacher and the learner, to explore personal issues in career and life planning.

1.9.5 Career choice

Career choice is an unfolding process in which the person and his/her environment mutually influence each other. It involves the specification of primary career choices or goals, including actions aimed to achieve one's goals and performance experiences, thereby providing feedback to the individual on the suitability of goals (Leung, 2008). For the purpose of this study, career choice is a long-term decision about the work a person wants to do. It is a decision, not only about a specific job, but also about the type of work one would like to do and the industry one would like to work in, for the foreseeable future.

1.9.6 Career development

DoE, (2011) defines career development as a lifelong process of developing beliefs, values, skills, aptitudes, interests, personality characteristics and knowledge of the world of work (through different career roles). In the South African context, different terms are used by various sectors that offer career development-related services. In schools, the service is described as career choice, residing under a broader term called Life Orientation. For the purpose of the present study, career development is the process through which the learner is assisted by Life Orientation teacher, grows and develops, acquires knowledge and skills, enters a career and progresses in it.

1.10 SUMMARY OF THE CHAPTER

This chapter presented the background of the study, statement of the problem, main research question and sub-research questions. The researcher also stated the purpose of the study, and delimitations of the study and definitions of terms. The next chapter reviews literature.

1.11 ORGANISATION OF THE CHAPTER

The study is divided into 5 chapters, which are as follows:

Chapter 1 introduced the study and discussed the background of the study. The chapter also clarified the statement of the problem, research questions, research objectives, purpose of the study, significance of the study, the delimitations of the study and definitions of terms.

Chapter 2 reviews the related literature focusing on the theoretical and conceptual frameworks and literature based on the research questions to see what is known/not known around these questions, as well as related empirical studies.

Chapter 3 discusses the research methodological processes and procedures that were utilized in collecting and analyzing data. The chapter focuses on research methodology namely: research paradigm, research approach, research design, data collection and data analysis procedures, credibility and trustworthiness, and finally ethical considerations.

Chapter 4 focuses on data presentation and analysis/discussion.

Chapter 5 gives a summary of the study, draws conclusions from the study and makes recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter reviews literature related to the study. Specifically, it focuses on the theoretical framework and literature, based on the research questions, in order to see what is known/ not known about the questions raised in the study. A literature review, according to Bolderstone (2008), can be informative, critical, and a useful synthesis of a particular topic. It can identify what is known (and unknown) in the subject area, identify areas of controversy or debate and help formulate questions that need further research. In this study, the researcher tried to find out what other scholars have said/written about this area of study, identified some gaps in the literature, and situated the study within what has been said about the topic. This is consistent with the purpose of reviewing literature, which is to determine what is already done that relates to the current study.

2.2 THEORETICAL FRAMEWORK

Grant and Osanloo (2014) define a theoretical framework as the “blueprint” for the entire dissertation inquiry that serves as a guide on which to build and support the study. It also provides the structure to define how the researcher will philosophically, epistemologically, methodologically and analytically approach the dissertation as a whole. A theoretical framework offers a “map” for the researcher when investigating the nature and scope of the study in relation to the research questions, objectives and the purpose of the study (Nkala, 2014). This study is underpinned by Super’s Career Development theory, Holland’s Career Guidance Model, and Parson’s Trait- Factor Theory.

2.2.1 Super's Career Developmental Theory

This study was informed by, among other theories, the Developmental theory of Donald Super's (1976). Super's Developmental Theory suggests that career choice and development is essentially a process of developing and implementing a person's self-concept. Furthermore Super's theory (1976) believes that it is during adolescence that individuals first construct a career self-concept.

Below is a table showing the different stages of development and how people make career choices.

Career Decision Theories: Traditional Approach to Developmental theory by Donald Super.

Table 2-1: Traditional Approach to Developmental theory (Department of Higher Education and Training (DHET))

Growth	Exploration	Establishment	Maintenance	Decline
Beginning at birth	Around age 14	Around age 25	Around age 44	Around age 60 & up
Development of self-concepts through identifying with key figures in family. Begins to learn behaviors associated with self-help, social interaction, self-direction, goal setting and persistence	Self-examination, role try-outs, and exploration of occupations begin to take place in school, during leisure activities and part-time work.	The individual has found his/her permanent and appropriate field of work. These years are considered to be the most productive and creative years of the life span.	The individual has already made a place in the world of work, now the concern is to hold on to it,	During this stage, there is a physical and/ or mental power decline. Work activity changes or ceases. The individual gradually involves him/herself in other life roles

Donald Super summarizes his theory as follows: (1) People differ among themselves with regard to abilities, interests, personality traits and values; (2) the different occupations demand a unique pattern or profile of abilities, interests and certain personality traits from the potential practitioner; (3) occupational preferences, skills and living conditions of people and, resultantly, their self-concepts, change with time and experience, and therefore, occupational choice and adjustment becomes an on-going process; (4) this process takes place in a series of stages or phases of life, namely; growth, exploration, settlement, maintenance and deterioration; and finally (5) the individual's career pattern is determined by his/her parents' socio-economic status, his/her intellectual ability and personality traits, and the opportunities to which he/she is exposed (Sikhwari, 2015).

Super emphasizes the choice of career and development based on abilities, interests, personality traits and values, which are the core values of Life Orientation and the reason for its introduction into the South African education system. This theory can be applied to this study because Life Orientation teachers play a crucial role in assisting learners to understand who they "are" and to expand their capabilities and interests. During the growth and exploration phase, Life Orientation teachers should provide Career Guidance to make learners well informed about career choices. Life Orientation teachers are also expected to prepare and guide learners from Grade 9 on how to make the right subject choices. Learners need to know how to match their personality, interests, abilities and values with their career choice. Ability to master the skill of matching personal attributes results in a fulfilling career.

In Super's Theory, learners who are to choose subjects and careers to pursue belong to the exploration phase (Eliasa & Iswanti, 2014). In this phase, teenagers start to think about some alternative jobs but they have not yet taken any exact decisions yet. They are still confused about their future career orientations. They need some information and references to help them to sharpen their orientations, and the information and references they get mostly consists of successful people's lives in certain careers. Furthermore, such information help in strengthening them positively to select their future careers (Eliasa & Iswanti, 2014).

Super' theory also takes cognisance of the person's socio-economic and cultural factors as influential in career choice. In addition, the theory recognizes the effects of subjective cultural values and beliefs in shaping vocational self-concepts and preferences.

A criticism that can be levelled against this theory is that, due to the high unemployment rate in South Africa, some of the youth reach 25 years having a career but without employment. Therefore, these years cannot be considered the most productive in their lifespan.

2.2.2 Holland's Theory Career Guidance Model

The present study is also based on Holland's Career Guidance Model (1987). According to Holland's model, the choice of a career is an extension of one's personality into the world of work, in many countries (Kochung & Migunde, 2011). Furthermore Holland took a slightly different approach to Super' theory whereby he developed six modalities and six matching work environments. These are: (1) realistic type where people who like to work with their hands, machines, and tools, often choose careers in the construction, farming, architecture or engineering fields; (2) investigative type people use the environment by using the intellect, and are analytical, not social and choose career titles such as biologist, chemist, dentist, veterinarian or computer programmer; (3) artistic type individuals who enjoy creating art forms, products, literary works, musicals, and are artistic often choosing careers such as being an artist, poet, musician, interior designer or writer; (4) social type individuals who use their skills to interact and relate with others, to train, inform, educate, or help, often choosing a career such as social worker, counsellor, teacher, police officer and religious leader; (5) enterprising type of individuals who have persuasive, verbal and extroverted selves. They often pursue jobs in law, business and politics; and finally (6) conventional type individuals who are goal-oriented and often carry social approval and also believe in rules, routines, self-control, power, status and order. They may pursue jobs requiring mathematical mind such as being a bank teller, cashier or data entry clerk.

Although individuals possess parts of each of these personality types, they have one type which is dominant and two that are secondary. Holland (1987) also mention that there are six basic work environments bearing the same names. Personalities are then matched to occupations that match those types. He believes that people in the same occupation have similar personality traits. Holland (1987) believes that occupational choice is not random, but an expression of our personality; and that occupational achievement, stability and satisfaction depend on congruence or agreement between one's personality and the job environment (Sikhwari, 2015).

Holland's theory can be applied to this study because learners' personal factors should be taken into consideration for an informed decision to be made regarding their choice of subject. Therefore, Life Orientation teachers should guide learners to understand their different personality traits and how to match them with career choice. Knowledge acquired through Career Guidance and Counselling should help them link careers with suitable work environments.

Holland's (1987) theory is a popular explanatory and predictive model of career behavior. The theory may be applied just as meaningfully by Life Orientation teachers as by other professionals who are not psychologists or counsellors. Life Orientation teachers can also use the Self-Directed Search (SDS) questionnaire and the test, to measure occupational interest. The Self-Directed Search questionnaire can be used in Career Counselling to determine a person's occupational interests. The SDS can be used successfully for high school learners and adults.

Although the theory is applicable in this study in that, it outlines career behavior, limitations regarding a person's attributes, six modalities of career choice and job availability. The challenge comes when the person's personality and job availability do not match. This may lead to frustration and unemployment. South Africa is faced with a high unemployment rate and some learners choose careers that are responsive to labor markets without matching personality traits with career choice. Holland's theory does not take cognisance of individuals' socio-economic and cultural factors. The theory is limited in the sense that it provides a once-off decision about one's career (Booyens, 2012). In other words, once a person finds a career, this is for life.

2.2.3 Frank Parsons' Trait-Factor Theory

Trait and factor theory was developed by Frank Parsons in 1909. According to Nweze and Okolie (2014), Parsons, who has been called the father of vocational guidance, was among the pioneers of the Guidance and Counselling movement. Through his efforts, Guidance and Counselling became an organized service and it gained recognition for its important contribution in society. The present study is also based on the basic idea of the trait-factor approach which is that occupational choice is a rational decision which a person makes after

he/she has weighed his/her aptitude, interests and other personality factors against the specific requirements of a certain occupation (Ngung'u, 2008). A trait, according to this theory, implies that each person possesses a unique stable pattern of traits that can be measured/tested. Factor means each job has a unique pattern of traits/characteristics required for successful job performance, and what is needed is to find the FIT. In addition, Parsons proposes that there is an ideal job for everyone, and that it is possible to measure individual talents and attributes required in a particular job.

Parsons' theory (1909) holds the view that there are three main factors that point to a career. First, the individual needs to have adequate knowledge of self with regard to one's aptitude, abilities, interests, resources and limitations. Second, an individual should have adequate knowledge of various careers available, including their requirements, conditions, advantages, disadvantages, opportunities and prospects. Third, an individual should be able to understand the relationship between oneself and the career (Ngung'u, 2008).

Life Orientation teachers have a role to guide learners to choose the right subjects which will lead them towards fulfilling careers. Life Orientation teachers should also consider the learners' attributes such as general intelligence, interests, specialized aptitudes and values.

2.3 REVIEW OF LITERATURE BASED ON RESEARCH QUESTIONS

This section reviews related literature based on the research questions in order to see what is known/not known about the questions raised in this study. In addition, reviewing related literature enabled the researcher to situate this study in the context of what has already been studied by other scholars. The literature is presented under the following sub-headings: The role of Life Orientation teachers, training received, challenges experienced by Life Orientation teachers, and possible strategies to improve Career Guidance and Counselling in secondary schools.

2.3.1 Role of Life Orientation teachers in promoting Career Guidance and Counselling

The main research question centres on the role of Life Orientation teachers in promoting Career Guidance and Counselling in secondary schools. According to Chireshe (2012), children normally go to school to acquire education so that they can have a better future.

Therefore, schools are in the most strategic position to impact on the future career aspirations of learners (Mesa, 2013). According to Do Thi Bich and Nguyen (2015), career guidance teachers have a role to prepare students for the world of employment by equipping them with the right set of skills so that they may stay relevant and fit into the global economy, while leading purposeful lives. Furthermore, school counsellors play a significant role in the total development of students in respect to career choices. This is achieved through career development interventions and provision of information to guide students in making well informed choices in personal, academic and social aspects (Amoah, Kwofie & Kwofie, 2015). Samanyanga and Ncube (2015) add that Guidance and Counselling services are also important in assisting learners with advice regarding education, career planning, social and emotional issues.

Lai-Yeung (2013) argues that teachers have different roles to perform nowadays, and to fulfil these roles, they need to be competent in their duties and responsibilities towards their students, inside and outside the classroom. One of their roles inside and outside the classroom is to provide Guidance and Counselling to students. Furthermore, Ramakrishnan and Jalajakumari (2013) argue that the choice of a career by students should not be determined by the ambitions of parents, but should take into account students' capabilities regarding the choice of a career. To achieve this, guidance teachers should work in collaboration with team members of the school, parents and the community at large, to guide students to achieve all-round development and life-long learning. This means that guidance teachers, other teachers, parents and the community play a pivotal role in the holistic development of students.

In Malaysian schools, career counsellors play an important role by preparing the students for successful transition to the next level, whether towards further education or towards employment (Do Thi Bich & Nguyen, 2015). In addition, school counsellors provide career development interventions in a new paradigm which focuses, not only on career decision-making, but also on providing assistance to attain the necessary employability and self-management skills. Similarly, Amoah et al., (2015) indicate that counsellors are also expected to plan career development intervention activities to support students to make informed decisions. School counsellors also help students who are unable to access and gain from market-driven occupational proficiencies, retrieve and disperse information through technology

(Do Thi Bich & Nguyen, 2015). In Malta, the role of a school counsellor is to focus on personal and developmental issues, whereas guidance teachers focus more on helping students make important educational decisions about careers to pursue (Debono, Camilleri, Galea & Gravina, 2007).

Chireshe (2012) notes that many developed countries, for example, Finland and USA, have well developed career guidance services in their educational systems. In the USA, school counsellors in the middle and high schools have the responsibility to provide Counselling and Guidance to students, including various aspects of academic and career related-problems or decisions (Do Thi Bich & Nguyen, 2015). Regarding Career Guidance, school counsellors are required to provide a basis for acquiring knowledge, attitudes and skills that will enable the students to make a successful transition into the labor market, as well as get the right jobs across their career lifespan. Similarly, Miles (2015) argues that Life Orientation teachers should equip secondary school learners with skills, attitudes and information that would facilitate their career development and, thereby, help them develop their own particular career progression frames, which would ultimately lead to meaningful and sustainable livelihoods. Furthermore, students are expected to draw a relationship between interests and aptitudes and make smart long-term career decisions (Do Thi Bich & Nguyen, 2015). From the context of the study, career teachers can succeed only if they take up their role of promoting Career Guidance and Counselling in schools.

Torunoglu and Genctanirim (2014) and Amoah et al., (2015) argue that school counsellors provide holistic support in the areas of academic achievement, personal/social development and career development, ensuring that students become productive, well-adjusted adults for tomorrow. In addition, school counsellors who serve at educational institutions provide Guidance and Counselling to assist students to know and accept their personality, make decisions about their career, and use their potential to deal with problems they face in order to reach their potential (Yuksel-Sahin, 2012). Gudyanga, Wadesango, Manzira and Gudyanga (2015) observe that Guidance and Counselling was introduced with the aim of helping students with knowledge and skills to deal with different problems related to academic, career, social and personal issues as they grow up, which if ignored, can affect their academic performance, mostly in their teens. In the same way, Bholanath (2007) argues that Career Guidance, as one

of the components in Life Orientation, is a process whereby learners are equipped with core competencies needed for optimal functioning within the educational, social and personal spheres relating to the work environment. The idea is supported by Liston and Geary (2014) who argue that in Ireland and Algeria, guidance counsellors play a significant role as they provide a holistic support for the personal, social, educational and vocational development of the youth.

When the Department of Basic Education (2011) introduced the subject Life Orientation, its aim was to assist and guide learners to achieve their full physical, intellectual/academic, personal, and social potential through Life Orientation teachers. The subject had its own objectives and one of them was to guide learners to make informed choices about their health, environment, subject choices, further studies and careers; and to provide opportunities to demonstrate an understanding of, and participate in, activities that promote their physical development. The education system should, not only focus on imparting knowledge and skills for academic development of students, but also should aim at developing the whole person, including character, attitudes, physical growth, emotional, social, skills, values, personality and interest of the student. Salleh (2010) adds that Career Guidance helps students to think about their future, explore their interests, reflect on their qualifications, and understand their abilities.

In Kenya, the Career Guidance teacher is expected to provide three major guidance services. These are educational, which deals with schooling; vocational or career, which deals with the world of work; and personal, social and psychological, which deals with family relationship, psychological adjustment and intrapersonal relationships (Rukwaro, 2015). In addition, the same teacher is expected to do all the three over and above his/her normal teaching load and maintaining discipline of the student as well. This is also common in most South African schools where the Life Orientation teacher teaches the subject as an add on to the other mentioned subjects like Commerce, English and others.

Career Guidance and Counselling is a discipline which is fundamental in the development of any education institution. Therefore, school counsellors, are different from teachers, administrators and programme controllers, and have a significant role in the career development of students (Aksoy, Kor, Akmese & Erbay, 2014). School counsellors assist students to realize their potential and personal characteristics that are peculiar to them.

Gudyanga et al., (2015) mention that one of the roles of teacher counsellors is to unlock opportunities for the students as they shape and mould their character and behavior in order to fully adjust in society. The Life Orientation teacher is expected to have in-depth insight into the world of work in order to assist learners in their process of choosing a career, and this can be made possible if Life Orientation teachers have knowledge about different career opportunities in the society (Sathekge, 2015).

Educators should know which careers are in demand and such knowledge should assist them as they guide and prepare learners to realize expectations of the future, access additional and higher education and take their place in the society as responsible citizens (Department of Education, 2011). This means that through training on Career Guidance and Counselling, students grow and develop as individuals who are responsible and productive in society.

Vocational Career Guidance and Counselling is seen as an effective bridge between school and work, home and society. UNESCO (2017) reports that proper Career Guidance and Counselling can ease the stress often experienced by students when they go to tertiary institutions, identify suitable career and employment options which ultimately support the economic development of the community. Most importantly, it could also serve as a tool to ensure the employment direction that best aligns with a student's strengths, interests and passion. Therefore, the choice of a career should be made according to the student personality characteristics, talents, skills, abilities, educational interests and values (Vasilescu, Moraru & Sava, 2014).

Numerous studies show that proper Career Guidance and Counselling offered to students helps them to discover who they are and what they are capable of, and this significantly correlates with academic and professional satisfaction (Crisan, Pavelea, Ghimbulut, 2015). Similarly, Salleh (2010) indicates that career intervention programmes have a positive impact on student academic success and study skills, motivation, school completion, career awareness, and career skills among low achievers. From the literature above, one can argue that the more students are well informed of their careers, the more their chances for academic success, and they become productive in the society to which they belong.

According to Oye et al., (2012), the importance of the Guidance and Counselling programme includes bringing to the students an increased understanding of the educational, vocational and social information needed to make a proper career decision. Lunenburg (2010) expresses the same view that the function of education is to provide learners with opportunities to reach their potential in the areas of educational/academic, personal, social and career/vocational development. Guidance is an integral part of education and is centered directly on this function. The main goal of counselling is to promote personal growth and to prepare students to be motivated workers and responsible citizens. This therefore, means that Life Orientation teachers should develop the student holistically.

Farisayi (2008) mentions that Career Guidance is mainly concerned with providing occupational information to learners and this type of guidance is important at secondary school level since learners will be planning for their future careers. Therefore, counsellors are expected to help students make appropriate choices and decisions for their future, and also to develop them as they make transition from secondary to tertiary institutions. Therefore, the influence of subject and career choices during the secondary school phase is crucial in the lives of the South African youth and for the economic sustainability of the country (Jonck, 2015). The purpose of incorporating Guidance and Counselling into the school system was to eliminate overwhelming ignorance of many young people on their choice of career prospects and personality maladjustment (Mghweno, Mghweno & Baguma, 2013). Furthermore, the question who the student is revolves around what the student wants to do with their life and future (Olamide & Olawaiye, 2013). In order to reduce the uncertainty experienced by young people on their choices of career prospects, school counsellors are appointed to take the responsibility of guiding students on career choices.

Khan et al., (2012) indicate that individuals from all walks of life require Guidance and Counselling to make intellectual choices and adjustments in life and such responsibility lies with the Life Orientation. Similarly, Ombaba et al., (2014) argue that students in secondary schools need career guidance to make informed career choices which will contribute to the skilled manpower needs of the economy. Therefore, it is highly desirable for career guidance teachers to promote Career Guidance and Counselling in secondary schools. Ramakrishnan and Jalajakumari (2013) describe the process of choosing an appropriate career as a critical

task that faces adolescent in all societies. Educational and career counselling is essential for learners who are at the stage of choosing their field of study for their future careers. In South Korea, school counsellors play an important role in fostering the development of the child during their formative years (Lee & Yang, 2008). Furthermore, school counsellors advocate that students should work with other organisations to promote the academic, career, personal and social development.

In view of the increasing career choice complexity, learners need guidance from school counsellors to choose the right careers that lead to job satisfaction (Khan et al., 2012). Wrong career choice can lead to frustration, unhappiness and unproductivity in the society. Life Orientation teachers play a role in helping learners to discover themselves and their role in the rapidly changing society through Guidance and Counselling. According to Arowolo (2013), students are generally faced with vocational choices, emotional, social and personal problems. Therefore, one of the roles of a school counsellor is to develop the learners holistically; be it educationally, vocationally, personally, and socially (Luyanda, 2015). Similarly, Goliath (2012) adds that guidance counsellor are expected to provide educational guidance, counselling to assist the individuals to choose and prepare for an occupation that matches their interests aptitudes, personal and social guidance. In that way, learners will then acquire skills to enable them to plan for their future careers.

Students in secondary schools, like many other young adults, are always worried about what they will do with their lives, the kind of adults they will become (Olamide & Olawaiye, 2013). Therefore, a career guidance programme is important since it assists students to fully understand their abilities, interests and values, thereby enabling them to develop fully (Odhiambo, 2014). Similarly, Oye et al., (2012) view career counselling as significant in assisting students to discover their potential. Nastase and Staiculescu (2014) describes Career Counselling as a solution to the needs of students regarding the choice of their careers. Through Career Counselling, individuals are assisted to make well-informed decisions about their future careers. A Career Guidance programme has always champions and honors diversity by promoting fair educational opportunities for students and helping them realize their individual abilities, talents interest and values (Salleh, 2010). Furthermore, Career Guidance helps students to think about their future, explore their capabilities and reflect them in their

qualifications. It is therefore, the responsibility of Life Orientation teachers to help learners formulate realistic, achievable goals and make proper subject choices that will lead to the right careers.

With the rapidly changing labor market trends, world of work, job requirements and altered market conditions, counsellors need to guide students towards setting of meaningful occupational goals (Maiyo & Owiye, 2009). Through proper Career Guidance, students can successfully choose careers that are consistent with their abilities, interests and values. Eventually, careers which are relevant and responsive to the economic needs of the country would lead to productivity in different work places. Career Guidance should be a continuous process aimed at assisting learners to discover themselves in terms of careers that are responsive to market, hence, the need to promote Career Guidance and Counseling programmes in high schools (Dabula & Makura, 2013).

Dabula and Makura (2013) argue that the implementation of a career guidance programme should ideally aim at developing important skills for life and work, and assist with immediate career decisions. Rukwaro (2015) mentioned that effective provision of career information can only be achieved through research which would enable the government to understand how much of career information is accessed by students in secondary schools and what challenges are experienced in the provision of this information. Such information will help learners to understand what exists in the world of work so that they can examine the different career options available to them and decide their relevance to their personal characteristics (Mabula, 2012). This can only be made possible if Life Orientation teachers around the country are well trained and well equipped to guide learners towards the right career paths. The career guidance process assists students to be active managers of their career paths (Chireshe, 2012). This can be achieved when Life Orientation teachers take up their role to equip learners who are able to select careers appropriate to their capabilities, interests, aptitudes and values. From the above, it can be concluded that Career Guidance and Counselling is about building capacity in the youths so that they are able to make well informed decisions about future careers.

Do Thi Bich and Nguyen (2015) highlight that education and career guidance are important to achieve goals such as: (1) fostering students' self-awareness, self-directedness as well as

skills to determine workable goals, and to learn consistently in order to add value to their future workplace; (2) assisting students to explore and make decisions towards their education and career-oriented directions based on valid information; (3) instilling in students' minds the value of utility for all sorts of careers and how all these contribute towards the smooth and healthy functioning of the society; and (4) equipping students with skills and means by which they may be able to positively engage their parents and other career influencers. In view of the above, such goals can be made possible provided Career Guidance and Counselling receives priority from different stakeholders in the Education Department.

In Career Guidance and Counselling services, information is crucial to empower learners with skills needed for the job. Salleh (2010) further argues that the principle underlying the career guidance programme is to get people to do things that they enjoy doing using their capabilities, which ultimately leads to personal satisfaction. Therefore, the need for students to understand their talents is of critical importance for them to be placed in area of study that matches their interest. Efficient and effective Career Guidance and Counselling motivates learners, reduces drop-out rates, increases career maturity and career certainty and increases students' participation in the learning process.

Lunenburg, (2010) posits that, apart from providing guidance services for all students, counsellors are expected to do personal and crisis counselling. Problems such as dropping out, substance abuse, suicide, irresponsible sexual behavior, eating disorders and pregnancy, must be addressed. The counsellor, through guidance activities and individual and group counselling, can assist students in applying effective study skills, setting goals, learning effectively and gaining test-taking skills. Counsellors may also focus on note-taking, time management, memory techniques, relaxation techniques, overcoming test anxiety and developing listening skills.

Planning for the future, combating career stereotyping and analyzing skills and interests are some of the goals students must develop in school (Lunenburg, 2010). Career information must be available to students, and representatives from business and industry must work closely with the school and the counsellor in preparing students for the world of work. To plan and build a career, counsellors need to help students to form an integrated picture of themselves and their role in the professional world (Maiyo & Owiyo, 2009). Kounenou,

Koumoundourou and Botsari (2010) argue that one of the crucial decisions a young adolescent has to make concerns career and educational issues. Therefore, a school career counsellor is the certified person who should accompany the young person on his/her journey towards occupational development. Without the necessary skills, counsellors cannot succeed in developing these learners to realize and discover their potential.

The overall aim of Life Orientation is to assist and guide learners to achieve their full physical, intellectual, personal and social potential (DoE, 2011). Therefore, Life Orientation teachers are expected to develop learners' skills to respond to challenges and to participate in the economy, as well as teach them to exercise their constitutional rights and responsibilities. They are also meant to guide them to make informed choices about their health, the environment, subject choices, further studies and careers, and to provide opportunities to demonstrate an understanding and participation in activities that promote their physical development (DoE, 2011).

Research by Prinsloo (2007), on the implementation of Life Orientation programmes in the new curriculum in South African schools, indicates that Life Orientation teacher roles is central on the delivery of the subject. Furthermore, there is difficulty of finding the necessary information by life Orientation teachers to fulfil the career education portion of the Life Orientation subject. Despite the efforts made by the DoE, there is a need to fully equip Life Orientation teachers with career skills in order to produce learners who are well-rounded.

According to the DoE (2002), Life Orientation teachers are expected to assist learners in their development of self in the society. Success in this area gives learners an opportunity to develop survival and coping skills and acquire the ability to reflect and understand their emotional development, spiritual awareness, self-knowledge, self-concept and self-worth (DoE, 2002). Furthermore, this learning area gives learners an ability to learn how to manage their emotions.

The subject promotes physical development as an integral part of social, cognitive and emotional development. Life Orientation teachers play a significant role by equipping learners with the ability to demonstrate an understanding of, and participation in, activities to promote movement and physical development (DoE, 2002). Basically, the learning area focuses more

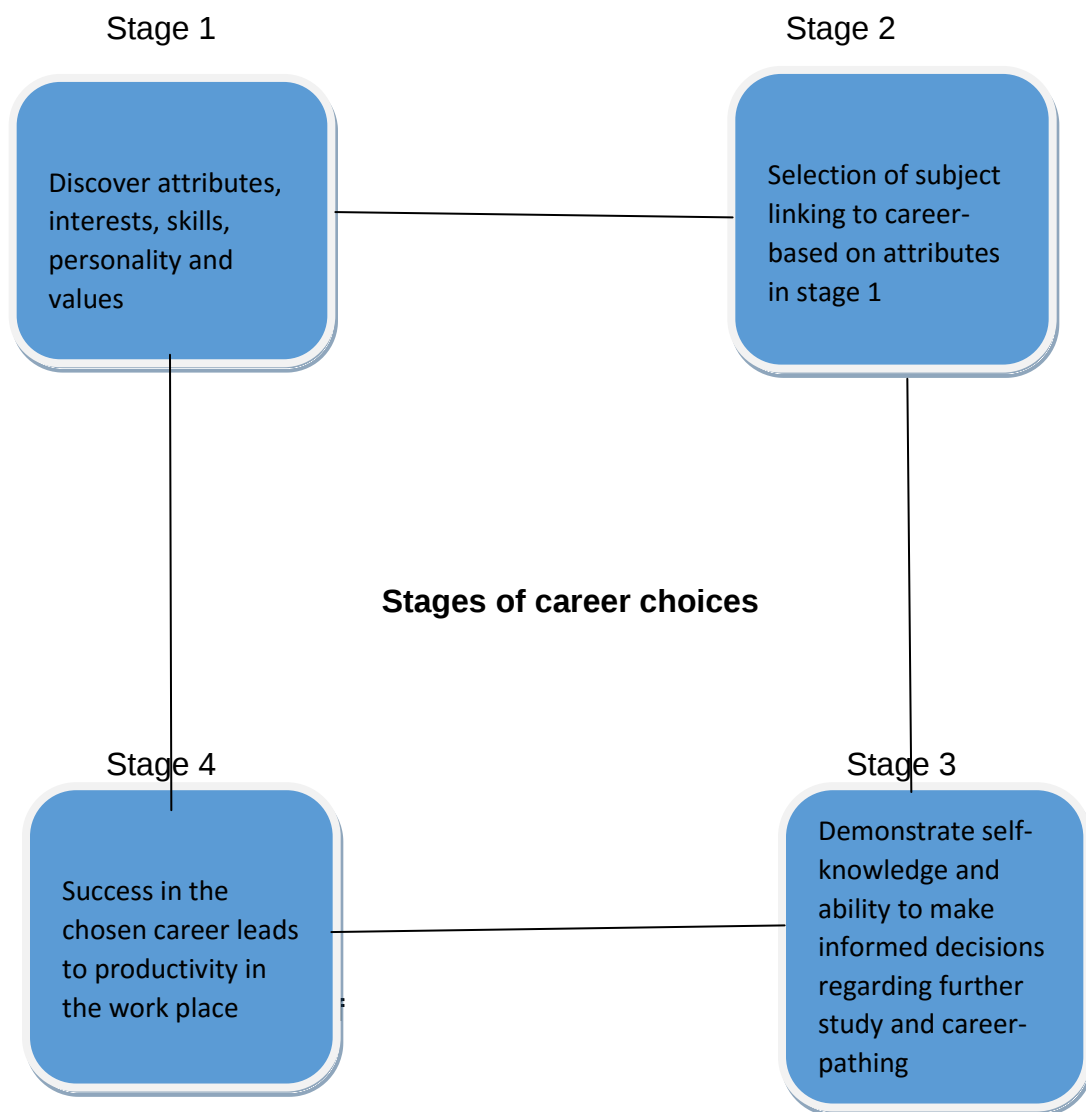
on perceptual-motor development, physical growth and development, games, sports and recreational activities. The other learning area, Democracy and Human Rights, enables the learners to form positive social relationships, respect different world views and exercise their constitutional rights, responsibilities and respect the rights of others and issues of diversity (DoE, 2011).

Social and environmental responsibility is another learning area which empowers learners to achieve and extend their personal potential to contribute positively to society, to cope with and respond to challenges in the world (DoE, 2003). Furthermore, learners are introduced to the scriptures of different religions and reflect on their own role in promoting tolerance and peace despite the differences in cultural and religious beliefs.

Life Orientation teachers help the learners to develop the ability to make informed decisions about their future careers. During Grade 9, learners take their subject electives which form part of their learning profile for the following three years of the Further Education and Training Phase (Grades 10-12). These subjects provide the platform for decision-making related to future career choices and access to higher education institutions (DoE, 2011). It is, therefore, critical that Grade 9 learners be equipped with enough information on the selection of subjects that lead to the right career paths. During Grade 9, a total of 04 hours is allocated for Life Orientation per week. Focus areas at Grade 9 level include subject choices and careers, preparing to become lifelong learners, study and funding information, time management, alternative options, reading and writing for different purposes and knowledge about the vocational environment (DoE, 2011).

The DoE (2003) also observes that the subject Life Orientation equips learners to solve problems, to make informed career decisions and make appropriate actions to enable them to live meaningfully in a rapidly changing society. Magano (2011) notes that this calls for training to be dynamic and suitable for the context of the South African learner. From the context of the study, the scope of Life Orientation as a subject has important aspects to cover to address the needs and challenges faced by young people, yet it is afforded few periods in schools. Those who teach the subject require the necessary skills and knowledge to deliver.

The following are stages of career choice from school (Grade 9) – world of work



Career choice (DOE, 2002)

Figure 2-1: Stages of career choices (DOE, 2002)

In Stage 1, learners are helped by Life Orientation teachers to gain self-awareness and discover their interests, skills, personality style and values. Once they discover their capabilities, learners are able to make decisions on the subjects that lead to a career path well suited to their interests, values, abilities and personality styles. The ability to succeed in Stage 1 makes it easier for learners to select the right subjects that are linked to their future careers

in Stage 2. Proper selection of subjects gives learners the ability to make well informed decisions in Stage 3 about the right careers to follow in tertiary institutions. Stage 4 shows that the ability to succeed on the chosen career in tertiary institutions leads to productivity and self-fulfillment in the workplace.

2.3.1.1 Planning of life career

School counsellors are expected to help students to make more realistic decisions by examining their interests, capabilities and personal characteristics. This can be achieved if the education and training system is able to provide all individuals with opportunities to expand and sharpen their knowledge in order to adapt to the demands of an ever-changing society (Abdellatif, 2011). Shumba et al., (2011) mention that it is important for teachers who teach Guidance to be knowledgeable about the subject and effective strategies to utilize when teaching it. Therefore, the role of the school counsellor is to equip students with knowledge and skills to make more realistic decisions by examining students' interests, abilities and personal characteristics. Knowledge and skills that students have acquired is, not only beneficial for their educational development, but also for growing-individuals who are productive and who contribute to society (Aksoy et al., 2013).

Gama (2015) highlights the roles of Life Orientation teachers and the primary responsibility of the Life Orientation teacher is to teach and effectively implement the Life Orientation programme. Furthermore, Life Orientation teachers should take a proactive step in creating a healthy school environment that extends beyond the classroom. The Life Orientation teacher's role includes; being a teacher, a counsellor, a remedial teacher, a communicator, and a social worker in a school setting. According to Gudyanga et al., (2015), one of the responsibilities of the teacher counsellors is to unlock opportunities for the students, to help nurture their character and behavior for them to adjust to the society, to make them able to interact with others, and be mentally and physically healthy. Undoubtedly, such a responsibility is demanding and calls for commitment on the part of a teacher.

According to Mittendorff et al., (2011), schools internationally acknowledge their responsibility in guiding students, not only in academic growth, but also in their lifelong career development. To foster this development, schools in Netherlands started implementing integral career

guidance whereby teachers guide students to develop their own learning and career paths (Mittendorff et al., 2011). All teachers are expected to implement a system of integral guidance. Similarly, Oye et al., (2012) state that Guidance and Counselling services have become an integral and essential component of the education system of Nigeria. Guidance and Counselling for lifelong learning is a crucial question of social, economic and political importance that affects both the scope of training and the world of work (Abdellatif, 2011).

This is also in line with Lunenburg's (2010) view that the Guidance and Counselling programme should be an integral part of a school's total educational programme. It should be developmental by design, focusing on needs, interests and issues related to various stages of student growth. Therefore, teachers who are given the responsibility to offer career advice should assist the students in developing individual learning and career paths which school counsellors providing guidance only to those students who have difficulties with their career choices or have personal problems (Mittendorff et al., 2011; Nkala, 2014). However, many teachers need to be capacitated since career decision-making is a skill needed by counsellors to assist students to make the right career choice.

Amoah et al., (2015) note that guidance counsellors have an important role in advocating broad-based career plans that focus on the student interest and abilities, which will give students increased future career options. In addition, school counsellors can be instrumental in encouraging career aspirations, thus, providing accurate information about local and international labor trends to help students make informed choices. It is through this programme that guidance counsellors assist students to move towards the realization of sound, wholesome adjustment and maximum accomplishment of their future careers (Ombaba et al., 2014). Guidance teachers in Maltase schools conduct one-on-one helping interviews with students to discuss and explore their future career plans. Despite the commitment and efforts by guidance teachers, some students do not consult as they feel uncomfortable to discuss their future career plans with counsellors (Debono et al., 2007).

According to Gati and Peretz (2011), there are different stages of career decision making and the first stage is preparing the students for their career decision-making. This can be done by increasing motivation and readiness to learners. The second stage is pre-screening which helps students identify different career alternatives that are most compatible with their career

preferences. The third stage is career exploration where students explore different alternatives and find out which of the options really match their individual preferences. The fourth stage is choice where a client should be assisted to systematically compare available alternatives so as to identify which alternative is most suitable in terms of their individual preferences and abilities. The final stage is implementation of choice where the individual can then begin to actualize their choice- for instance, by applying to study in tertiary institutions. Such can only be achieved if Life Orientation teachers take up their role of promoting Career Guidance and Counselling in schools.

2.3.1.2 Empowerment of learners

Sathekge (2014) notes that Life Orientation teachers have an important role to play in secondary schools. Teachers who teach Life Orientation are expected to empower young people so that they are able to make their own decisions and start thinking about their future. This can be made possible by the knowledge they possess about different careers in society. Life Orientation teachers should also know which careers are responsive to the labor market. Teacher knowledge and skills are required for effective and efficient Career Guidance and Counselling in schools.

Teachers are obliged to equip students with knowledge and skills that will produce students who are responsible and productive in society. To achieve this, teachers who teach Guidance need competencies and knowledge about the subject, and effective strategies to utilize when delivering the content (Shumba, Mpofu, Seotlwe & Montsi, 2011). Kelechi and Ihuoma (2011) who notes that career counsellors play a role in assisting individuals to identify and learn skills that make them more effective in planning their careers and in making effective transitions and adjustment to the world of work. Academically, Counselling and Guidance services help the students adapt to school, make academic decisions and choices form the information about academic facilities. Vocationally, Counselling and Guidance services aim for the student to perceive himself realistically, know his weak and strong points, and choose subjects in line with the career to pursue (Yuksel-Sahin, 2012). Learners can easily succeed in making such choices through Guidance and Counselling.

2.3.1.3 Awareness of different career options

A study conducted by Nzeleni (2015) in Transkei, a sub-region of the Eastern Cape, South Africa, indicates that the education which learners receive should make them aware of basic personal qualities required to succeed in any occupation. Children normally go to school to acquire an education so that they can have a better future. Choosing a career determines one's future, therefore, Life Orientation teachers have a huge responsibility to assist learners fully in this regard. Learners need to be guided to acquire self-knowledge regarding their personality, interests and abilities in order to make a career choice with confidence. Although the curriculum has much to expect from the Life Orientation teachers in terms of assisting and supporting learners during their years of attending school on their personal journey of self-discovery, tertiary institutions are still facing a serious challenge of matriculants who do not have any clue about their career ambitions (Dodge & Welderufael, 2014). Therefore, students need proper Career Guidance and Counselling to inform their career decisions.

Life Orientation teachers play a significant role in the total development of learners with respect to career choice. Knowledge of Career Guidance is requisite for the Life Orientation teachers to guide learners towards utilizing opportunities for future careers in increasingly expanding labor markets (Christiaans, 2006). A study by Do Thi Bich and Nguyen (2015) indicated that education, along with career guidance, has a positive impact on the students' academic performance and well-being, because both help students to make good decisions regarding their careers. It is also the role of Life Orientation teachers to make learners realize the strengths within themselves and to guide them to make informed decisions based on their strengths (Sathekge, 2014). Hence, the present study sought to assess the role of Life Orientation teachers in promoting Career Guidance and Counselling in secondary schools.

The DHET (2015) indicates that the role of career development practitioners is a complex one. This complexity stems from the reality that there are highly qualified individuals performing very similar roles as those with little or no recognized qualifications. The reason for that may be due to inconsistency in the skills and qualifications held by teachers responsible for career guidance and counselling in schools.

One of the roles of Life Orientation teachers is to provide information to learners on careers, related workplace activities and admission requirements to institutions of higher learning (Sathekge, 2014). Their job description entails providing advice and guidance to learners with reference to potential career options. They also assist learners to make suitable choices for university or college majors. Among other roles, they help learners apply for university or college admission and financial aid. In order to fulfil their role, Life Orientation teachers need to research the different career websites, books, and institutions to get admission requirements, companies and organizations that can fund the learners. Similar sentiments are echoed by Oye et al., (2012) who say that guidance counsellors are expected to disseminate career information to students, assist parents in relating students' interest, attitudes and abilities to current future educational and occupational opportunities and admission requirements, assist students and parents to understand procedures for applying to higher institutions and for financing students' education. This means that the information about careers and the world of work is necessary to students. Hence, the purpose of this study was to assess the role of Life Orientation teachers in promoting Career Guidance and Counselling of learners in secondary schools.

Amoah et al., (2015) argue that school counsellors are mostly expected to be trained professionals. Furthermore, the school counsellor needs to offer a wide range of career-related programmes which are aimed at assisting learners plan their careers and make informed decisions about their future careers. This means that if learners receive proper career guidance, particularly from Grade 9, they are able to succeed in making the right career choice and ultimately, they will fit into the labor market. From the context of this study, this can be achieved if career guidance teachers can fully equip Grade 9 learners with information to make informed choices which will give them access to higher education institutions and to programmes that are responsive to the labor market.

Maiyo and Owiye (2009) indicate that counsellors serve as key persons to whom students can turn for help on matters related to general challenges facing a teenager, both in school and out of school. Furthermore, counsellors are also expected to assist learners with a clear perspective of the changing society and realize students' assets and limitations so that they may set attainable goals and make their education meaningful to the individual and the society

at large. In order to achieve this, students need guidance programmes to inform them about various jobs and openings available, the qualifications required, the responsibilities involved, and the nature of the work, so that they can decide and have clear occupational goals (Odhiambo, 2014). This means that if career guidance teachers can succeed in their roles, this will curb high levels of inefficiency or to unemployment where graduates lack employable skills.

With the rapidly changing labor market trends, world of work, job requirements and market conditions, there is need to guide the students towards setting meaningful occupational goals (Maiyo & Owiye, 2009). In addition, the system of education should provide the learner with relevant information on career choice and avoid accumulation of qualifications that may not help the learner to be productive in the labor market. Therefore, it is important for teachers who teach Guidance to be knowledgeable about the subject and have effective strategies for teaching it (Shumba et al., 2011). Rukwaro (2015) expresses the same views that the world of work is highly complex and rapidly changing. Therefore, secondary school girls need to know the changing requirements of various jobs, understand the labor market trends and the attributes needed. Unfortunately, Career Guidance and Counselling is still a challenge in most schools, and as a result, some learners do not have a clear sense of their prospective careers (Maree, 2011).

According to Naude (2014), people in both the academic and industrial sectors often voice concerns about the expected shortage of artisans in the near future, and inability of the schooling system to provide both the labor market and training institutions with well-prepared clients which are workers and potential or prospective students. Career guidance and proper guidance, in terms of subject choice, can contribute substantially to giving learners confidence to decide where they want to be in future, in terms of their careers. The same sentiments are echoed by Ombaba et al., (2014) who argues that Career guidance teachers should guide students to pursue relevant, market-oriented and competitive careers. This can be achieved if guidance is aimed at assisting learners to look for opportunities that will create jobs in various sectors than training them to become job seekers. However, teachers responsible for the programme should still consider the learners' interests, abilities and aptitudes when providing career guidance.

According to Farisayi (2008), the guidance counsellor plays a significant role in the implementation of guidance and counselling programmes in schools. The Counsellor equips students with knowledge and skills on various aspects of their curriculum, including career expectations. However, in Zimbabwean secondary schools, the Guidance counsellor is a teacher who has his/her core business of teaching and is expected to take Guidance and Counselling as an additional workload. Farisayi (2008) argues that despite the significant role the guidance counsellor is expected to play, the programme is allocated one period per week and the time allocated is thirty or forty minutes depending on the type of school. In view of the above, one may argue that the programme is considered less important when compared to other subjects and this becomes a serious impediment on the success of the programme.

In Kenya, the role of the school counsellor remains unclear and undefined (Wambu & Fisher, 2015). In most cases, the school principals assign duties to the school counsellor and different stakeholders have different expectations of the role of the school counsellor. Some narrowly define the role of the school counsellor as working with students who have behavioural and adjustment problems, mainly through individual counselling (Wambu & Wickman, 2011). This narrow definition has left out the roles of addressing students' academic, career, personal and social issues. Okech and Kimemia (2012) mention that school counsellors often have an ideal view of their role but are confronted by the demand for administrative work or clinical practice beyond their training.

Absence of career information and counselling is evident in many schools. Although schools have a career master, delivery of services is limited by lack of training (Nyutu, 2007). Furthermore, the career master's role is to help students fill out university application forms, and very little information is provided with regard to available career options for students upon graduation. As a result, students select college courses with little knowledge of work environments to which these courses will lead them. From the literature above, it is clear that Career Guidance and Counselling is not treated like other subjects in Kenyan Schools. It helps students to be well informed about careers to pursue.

Through effective Career Guidance and Counselling, teachers help students choose and pursue achievable goals. This service needs trained teachers who can assist students to be well informed about various jobs and openings available, the qualification required,

responsibilities involved, and the nature of work, so that they decide and have clear occupational goals (Odhiambo, 2014). Teachers who provide Career Guidance and Counselling help learners explore their interests, values, skills and personality, provide them with various resources so that they become aware of occupations that are available, and engage them in decision-making processes so that they make the right career choice which will make them active managers of their own careers (Chireshe, 2012; Nastase & Staiculescu, 2014). From the literature above, it can be concluded that career guidance teachers play a crucial role in building capacity to learners to enable them to make their own decisions about careers to pursue in life.

2.3.1.4 Parental involvement in career options

Guidance counsellors can also help increase family collaboration by working closely with parents to increase family-school communication, and by providing parents with skills and attitudes necessary to encourage their children to make appropriate career choices (Amoah et al., 2015). This observation is in line with Shumba and Naong's (2012) idea that teachers, like parents, are key players in the career paths that young people eventually pursue. Somehow, parents who are related to a particular field tend to create an environment which gives their children similar peer effects that relate to careers chosen by their parents (Hashim & Embong, 2015). Therefore, parents need assistance on how to guide their children and also taking into consideration of their personality characteristics. In Malta, guidance teachers hold parent meetings with students to inform them about the role of Career Guidance and Counselling and different subjects available so that parents can also support students as they make career choices (Debono et al., 2007). Life Orientation teachers and parents should work together to guide learners to the right career choice and aspirations in line with their abilities in various subjects.

According to Ramakrishan and Jalajakumari (2013), selecting an appropriate career is a critical task that faces all adolescents in all societies. Ramakrishan and Jalajakumari (2013) further argue that selection of a wrong vocation can lead to unhappiness and ultimate failure because the occupation that a person follows is not merely a means of earning a livelihood. Similarly, Maiyo and Owiye (2009) note that pressure from parents, lack of proper guidance, and scarcity of jobs in preferred sectors, can be quite overwhelming for a learner unless they

are guided appropriately. Therefore, teachers who provide Career Guidance and Counselling should assist learners to make proper career decisions by developing an integrated and adequate picture of themselves and their role in a rapidly changing society.

2.4 PROMOTION OF CAREER GUIDANCE AND COUNSELLING BY LIFE ORIENTATION TEACHERS

The first sub-research question focuses on how Life Orientation teachers promote Career Guidance and Counselling in secondary schools. Literature reviewed showed that Life Orientation teachers guide secondary school learners in career choices (Marcionetti, 2014), provide counselling to learners in school (Watts, 2011), and provide study skills support (Yuen, 2008). Choosing the right subject combination leads to choosing the right profession, and that often makes the difference between enjoying and detesting the career in future (Shumba & Noang, 2012).

Proper and professional Career Guidance and Counselling in secondary schools can only be properly promoted if Life Orientation teachers are trained (Rooth, 2005; Christiaans, 2006). Reviewed literature (Dabula and Makura, 2013) showed that well-informed learners often make the right choices for their career paths. In the same way, Shumba et al., (2011) note that Guidance teachers with in-depth knowledge of the content are better able to make critical decisions than less informed teachers. Career Guidance and Counselling should be strengthened in order to improve academic performance of learners in secondary schools. Guidance teachers should provide Career Guidance and Counselling to learners, particularly in secondary schools, as this is the stage when students start to make up their minds for their future and establish their career goals.

Jonck and Swanepoel (2016) indicate that, with subject selection taking place at the end of Grade 9, it is crucial that learners feel confident with their subject choices and, in turn, that these choices be based on sufficient knowledge about the world of work. Proper Career Guidance and Counselling by Life Orientation teachers can assist learners to make the right career choices. Therefore, it is important for young people to be guided and assisted in planning their career paths systematically to avoid wrong career choices and the confusion that comes with such choices. Successful Career Guidance is important since learners are

able to match their subject with careers to pursue. The more an individual succeeds in matching their interest with the job, the more likely they will succeed and be satisfied with their careers because the environment would allow them to demonstrate their talents and abilities (Tallib et al., 2010).

Through school Career Guidance and Counselling programmes provided by Life Orientation teachers, learners are able to make appropriate decisions on their future careers. Ombaba et al., (2014) mention that these services are designed to promote the development of students and assist them move towards realization of sound wholesome adjustment and maximum accomplishment according to their potential. In addition, the programme assists them to understand, accept themselves and utilize their abilities, aptitudes and interests to acquire skills which will make them useful members of society (DoE, 2003; Ombaba et al., 2014).

A study conducted by Gudyanga et al., (2015) on the implementation of Guidance and Counselling in secondary schools in Zimbabwe indicates that learners who excelled in specific subjects like Business Studies and Commerce were identified by psychologists and counselling teachers at junior school level. After identification of academic and /or scholastic competence, the learners were sent to special institutions or grouped into different classes for specialization. Experts from those fields would further assist them with Career Guidance and Counselling. In view of the above, one would wonder whether the type of guidance offered by experts is also taking into consideration personality and interest, and not only the abilities of the learners. To address this gap, Life Orientation teachers need to be capacitated to identify and consider capabilities of learners and not only focus on academic performance.

2.5 TRAINING OF LIFE ORIENTATION TEACHERS WHO IMPLEMENT CAREER GUIDANCE AND COUNSELLING

The second sub-research question focuses on the training of Life Orientation teachers who implement Career Guidance and Counselling in secondary schools. Research conducted by Prinsloo (2007) on the implementation of Life Orientation programmes and the perceptions of principals and Life Orientation teachers indicated that key challenges were professional training of Life Orientation teachers in understanding the subject content, outcomes and didactic methods. According to Prinsloo (2007), results varied between rural and former Model-

C schools (schools that were advantaged and those that were well-resourced in the apartheid regime in South Africa). In rural areas, teachers were well equipped to implement the Life Orientation programmes whereas in former Model-C schools, teachers worked closely with school counsellors in the implementation process. Life Orientation teachers are expected to play a major role in promoting Career Guidance and Counselling of learners in secondary schools.

Although schools are supposed to play a significant role in Career Guidance and Counselling, the opposite is true in reality, in most cases. Van Deventer (2009) points out that the fact that Life Orientation is taught by teachers who are not specialists is an important aspect, since the epistemology and skills of the teacher who teaches the subject determines the status and practice of that subject. Magano (2011) indicates that due to lack of skills on teachers, there is lack of motivation of learners on which careers to pursue. In the context of the study, one may argue that specialists in Life Orientation are needed and, without them, some of the teachers may resent having to teach the subject if they are not knowledgeable about the content.

In Turkey, school counsellors are professional educators with undergraduate or graduate degrees in psychological counselling and guidance (Torunoglu & Genctanirim, 2014). School counsellors help all students to achieve academically, socially, personally and develop in their careers. School counsellors work collaboratively with principals, teachers and parents for smooth transition from secondary to tertiary institutions. The researcher note that in developed countries like the US and Canada where school counsellors hold a Master's degree, with proper training and licensing to specifically provide Guidance and Counselling services in schools. What obtains in the developed countries is different from the reality in developing countries like Zimbabwe, Kenya, South Africa and many more, where some teachers are appointed to provide Career Guidance and Counselling services with added responsibilities.

In Japan, school counsellors are licensed clinical psychologists who have received professional training in handling clinical cases (Lau and Fung, 2008; Bilgin, 2016). In addition, Yagi (2008) mentions that every five years, school counsellors who are licensed as clinical psychologists must undergo professional development and accumulate some points in order to continue as school counsellors for the next five-year cycle. However, there is a challenge that

their internship is not done in a school setting during their training and their understanding of students from the school context and culture may be a challenge (Lau & Fung, 2008).

In South Korea, the route to becoming a school counsellor involves completing a Bachelor's degree in Psychology or a Master's degree in counselling and certificate in teaching (Lee & Yang, 2008). Such counsellors work hand in hand with qualified teachers who completed a short course in counselling of about 6-12 months. This training also includes an internship in schools for 4 weeks, whereas in the US, the duration for practical work is 700 hours. The present researcher thinks that the duration of the training in both cases is insufficient for a school counsellor to acquire and develop skills to provide effective counselling.

Guidance and Counselling services can only be rendered by a trained person in Brazil whereas in Canada, the service is exercised by teachers who do not have any formal training (Bilgin, 2016). In countries like Jamaica, United Kingdom, Sweden, Russia, Italy, Switzerland, Greece and Denmark, this service is carried out by psychologists. In Africa, most of the schools employ school counsellors with either few weeks of training or with no training at all (Bilgin, 2016).

A study conducted by Jacobs (2011) on Life Orientation as experienced by learners in the North-West Province of South Africa concurred with findings by Prinsloo (2007), where most teachers felt that the effect of the Life Orientation teaching did not last and that they did not feel they have been sufficiently trained. The findings by Jacobs (2011) concur with those of Du Toit and Van Zyl (2012) who observed that schools were not able to provide sufficient and comprehensive assistance to learners when they chose school subjects or study fields because schools did not have Life Orientation teachers with sufficient knowledge and experience regarding Career Guidance. Most schools also had limited resources in terms of career-and labor market-related information. Therefore, Life Orientation teachers needed continuous professional development to upgrade themselves so that they could provide efficient and effective Career Guidance services.

Maiyo and Owiye (2009) and Nyamwaka, Ondima, Nyamwange, Ombaba and Magaki (2013) argue that although all teachers, by virtue of being teachers, are supposed to be counsellors, they are faced with a challenge of not having the right skills and approaches for helping

learners. Furthermore, the situation even worsens when the counsellor is a teacher of English or Mathematics requiring him/her to mark exercises and lesson preparations. Mushaandja et al., (2013) noted that teacher counsellors in Namibia did not have professional qualifications in school counselling and the pre- and in-service training they received was inadequate.

Guidance and counselling teacher is the one who has his/her main business of teaching who has his/her core business of teaching (Farisayi, 2008). It is therefore, important for Guidance teachers to be trained in this area so that they acquire the necessary and relevant skills to enable them to be effective and efficient in their operations. According to Farisayi (2008), previously in Zimbabwe, teachers received no training in Guidance and Counselling but recently, universities in Zimbabwe have taken it upon themselves to offer degrees in Guidance and Counselling. However, change will only come if the guidance counsellors who have specialized in the field are appointed in schools and help learners in meeting their various challenges.

In Botswana, a study conducted by Shumba et al., (2011) to examine the implementation of challenges of Guidance and Counselling services, revealed that teachers were not adequately trained to teach the subject. Similarly, a study by Nyamwakwa et al., (2013) on the implementation levels of Guidance and Counselling programmes in Kenyan secondary schools found that Guidance and Counselling duties were not being carried out effectively because they were being handled by untrained teachers with heavy teaching responsibilities. Shumba et al., (2011) also revealed that Heads of schools did not supervise the implementation of the subject, mainly due to lack of knowledge on the subject content. The above studies generally indicate that factors such as lack of skills, misunderstandings regarding the implementation of Guidance and Counselling services and confusion with regard to teachers and Heads of schools in-service delivery, contribute to programme ineffectiveness. According to Khan et al., (2012) from a study on the role of teachers in providing educational and career counselling to secondary schools in Gilgit-Baltistan of Pakistan, teachers were found guiding students towards those particular subjects which they taught in schools. For example, a science teacher was found guiding students to take science subjects for them to select related careers in the years to come. These teachers seemed to disregard students' aptitudes and interests. In addition, selection of subjects was often based on what students were advised and not

necessarily on their own inherent strengths and capabilities. Hence, the present study sought to assess the role of Life Orientation teachers with reference to provision of Career Guidance and Counselling of learners in secondary schools.

2.6 CHALLENGES FACED BY LIFE ORIENTATION TEACHERS

The third sub-research question is meant to explore challenges faced by Life Orientation teachers when promoting Career Guidance and Counselling in secondary schools. Challenges faced by Life Orientation teachers differ from school to school, depending on the context of the school. Some of the challenges faced by Life Orientation teachers are discussed next.

2.6.1 Recognition for the subject by the Education Department

The current Life Orientation subject was known as School Guidance, which was a non-examinable subject, whereby focus was mainly on vocational education, character development and socially-appropriate behaviours (Magano, 2011). Gudyanga et al., (2015) posit that Guidance and Counselling, as a non-examinable subject, is inefficiently taught because it is not considered as important as other subjects by the District Education Officers and Head-teachers. Furthermore, this non-examinable subject is conveniently time-tabled, but its time is usually used for the revision of examinable subjects.

When the new curriculum was introduced post-1994, Life Orientation, as a subject, was introduced in schools. The learning outcomes comprise the personal, social, physical and career development in the life of a learner (DoE, 2011). A study conducted by Ombaba et al., (2014) in Kenya indicates that, although Guidance and Counselling is being offered in schools, the practice does not address (in a holistic way) career guidance, personal development and counselling. Consequently, not much attention has been devoted to counselling, especially in the area of career decision-making (Ibrahim, Aloka, Wambiya & Raburu, 2014). As a result, many students who could not make the right career choice experience confusion as they enter tertiary institutions.

Nweze and Okolie (2011) observe that Guidance and Counselling programmes in the Nigerian education system have not been given the attention they deserve and until the attention is given to this form of education programme, the majority of secondary students will continue to

face challenges in career decision-making. In addition, many students who perform well in Mathematics and Science technology-related subjects in secondary schools end up studying arts or social science-related courses at university instead of studying science, technology or engineering-related courses to pursue careers in the relevant fields. As a result, they find it difficult to cope with other students who chose the right career paths consistent with their subject areas. To address this challenge, Chireshe (2012) emphasizes the importance of implementing Career Guidance and Counselling services in higher education institutions to cover up for lost opportunities in high schools. The researcher, however, argues that such an effort may not serve any purpose in trying to correct the mistakes of wrong subjects chosen as some will not be able to do the programmes of their choice in tertiary institutions. Therefore, learners need to be channeled into the right subjects when they are still in secondary schools.

Oye et al., (2012) posit that the Nigerian Government failed to provide adequate support for the promotion of Career Guidance and Counselling in schools. Literature by Nkala (2014) reveals that Guidance and Counselling services, to date, are still patchy and ineffective in schools. It is also highlighted by Magano (2011) that the DoE should take the subject seriously. The need to recognize the subject as important, like any other subject, should start from the Government Department to Management in schools. Capacitating teachers responsible for the subject or programme can result in effective implementation of the programme, and this would also eliminate ignorance of many young people on their career prospects and personality adjustment.

When Guidance and Counselling was introduced in Zimbabwe, the assumption by politicians and planners was that it would produce learners who are able to make meaningful contribution to society, but the education system still produces learners who make wrong subject choices (Gudyanga et al., 2015). Consequently, Guidance and Counselling has been accepted in principle, yet the implementation process is not given the attention it deserves. The education policy-makers therefore, need to ensure effective implementation of the subject or programme in schools. In that way, Life Orientation teachers will be able to fulfil their role of promoting Career Guidance and Counselling in secondary schools.

2.6.2 Lack of Career Guidance amongst learners/students

Adejimola and Olufunmilayo (2009) observes that some Nigerian students' career choices had either been based on trial and error or on the advice of ill-informed relatives and acquaintances. Furthermore, the researchers lamented that many Nigerian graduates are without jobs due to lack of proper Career Guidance and Counselling in schools. This implies that students are not prepared enough to identify which fields best suit their abilities and interest. Mghweno et al., (2013) also mentioned that most Nigerian youths today engage in occupations not by choice but on the basis of fate. In a similar vein, Naude (2014) noted that a large number of school-leavers leave school without any form of training beyond school and are, to a large extent, unemployable in established careers where a career development path can unfold. Career counselling in many, if not most institutions, is piecemeal and, in many cases, almost non-existent (Reddy & Rauschenberger, 2015). The same sentiments were echoed by Miles and Naidoo, (2016) that learners often have to make career choices within the constraints of environmental and personal factors, for example, financial need, educational limitations, gender and ethnic discrimination, or lack of support from the family.

It has been observed that education and career guidance in Vietnamese schools face many challenges and obstacles, while the number of unemployed undergraduates are increasing unabatedly (Do Thi Bich & Nguyen, 2015). To address this challenge, students' needs to be fully equipped on different career opportunities to follow. Talib et al., (2010) also reported that the level of career awareness among people in Malaysia, including school college students, is relatively low. In addition, research also found that making a career decision is one of the biggest challenges that have been voiced out by teenagers. Talib et al., (2010) point out four reasons why teenagers have difficulties in making career choice: inability to understand one's interest, inaccurate predictions about ones' interest, abilities and personalities which may result in choosing a career that does not match with the personality characteristics and lack of knowledge and information relating to jobs, which may cause identity problems. Therefore, it is important for learners to be guided and assisted in planning and choosing their career path systematically to avoid frustration and mismatch in career choice.

According to Salleh (2010), current data indicate that the number of at-risk students in Malaysian secondary schools is on the increase. At-risk students normally perform low, show

behavioural problems, lack motivation, are of lower-socio-economic background and are uncertain of their career. As a result, Career Guidance teachers find it difficult to prepare them to pursue the right careers that will make them marketable as they are not ready. Furthermore, teachers responsible for Career Guidance admitted that they do not feel competent and lack confidence in running Career Guidance programmes. Olamide and Olawaiye (2013) added that some students aim at such prestigious occupations when still in secondary schools, unfortunately not all achieve their aims for one reason or the other and these include among other; poor academic performance, poor choice of subjects for the school certificate examination, lack of financial support to pursue their education and lack of sufficient information about different jobs.

According to Khan et al., (2012), the concept of Career Counselling is almost non-existent, particularly in the public sector, yet it is highly desirable to provide students and their parents with detailed information about their career paths. Examples are information on various fields of studies, different subjects and their scope, procedure of admissions in higher institutions, funding and information about scholarships. Under these circumstances, it becomes clear that Life Orientation teachers should take up their role of equipping learners properly by promoting capacities to choose careers according to their aptitudes and interests through an organized programme of Career Guidance and Counselling. Moeti (2016) claims that in other schools, there are cases where some teachers are allowed to help teacher counsellors teach Guidance and Counselling lessons. This really shows that the service is not considered important. The study further reports that the same teachers use their periods to teach their examinable subjects in order to push the syllabus. According to Aksoy et al., (2013) the lack of guidance counsellors and insufficient interest to vocational guidance causes learners to choose the wrong profession and hence, provision of Career Guidance in schools is necessary. Amani and Sima (2015) added that despite the wide range of careers available in the world of work, choosing appropriate career has been identified as one of the common challenges to many students. Therefore, provision of such services should be highly regarded.

According to Ibrahim et al., (2014) Counselling services were not effectively conducted to many students in schools and therefore, they were not ready to make informed career choices. Consequently, not much attention has been devoted to counselling especially in the area of

career decision making. Instead students were simply given the careers booklet with university courses, admission requirements and closing dates for admission without proper Career Guidance and Counselling. Ibrahim et al., (2014) mentioned that the effects may spiral into job market, leading to lack of professionalism, non-adherence to professional ethics, dissatisfaction in career and low productivity in the work place. Wambu and Wickman (2011) added that most of the students lack adequate information regarding various careers hence the choices that they make are embedded in their perception of the ideal job and the subjects they study in secondary school. The essence of incorporating Guidance and Counselling into the school system was to eliminate overwhelming ignorance of many young people on their choices of career prospects and personality maladjustment among school children. However, principals had false impression that a school can function effectively and profitably without a guidance counsellor Oye et al., (2011).

Making career decisions is often difficult and challenging, and one way to advance in the process is to seek help (Vertsberger and Gati, 2015). Furthermore, many students face challenges in choosing right subjects and making appropriate career choices relating to their inclinations, abilities and interest due to lack of proper Career Guidance. Olamide and Olawaiye (2013) added that the choice of a career has been a serious problem among the secondary schools in Nigeria. Therefore, Career Guidance and Counselling to learners is important to develop their individual ability to manage their own careers. Rukwaro (2015) mentioned that that many Kenyans, especially girls, end up in careers they have very little information on or even one they have no abilities or interest due to lack of access to Career Guidance and Counselling especially in secondary schools and being in such jobs that one had no information, abilities or interest in, can lead to low productivity, drabness, frustration, and low self-esteem. To avoid that, it is important for secondary school students to be provided with career information.

2.6.3 Contextual application of knowledge learned

Magano (2011) maintains that one of the challenges that South Africa faces since the implementation of Life Orientation as a compulsory subject is the application of what is taught in real life situations to ascertain that pedagogy has occurred. Looking at the learning outcomes in Life Orientation, there are mainly four domains that must be covered, namely,

well-being, social development, physical development and career development. The challenge that arises is the kind of the teacher who will be able to teach completely all four domains in Life Orientation classes in order to impart skills, knowledge and values to learners. Guidance counsellors are expected to assist learners in terms of career choice, but the challenge is that most students are provided with inadequate information about occupations and careers on which to base their interest (Amoah et al., 2015). From the context of the study, one may argue that Career Guidance and Counselling is not given attention in our communities, yet it directs the path and future prospects of our youth.

2.6.4 Workload of Life Orientation teachers

Mosia (2011) contends that Life Orientation teachers are allocated learning areas to teach, not according to their fields of specialization, but according to the needs of the school. In addition to that, Life Orientation seems to be regarded as an add-on subject which can be taught by any teacher even if they are without training. Diale (2016) argues that unless teachers' needs and tensions in Life Orientation activity system are addressed, it will be impossible for the subject to achieve its constitutional, educational and transformational goals. Similarly, Samanyanga and Ncube (2015) state that Guidance and Counselling is taken as an additional workload since teachers' core business is teaching. Therefore, there is need to have qualified Guidance and Counselling teachers who are trained so that the subject can have productive outcomes.

A study by Mushaandja et al., (2013) on major challenges facing counsellors in schools in Namibia, found that some teacher counsellors became teacher counsellors either due to their lower workloads or because they were already doing something that could easily be linked to counselling functions such as being the Life Skills teacher or working on an HIV and AIDS-related programme. Furthermore, some of the teacher counsellors landed in this role due to the trust their school principals had in them. Mbongo et al., (2016) added that teacher counsellors were burdened with too much work, that of teaching and providing Guidance and Counselling. In Nigeria, the whole programme does not have a proper framework, and as a result, much effort is given to counselling secondary students on HIV/AIDS prevention following the scourge, and little effort on matters pertaining to career choices (Mghweno et al., 2013).

Nyarangi (2011), Wambu and Wickman (2011) and Ruttoh (2015) observe that school counsellors in Kenya have dual responsibilities and, therefore, find themselves overloaded with work. This leads to lack of motivation, frustration and job dissatisfaction. Furthermore, dual relationships may hinder some students from seeking help from the same teacher who might have given a student detention in class. This poses serious challenges for the proper implementation of Guidance and Counselling in secondary schools. In order to fulfil their roles and responsibilities, school counsellors should be given enough time to provide Guidance and Counselling and not teach learners at the same time. In Greece, however, school counsellors work only in secondary schools and mainly specialize in career development issues (Kounenou et al., 2010).

In Ethiopia, Alemu (2013) found that school counsellors did not have adequate time to holistically address the educational, personal and vocational concerns of the learners. The cause of this was that school counsellors were expected to teach and provide counselling and administrative work at the same time.

2.6.5 Lack of trust in counselling by learners

Hasan, May and Satar (2013) claim that the component of mutual trust is underpinned by the element of honesty and trustworthiness of the counsellor. Furthermore, the counselling process involves a special relationship between the advisers and the advised. Such relationship should be based on trust, respect and confidentiality of issues discussed between the two (Mara & Mara, 2010). Lugulu and Kipkoech (2011) highlight that a number of students tend to associate the counselling office with a place where students with problems would report, and therefore, avoided the office. This affected them negatively since they could not get career information required for their intended degree studies. In Kenya, students receive poor school Guidance and Counselling services as school counsellors are unable to develop and maintain a warm and trusting relationships with them (Majoko, 2013). A study in Namibia by Mushaandja et al., (2013) shows that despite efforts made by teachers in terms of Guidance and Counselling, there were cases in which learners did not trust counsellors and failed to disclose their problems. Teacher counsellors attributed this to lack of trust by parents who then discouraged the learners from seeking Guidance and Counselling. Similarly, Ruttoh (2015)

says that some head teachers and parents regarded Guidance and Counselling as an invasion of their privacy and that of their children, and tried to sabotage its development.

In view of the above, one may argue that there is need for the government to clearly articulate the goals of Guidance and Counselling to principals and parents in an attempt to build trust. This involves emphasizing issues of confidentiality by teacher counsellors to their clients, the learners. Mawire (2011) describes the qualities of a good and effective Guidance and Counselling teacher as someone whom students can confide in and feel that their problems or situations are not divulged to others, and displays good conduct. Such teachers regard themselves as professionals who have confidence that they can help and develop students who are all-rounded citizens.

2.6.6 Lack of proper Career Counselling facilities

Counselling facilities are important for effective implementation of Guidance and Counselling. Unfortunately, most schools do not have proper counselling facilities and consequently, learners turn to their peers or other media for support and guidance (Ramakrishan & Jalajakumari, 2013). The same sentiments were echoed by Wambu and Wickman (2011), Sevinc, Tasci and Demir (2012) and Samanyanga and Ncube (2015), who reported that poor or lack of appropriate counselling facilities, such as counselling rooms and books, has hindered guidance counsellors from performing their counselling roles effectively. It is essential that the Education Department supports schools with the necessary facilities that Life Orientation teachers use as they guide learners with life skills, moulding and shaping their personalities and capacitating them to choose the right careers.

Nyarangi (2011) observes that as much as the Kenyan Government has recognized the importance of Guidance and Counselling in schools, it has not yet implemented terms of providing resources necessary for conducive environments. This is supported by Mushaandja et al., (2013) who expressed concern over having to provide Guidance and Counselling service to learners under the trees or in open spaces in full view of people passing by. In view of the above, one may argue that counselling facilities which allow full support to be given to learners by school counsellors determine the success of Guidance and Counselling in schools. A study in Kenya by Rukwaro (2015) shows that the meeting between teachers and students

takes place anywhere in the school such as in the dining hall, field, or classroom and none of the schools surveyed had a career guidance room and yet Career Guidance and Counselling is supposed to be conducted privately. In Namibia, Mbongo et al., (2016) also revealed that very few schools have rooms specifically allocated for Guidance and Counselling.

In Zimbabwe, the implementation of Guidance and Counselling was affected by shortage of counselling facilities (Farisayi, 2008). The shortage of such facilities was due to unavailability of funds from the Ministry of primary and secondary Education to build counselling rooms, buy books, magazines and other materials necessary for career guidance. In a similar vein, Mahlangu (2011) notes that school districts in South Africa are faced with challenges of limited resources for career counselling services, lack of expertise and knowledge from senior management of schools and district co-ordinators. The success of Guidance and Counselling programmes depends on the availability of counselling facilities. Over and above the expected support from the DoE, buy-in of the programme by school management and proper training of guidance teachers is essential for effective implementation of Guidance and Counselling in secondary schools.

2.6.7 Insufficient resources

Schools in South Africa are faced with challenges of lack of financial resources, poor guidance and counselling knowledge, lack of information technology, and shortage of staff (Mahlangu, 2011). This observation is supported by Khan et al., (2012) who indicate that schools have challenges of insufficient funds required for career counselling and, as a result, teachers fail to give information about different career opportunities available for learners. In a similar vein, Mushaandja et al., (2013) noted from a study, that school counsellors could not function optimally due to unavailability of adequate funds. Resources for Career Guidance and Counselling should address the academic, social, personal, career/vocational concerns of learners and are critical in facilitating holistic development of learners in schools. Gudyanga et al., (2015) who noted that teachers responsible for the implementation of Guidance and Counselling in Chinhoyi urban secondary schools in Zimbabwe were faced with numerous challenges in discharging their responsibilities. Such challenges include limited time allocation, inadequate resources and facilities. Furthermore, teachers worked full time as teachers, in addition to undertaking their guidance duties and responsibilities. The subject needs to receive

priority like other subjects. According to Gudyanga et al., (2015), effective implementation of Career Guidance and Counselling can only take place when responsible personnel are well versed in the area, otherwise it would be a waste of resources and time. Hence, sufficient resources and ample time are key for effective implementation of Career Guidance and Counselling in secondary schools.

In Kenya, challenges experienced by girls in accessing career information include lack of career guidance teachers, lack of career activities, inadequate books and brochures on different careers options and teachers responsible for Career Guidance and Counselling did not relate what they teach to career (Rukwaro, 2015). Furthermore, career teachers were asked to give the main challenges encountered in the provision of career information and the following issues were raised: lack of up to date information, insufficient time due to teachers' heavy workload and students' tight programme on teaching and learning at schools, inadequate funds to facilitate career guidance, lack of interest and negative attitudes by both teachers and learners. Some of the above challenges were cited by the national officer in charge of Guidance and Counselling unit (Rukwaro, 2015 and Gudyanga et al., 2015).

2.6.8 Shortage of staff

A study by Sevinc et al., (2010) revealed that lack of guidance teachers was one of the challenges found in most Turkish schools. In addition, the ratio of guidance teachers to students was high. Similarly, Mushaandja et al., (2013) mentions that the ratio of school counsellors to learners is extremely high. Maiyo and Owiye (2009) report that due to lack of personnel, some schools had appointed Heads of Departments (HoDs) to provide Career Guidance and Counselling. Unfortunately, the ever-increasing number of students in Kenya became a barrier to proper implementation of guidance and counselling services in secondary schools (Maiyo & Owiye, 2009).

Oye et al., (2012) mention that in Nigeria, there is inadequacy of Guidance Counsellors in secondary schools. In some schools, one may find that there is only one or no counsellor handling the Guidance and Counselling programme, and one person cannot effectively perform these functions satisfactorily. In other schools' career masters are asked to carry them

out. The scarcity of guidance teachers in these schools leaves some students with problems that affect their academic performance, including career decision-making skills.

The Kenyan Government has done tremendous work on issues of Guidance and Counselling compared to other African countries. Nyamwaka et al., (2013) and Ruttoh (2015) observe that the Government of Kenya acknowledges that the programme should be given to every student. Ondima, Mokogi, Ombaba and Osoro (2013) conducted a study on the effectiveness of Guidance and Counselling programmes in enhancing student academic, career and personal competencies. The findings of the study showed that Kenyan students were still experiencing personal problems, poor interpersonal relationships, and inability to make well informed decisions on career issues, which ultimately resulted in hopelessness and frustration when they needed to enroll in tertiary institutions. Ombaba et al., (2014) state that students hardly receive sufficient Career Guidance and Counselling services on time. Debono et al., (2007) argue that career guidance in schools tends to be marginalized because very often, the pressing nature of the personal and behavioral problems of students is given priority at the expense of the help needed by all students in relation to educational and vocational choices. Hence, the present study sought to assess the role of Life Orientation teachers in promoting Career Guidance and Counselling for secondary school learners.

School counsellors play a pivotal role in the holistic development of individuals, which includes dealing with challenges in relation to learners' developmental, educational and vocational needs. The problem arises when counsellors do not fully engage themselves in such roles but rather do other roles such as teaching, administrative work and participate in disciplinary hearings (Farisayi, 2008; Daniels, 2013). In view of the above, one may argue that effective Career Guidance and Counselling should be led by a dedicated person, trained and responsible for coordinating guidance activities in the school. One of the challenges facing South Africa is that, not all communities and schools have sufficient career guidance services (Prinsloo, 2007). The reasons linked to this problem may be lack of career guidance teachers in schools. In South Africa, Miles, (2015) argues that affluent schools often employ the services of psychologists whereas schools from low socio-economic backgrounds are poorly resourced in terms of career centres and Life Orientation teachers who are qualified to provide

Career Guidance and Counselling. Therefore, learners are left with no option but to navigate and explore careers on the own.

2.6.9 Teacher-learner attitudes towards the subject

Jacobs (2011) argues that negative attitudes must be eradicated from both the teacher and learners for career guidance programmes to foster meaningful change, and that the voice of the learners should form a critical step in deciding which themes to explore during the Life Orientation process. To address this problem, there is a need for other teachers and management to know and acknowledge the role of Life Orientation teachers who implement Career Guidance and Counselling. A study conducted by Moeti (2016) on the perception of teacher counsellors on assessment of Guidance and Counselling in secondary schools, concluded that, until the subject is regarded as fundamental like other subjects, the negative attitudes of both teachers and students will possibly not die out any time soon in schools. Magano (2011) found that the subject Life Orientation is regarded as an extra subject to some of the teachers who are not over-loaded with work.

Majoko (2013) claims that learners do not support or visit the offices of school counsellors because of negative attitudes towards Guidance and Counselling. Similar sentiments are echoed by Vertsberger & Gati (2015) who note that in Israel, many young adults may need help in making an informed career decision, but they do not often actually seek help as they hold misconceptions concerning the effectiveness of the services which deter them from using them. It can be concluded that success in the implementation of Career Guidance and Counselling is dependent on teacher-learner attitude towards the subject.

Theoretically, the implementation of Life Orientation reflects the ideals of instilling knowledge for the learners to become dynamic citizens (Magano, 2011). However, the practical reality thereof is constantly interrogated and scrutinized (Jacobs, 2011). The question arises as to whether the learners feel confident with their subject and future career choices, and whether these choices are responsive to the ever-changing needs of the labor market. Life Orientation teachers can address some of these questions by promoting Career Guidance and Counselling for learners in secondary schools.

Career Guidance, as one of the learning areas in Life Orientation, is not given much priority. Chireshe's (2011) observes, that Guidance and Counselling services receive low priority compared to examinable subjects in secondary schools. Hence, Life Orientation teachers should play a significant role in implementing and promoting Career Guidance and Counselling of learners in secondary schools.

2.6.10 Allocation of Life Orientation in the school time-table

A study conducted by Salleh (2010) in Malaysia shows that career guidance activities were regarded as optional and supportive programmes and, as a result, only small groups of students benefited from them. This problem still exists in South African schools. Modiba (2017) affirms that time allocated for Life Orientation teachers is not sufficient and learners do not receive adequate information that may empower them to construct their careers meaningfully and decide on the right careers to pursue. This means that time allocated for Career Guidance is inadequate; more time should be allocated on the timetable.

Gudyanga et al., (2015) noted that since the subject was non-examinable, some teachers used the periods for the revision of examinable subjects. Similarly, Wambu and Wickman (2011) and Nyarangi (2011) argue that school counselling is treated as an ancillary extra-curricular requirement. In addition, Kenyan schools do not have specific times scheduled for counselling and, as a result, guidance counsellors meet with students during recess, lunch breaks and after school (Wambu & Wickman, 2011). One may argue that the subject should be treated just like other subjects in schools. Shumba et al., (2011) and Nyamwaka et al., (2013) add that time allocated for Guidance and Counselling in their schools was not adequate and in some schools, the programme was not catered for on the school time table like the examinable subjects and teachers' workload did not allow them to have sufficient time for Guidance and Counselling. Furthermore, the majority of teachers had no regards for Guidance and Counselling activities in schools.

In Namibia, the subject is treated in the same way as extra-curricular activities such as sports and recreation, or as remedial work or as faith-based activities (Mushaandja, et al., 2013). In addition, the service is regarded as an added responsibility for teachers. Therefore, one may argue that the amount of time allocated to the programme and the value it receives should be

considered for the effective implementation of Career Guidance and Counselling by Life Orientation teachers.

2.6.11 Misconception on Guidance and Counselling

One of the challenges that affects the promotion of Career Guidance and Counselling is misconception. Abdellatif (2011) argues that people in Algeria generally believe that talking to a counsellor is, in most cases, a form of weakness and psychological instability. It, therefore, becomes difficult for school counsellors to provide the service successfully since it is misunderstood by the students and some staff members in secondary schools. In Ethiopia, girls avoid school guidance and counselling services provisions administered by male school counsellors because the Ethiopian culture does not allow females to approach males privately and confidentially (Alemu, 2013). Therefore, the personal/ social, academic and career /vocational concerns of the girl- children are left unattended, thereby limiting their holistic development and consequently, their optimum functionality.

2.6.12 Lack of support from different stakeholders

In a study conducted by Oye et al., (2012) on Guidance and Counselling in Nigerian secondary schools, some principals had a false impression that a school can function effectively and profitably without a guidance counsellor. The school timetable did not make provisions for Guidance and Counselling activities, and the government did not provide adequate support for the promotion of Guidance and Counselling activities in schools. The same sentiments are echoed by Mushaandja et al., (2013) and Daniels (2013) who indicate that school counsellors do not receive the necessary support from administrators and teachers because they do not have sufficient information on counselling. Nyarangi (2011) and Nkala (2014) note that school principals do not seem to have appreciated the importance of Career Guidance and Counselling in the students' academic success and personal life. Furthermore, school principals are still of the opinion that teaching is the priority business of any teacher, and counselling takes place when classes are not active, for example, during breaks, lunch breaks and after school. In a study by Diale (2016) on Life Orientation teachers' career development needs in Gauteng, Life Orientation teachers indicated that some of their colleagues were not giving support on content of the subject. Guidance counsellors need adequate support and full

recognition from different stakeholders to carry out their duties effectively. On the contrary, a study carried out in Ireland on the teachers' perceptions of teacher counsellors showed that teachers perceived guidance counsellors positively (Mandera, 2013). Until such time different stakeholders understand the importance of Guidance and Counselling in schools, provide the necessary support to teachers responsible for providing the service, learners will continue to experience career confusion and uncertainties.

According to Wambu and Wickman (2011) and Wambu and Fisher (2015), school counsellors in Kenyan schools reported lack of support from the school principal, school board members, teachers, parents, students and the community. This contributed to the low morale of Kenyan school counsellors since they could not succeed in their roles when working in isolation. Moeti (2016) posits that teachers in schools need to know and acknowledge the role of Career Guidance and Counselling. Furthermore, this acknowledgement and appreciation demands collective support from the school management and teachers. Shumba et al., (2011) and Mbongo et al., (2016) found that lack of support by the school management hinders Guidance and Counselling from having a positive impact in schools. Principals and school administrators do not understand the scope of counselling teachers' responsibilities and the importance of career guidance and, in some case, even perceive it as a disruption to the academic learning process (Salleh, 2010; Reddy & Rauschenberger, 2015). From the literature above, it can be deduced that the attitudes and perceptions of school management towards the implementation of Guidance and Counselling plays an important role in ensuring that intended goals are met.

A study carried out by Chireshe and Mapfumo (2006) in Zimbabwe found that Heads of schools were not supportive of Guidance and Counselling programmes. Chireshe (2011) states that Guidance and counselling services is negatively affected by attitudes of headmasters. In the same way, Yuksel-Sahin (2012) observes that administrators and teachers do not support school counsellors due to insufficient information, negative views and false expectations on Counselling and Guidance. The attitudes and perceptions of Heads of schools towards implementation of Guidance and Counselling services play a significant role to the extent to which the intended goals are achieved (Nkala, 2014). Guidance and Counselling services are not effective due to lack of recognition by heads of the schools, teachers and relevant stakeholders. Such heads are said to have a tendency of withholding

budgetary allocation for guidance and counselling services (Nkala, 2014). Majoko (2013) mentions that stakeholders are unlikely to monitor and evaluate implementation of the programme, thereby potentially compromising the quality and quantity of service provisions received by learners. A study by Moeti (2016) adds that teachers did not receive any assistance from their supervisors because there was no proper monitoring of the Guidance subject since they lacked the necessary skills and knowledge in the subject. Furthermore, teachers needed to be trained on how to infuse Career Guidance concepts into other school subjects.

Parents or families of a poor socio-economic status experience challenges with career choices for their children due to lack of knowledge and career awareness (Tallib et al., 2010). Khan et al., (2012) noted that majority of the parents in Gilgit-Baltistan are uneducated and cannot guide their children about careers. Consequently, learners from poor socio-economic background face numerous problems in getting jobs that match their personality due to lack of proper career guidance.

From the literature above, one may argue that Department of Basic Education, management of schools and parents should ensure that counsellors are fully supported and that a general timetable accommodates all subjects. School counsellors should perceive Career Guidance and Counselling services positively, as they enhance the smooth running of school activities (Samanyanga & Ncube, 2015). Therefore, the attitude of the subject by different stakeholders needs to be looked into since failure can impact negatively on the different career opportunities learners need to follow.

2.6.13 Lack of uniformity in the implementation of Life Orientation

In South Africa, the implementation of Career Guidance differs from one school to another, and schools are not able to provide sufficient and comprehensive career guidance services to learners when they choose subjects in Grade 10 (Du Toit & Van Zyl, 2012). Miles (2015) observes that the reason for this is that many schools in South Africa do not have Life Orientation teachers who have sufficient knowledge and skills to provide effective career guidance services. However, some schools in urban areas have well- established career guidance services with some even using the services of a psychologist, whereas schools in

deep rural disadvantaged areas are poorly resourced, operating with limited career information. Salleh (2010) also argues that the number and the type of career guidance activities varies from school to school and they depend largely on the initiative of the counselling teachers and attitude of the schools' principals. The same sentiments are echoed by Lugulu and Kipkoech (2011) who posit that provision of Career Guidance and Counselling has no specific uniform curriculum, and schools have their own way of doing things.

Regarding the challenges faced by Life Orientation teachers when promoting Career Guidance and Counselling, it is noted that these differed from school to school although some were common. For example, Life Orientation was not as valued as other subjects, and there was shortage of teachers and necessary skills to provide proper Career Guidance and Counselling (Diale, 2016). According to SAQA (2012), Career Guidance should ideally be an integral component of the education system. However, Career Guidance activities vary considerably from one school to another with many South African schools being unable to provide sufficient and comprehensive assistance to learners on their future careers.

2.6.14 Lack of supervision

Teachers responsible for the implementation of Guidance and Counselling do not receive support (Farisayi, 2008). Without supervision, one wonders how teachers succeed in implementing Guidance and Counselling services. Findings by Moeti (2016) reveal that most teachers felt that teaching the subject was a waste of time since supervisors disregarded the subject. Consequently, teachers used Guidance and Counselling periods to teach other subjects they had specialized in. Since teaching of this subject was not monitored and supervised, some of the students, according to Moeti (2016), were idle during the period. Shumba et al., (2011) noted that school heads did not have knowledge of the subject and, as a result, it became difficult for them to supervise their teachers. Similarly, Miles (2015) noted that schools in South Africa still have career counsellors without proper training, and there is no statutory body to monitor their work and ensure ethical and effective service delivery. The above studies show that lack of skills by supervisors and lack of understanding of the subject contributed to programme ineffectiveness.

2.6.15 Roles not properly defined

Despite the presence of school counsellors in most schools, their role is unclear to the consumer of counselling services (Wambu & Wickman, 2011). In Japan, the lack of a clear definition of school counsellors' role and identity is a challenge that needs serious intervention (Lee & Yang, 2008). Generally, school counsellors regard their primary role as that of an advocate for students, yet in reality they are faced with non-counselling related activities such as administrative duties. Lee and Yang (2008) argue that with clear roles, school counsellors can function more effectively in school systems, collaborate with other school personnel and enhance their professional identity. Therefore, it is imperative to acknowledge the distinctive role of school counsellors to promote the implementation of Guidance and Counselling in schools.

In Turkey, schools have developed a negative social perception regarding the correct definition and recognition of a counsellor (Bilgin, 2016). Wambu and Fisher (2015) argue that the majority of school counsellors still have teaching responsibilities over and above counselling duties. This dual responsibility leaves the school counsellor with limited time to provide counselling services to students. Furthermore, it is difficult to build a relationship with students in a counselling session, especially if the same teacher is teaching the student and evaluating the student's academic achievement. Consequently, this dual relationship hinders some students from dealing with social, emotional, academic, or career issues, and from seeking counselling services from the same teachers who may have given the student detention in class (Wambu & Wickman, 2011). In Zambia, school guidance and counselling is left in the hands of the teachers who are already overloaded with other subjects (Makumba, 2013). Guidance and Counselling, however, needs to be given equal status like other subjects, and the teacher should be full time with no other teaching responsibilities.

Wambu and Fisher (2015) post that in Kenyan schools, the roles and functions of counsellors are not clear and, therefore, effective and efficient Guidance and Counselling is compromised. Wambu and Fisher (2015) further argue that the need to view Guidance and Counselling as an integral part of education that requires professionally-trained personnel is very rife in Kenya today. Similarly, Sevinc et al., (2010) indicate that the work of guidance teachers in Turkish schools is not clearly defined, and this makes it difficult for students to understand their

expectation from the Guidance programme and Counselling services. This means that Career Guidance and Counselling is still a challenge in many countries, yet this learning area determines the future prospects of every learner.

Lambie (2007) mentioned that school counsellors in Greece endure high levels of stress due to multiple job demands, role ambiguity, large caseloads and lack of clinical supervision. In Nigeria, school counsellors are faced with a series of issues and challenges such as non-recognition of counselling as a profession (Arowolo, 2013). In addition, the roles of school counsellors are not clear and principals assign duties to counsellors according to their school needs. The duties includes acting as Vice- Principals, subject teacher, labor master or school clerk. In view of the above, the role and functions of the school counsellor should be outlined and followed for effective and efficient Guidance and Counselling services in schools.

In the U.S., high school career guidance counsellors today appear to be spending their time doing administrative work and disciplinary issues rather than Career Guidance and Counselling (Reddy & Rauschenberger, 2015). In addition, they also spend most of their time on scheduling academic guidance, discipline and helping students to apply in the colleges. Luyando (2015) notes that school counsellors have traditionally been expected to do different roles which include being a disciplinarian, consultant, confidant, scheduler, administrator, clerk, psychologist and academic helper. The ambiguity about counselors' roles and expectations creates confusion, not only to themselves, but also to the school and community at large.

2.6.16 Inadequate Training of Life Orientation teachers/counsellors

Training of Life Orientation teachers is crucial to learners. Magano (2011) maintains that one of the challenges faced by South Africa since the implementation of Life Orientation as a compulsory subject is the application of what is taught in real life situations to ascertain that learning has occurred. Research conducted by Prinsloo (2007) in South Africa, on the implementation of Life Orientation programmes and the perceptions of principals and Life Orientation teachers, indicated that key challenges were professional training of Life Orientation teachers in understanding the content, outcomes and didactic methods. Dodge and Welderufael (2014) also found that very few teachers had been trained in Life Orientation and its career component. Some teachers used these periods to do more "important" subjects.

Effective and efficient Career Guidance and Counselling services by Life Orientation teachers is crucial as it assists learners to lead well informed and successful lives.

According to Du Toit and Van Zyl (2012), educators in South Africa are required to have at least 3 years (NQF Level 6) of post-school higher education. Despite having the qualification, many of these educators are not competent to offer career development education. In certain provinces such as the Western Cape, Gauteng, Mpumalanga and Northern Cape, many Life Orientation teachers have undergone a 5-day career practitioner programme (DoE, 2011). Such skills, unfortunately, are lost if these educators are not kept as Life Orientation teachers. Life Orientation teachers need to attend professional development training to assist them in keeping up-to-date with current changes in the education system.

Each and every year, there are large numbers of young people who pass their matric with no clear direction of programmes to enrol at tertiary institutions or how they will find employment afterwards (Jonck, 2015). In addition, Amoah et al., (2015) observe that most students are provided with inadequate information on occupations and careers, on which to base their interest. The reasons for this emanates from teachers who are not trained to provide Career Guidance and Counselling. Students in the U.S. are typically on their own when it comes to identifying potential career pathways to enter and succeed in them (Reddy & Rauschenberger, 2015). This is due to teachers' lack of training to adequately perform career counselling for students.

Although Life Orientation teachers are expected to play an important role in promoting Career Guidance and Counselling, the situation in schools is different. For example, Prinsloo (2007) established that Life Orientation teachers in rural schools in South Africa did not have information for career guidance and neither were they formally trained in the area. Hence the present study sought to assess the role of Life Orientation teachers in promoting career guidance and counselling in secondary schools. Similarly, Diale, Pillay and Fritz (2014) notes that Life Orientation teachers were suddenly expected to teach a subject with no training, bringing to the fore a variety of difficulties for them since they lacked some understanding of the subject. Therefore, sufficient training was necessary for effective delivery when teaching Life Orientation.

Abdellatif (2011) says that Guidance and Counselling for lifelong learning in Algeria has become a crucial question of social, economic and political importance, which affects both the scope of training and the world of work. Consequently, and in order to provide equality of opportunity, Algeria needs trained counsellors who can provide appropriate guidance and counselling services to assist individuals to make the best career choices to suit them. The issue of career guidance programme being sidelined is also compounded by the incompetence of counselling teachers (Salleh, 2010). According to Kounenou et al., (2010), Career Counselling requires multiple roles which need special competencies acquired through formal education, specialized training and personal development training. However, competencies which career counsellors must have in order to perform their duties appropriately are still a challenge in Greece. Through training, counsellors can succeed in the implementation of Guidance and Counselling services.

According to the DHET (2014), the differences in the level of career development services offered at schools is a systematic issue whereby the majority of schools in the country do not appoint a permanent person responsible for career development. The existing system appoints a Life Orientation educator for a year and then the next year, allocate the subject to another teacher, hence the need for the provision of comprehensive and coordinated Career Guidance at critical stages such as Grade 9 being crucial (Du Toit & Van Zyl, 2012).

Dodge and Welderufael (2014) indicated that Life Orientation subject is not successfully meeting its objectives when addressing the work and career learning area in disadvantaged communities. This is evident in post-apartheid South Africa struggling with providing quality and equal education for high school students living in disadvantaged communities. Two main problems causing this are improperly trained teachers and inadequate content on career choice (Prinsloo, 2007; Khan, 2010; Watson, 2010). There are also barriers that are inhibiting the Life Orientation subject to carry out its purpose. These include lack of leadership, lack of role models and inadequate resources (Watson, 2010). These barriers have created an environment of occupational deprivation for youth in these communities. To respond to this challenge, Dodge and Welderufael (2014) state that Occupational therapists can address these occupational issues and help create occupational opportunity for black South African students.

Research by Prinsloo, (2007) indicates that the current Life Orientation subject is not meeting the needs of students effectively. Students even reported that Life Orientation is viewed as a “free period”. The observation is endorsed by Magano (2011) who argues that in the South African situation, school guidance is not taken seriously by stakeholders in schools. Life Orientation teachers have reported difficulty finding the necessary information to fulfil the career education portion of the subject (Prinsloo, 2007). According to Diale et al., (2014), Life Orientation facilitators struggle to manage conflicting expectations from learners, parents, society and government. Furthermore, in order to promote Career Guidance and Counselling in secondary schools, identifying the expectations from learners would aid professional development of Life Orientation teachers.

According to Do Thi Bich and Nguyen (2015), as far as career guidance in schools is concerned, teachers usually talk in general and are neither clear nor give any details. Similarly, Malaysian career guidance counsellors were not qualified, and the quality of services rendered was not monitored (Salleh, 2010). Therefore, in the absence of clear guidance, it is unlikely that the students would choose the right career for future job market demands. Hence, the aim of career guidance is to help students make decisions based on their capabilities, while taking into account current and future career opportunities. In the context of the study, secondary school teacher counsellors should have the necessary training, knowledge and skills for proper implementation of Career Guidance and Counselling services.

Farisayi (2008), Mushaandja et al., (2013) and Mapfumo and Nkoma (2016) observe that generally, teachers who are mandated to offer Guidance and Counselling in schools have teaching qualifications but no specialised training in Guidance and Counselling.. This means that career teachers still need more skills to provide this support. However, Oye et al., (2012) observe that although Nigerian counsellors were untrained, their efforts brought a remarkable development in Guidance and Counselling. Nweze and Okolie (2014) state that Guidance and Counselling in secondary schools is beset by a number of problems which are structural, attitudinal, human and cultural. Some of these challenges are lack of trained school counsellors in secondary schools, lack of time and facilities and orientation materials for use by counsellors. From the context of the study, the success of Career Guidance and Counselling is dependent on the resources, skills and knowledge of the counsellors.

According to Gibson and Mitchell (2008), Guidance and Counselling is regarded as a helping profession just like Medicine, Law, Dentistry, Education and Social Work. The researchers further argue that a helping profession is one in which members are specifically trained and licensed or certified to perform a unique and needed service to fellow human beings. The same applies to counsellors as they must be fully trained and qualified to meet the needs of the client population they are designed to serve. Furthermore, the above researchers recommend that school divisions ensure that persons fulfilling the role of counsellors be adequately trained and complete a programme in counselling, including supervised practice in Guidance and Counselling. Once trained, the teacher counsellors should then employ their skills and understanding to draw up a procedure to include and cater for the various needs of individual pupils within the school framework. Similarly, guidance counsellors in Ireland expressed their lack of career knowledge and holding back of learners from utilizing the services (Liston & Geary, 2015). It follows that if guidance counsellors are not well trained, the needs of the students are compromised.

Studies conducted in South Africa (Magano, 2011), Nigeria (Arowolo, 2013) and Kenya, (Ibrahim et al., 2014) indicate that career guidance teachers who were identified to teach the subject had no professional competence in the subject and therefore not much attention was devoted to counselling, especially in areas of career decision-making. As a result, many students completing secondary schools have not been able to make correct choices of what careers to pursue. In addition, interviews with the Ministry of Education (Kenya) officials and career guidance teachers from the district confirmed that students were simply given the careers booklet with university courses, their pre-requisite subjects and cut-off points, instead of proper Career Guidance and Counselling, due to limited skilled human and time resources (Ibrahim et al., 2014). This results in frustration and confusion with their future career when such students go to tertiary institutions. The present study sought to assess the role of Life Orientation teachers in promoting Career Guidance and Counselling to learners in secondary schools with specific attention being given to Vhembe District of Limpopo, South Africa.

Shumba et al., (2011) argues that training received by guidance teachers in Botswana did not prepare them to cater for the needs of learners holistically that is the psycho-social, educational and career aspects. The knowledge of Guidance they had, was acquired through

workshops where the resource persons were also not quite conversant with the area. This means that such teachers were not adequately prepared to teach Guidance subject. As a result, effective teaching and learning of the subject was compromised. Therefore, there was need to intensify the training so that teachers become confident in the teaching of the subject. Khan et al., (2012) posits that when teachers lack awareness of the basic concepts of career counselling, they tend to remain aloof from the knowledge created through research and new advancements. Nyarangi (2011) and Ramakrishnan and Jalajakumari (2013) indicate that lack of proper guidance also makes the youth not to choose a career to pursue. Instead, parents/guardians choose courses without consulting learners. Some of the youth get demoralized when they discover that the choice of career made for them was not right and just drift away without seeking help.

A study by Khan et al., (2012) on the role of teachers in providing educational and career counselling to secondary school students in Gilgit-Baltistan in Pakistan, found that some teachers provided guidance towards a particular subject they were teaching. For example, a teacher who had specialized in commercial subjects was found guiding learners to take commercial subjects and to select related careers in tertiary institutions. However, this teacher seemed to ignore the learners' aptitudes, interest, values and personality. In such cases, the selection of subjects was based on what they had been advised without considering their strength and capabilities. In addition, learners were advised to choose subjects that would lead them to pursue career in medicine and engineering due to lack of awareness of other career opportunities (Khan et al., 2012). In view of the above, teachers responsible for Career Guidance and Counselling should consider capabilities of learners and conduct some extensive research on different career opportunities that are responsive to the market, when guiding learners.

Shumba et al., (2011) noted that training received did not prepare teachers to cater for the needs of Life Orientation subject and hence Career Guidance knowledge is important. Therefore, it became difficult for such teachers to impart knowledge and skills needed by learners to make the right career choices. Gama (2015) notes that professional development programmes for teachers have been criticized as being brief, fragmented, decontextualized and removed from the reality within classrooms, and not likely to improve the standard of

teaching. This means that such teachers were not adequately prepared to teach Guidance. As a results, effective teaching and learning of the subject was compromised. Therefore, there is need to intensify the training so that teachers are confident in the teaching of the subject.

2.7 STRATEGIES THAT CAN BE IMPLEMENTED BY LIFE ORIENTATION TEACHERS TO PROMOTE CAREER GUIDANCE AND COUNSELLING

The fourth sub-research question sought to find out strategies that can be implemented by Life Orientation teachers when promoting Career Guidance and Counselling. Reviewed literature identified some strategies that can be implemented which are discussed in turn.

2.7.1 Appointment of competent staff to provide Career Guidance and Counselling

Life Orientation has come under fierce criticism by parents, learners and education analysts alike for being a 'cop out' subject that is perceived not to have much value to a learner's overall training in the school environment (Ferguson, 2015). Life Orientation has been defined in the national curriculum as a holistic study of the self, the self in society, and an opportunity to develop the emotional side of young people, citizenship, democracy and human rights aspects of life in South Africa (DoE, 2011). It is actually a whole conglomeration of many different things that contribute to Life Orientation, not forgetting the health side that touches on the lifestyle, healthy living and physical fitness (Ferguson, 2015).

Prinsloo (2007) suggests that, for the Department of Education to see Life Orientation bearing fruits, professional training of teachers on the implementation of policy reform should be instituted as a matter of urgency. Life Orientation teachers need to be empowered to effectively deliver the subject and assist students in choosing the right careers (Christiaans, 2006). Without proper training, the subject will be seen as a non-valuable subject by learners. The DHET has also acknowledged that effective career guidance is still a challenge in South Africans schools (DHET, 2014). To address the problem, government launched a career advice service, Khetha, in June 2010, but the project is still on the development stage. Ombaba et al., (2014) describe Higher Education and Training in Kenyan schools as the key to developing economy. They note that trained and educated personnel can produce students who are well informed about careers they should follow.

Odhiambo (2014) posits that an effective guidance programme should be led by a trained counsellor who is responsible for coordinating guidance activities at school. Counsellors should appoint full-time school counsellors, and principals should attend Guidance and Counselling training in order to support them better (Mushaandja et al., 2013). Debono et al., (2007) mentioned that guidance practitioners in Malta lack continuous professional development and this results in their insufficient knowledge about career guidance and its developments. Quality teaching and learning can be achieved if adequate training in the field of Guidance and Counselling is done. Teachers' knowledge in the process of teaching and learning is crucial for the improvement of learners' performance. Furthermore, the capacity development of subject advisors is of paramount importance. The subject advisors should work with Life Orientation teachers, helping them to develop and sharpen their skills.

2.7.2 Recognition of the subject and support by different stakeholders

The Department of Basic Education should also support schools to ensure that Career Guidance (one of the components in Life Orientation) is effectively provided. Such support may include the training of Life Orientation teachers to ensure quality teaching and learning of the subject. Salleh (2010) argues that the challenges faced by career guidance programmes in schools evidently require a change of mindset among policy makers. Oye et al., (2012), Mushaandja et al., (2013) and Moeti (2016) corroborated the above, adding that the school management, including the curriculum advisors, give false impressions that a school can function effectively and profitably without a guidance counsellor. Thus, the lack of support from the top management compromises the promotion of effective Career Guidance and Counselling, hence the subject loses value.

Life Orientation cannot afford to lose value. It is a valuable subject in its right. In this case, teacher responsible for the subject can make a difference in terms of the promotion of Career Guidance and Counselling. Learners need to value Life Orientation as well. However, they can only take the cue from those above, particularly school authorities and teachers. This, therefore, means that Life Orientation should be valued like other subjects at school as it prepares students for proper career choices. Different stakeholders should support Life Orientation teachers so that there is an effective and efficient Career Guidance and Counselling in schools. Similarly, Ombaba (2014), Nweze and Okolie (2014), and Gudyanga et

al., (2015) recommend that the support by school management should be enhanced to make sure that the guidance services rendered are effective to all students to make good career choices. Without the support of the Department of Basic Education, the subject advisors, the school management and the teachers, the promotion of Career Guidance and Counselling cannot be effective.

Magano (2011) highlights that it is imperative that the Department of Basic Education takes the subject seriously. Curriculum developers, subject advisors, school management and Life Orientation teachers should have a sound knowledge of the subject, including the component on career choices (Shumba et al., 2011). In that way, Life Orientation teachers will provide proper Career Guidance, and learners will be in a position to make informed career choices that have relevance for tertiary education access. Different stakeholders who include subject advisors and school management require training if they are to understand the different components of Life Orientation. What this means is that the Department of Basic Education has the duty to bring experts to provide adequate training to different stakeholders, including Life Orientation teachers. Without such knowledge, they cannot effectively supervise, let alone appreciate Life Orientation teachers' needs. This will also help learners to acquire skills and knowledge so that they make the right career choices.

2.7.3 Adequate training of teachers responsible for Career Guidance and Counselling

Adequate training of teachers who teach the subject is crucial in the total development of learners in respect to career choices. Yuksel-Sahin (2012) suggests that in order to make the Psychological Counselling and Guidance effective, school counsellors should receive adequate training. Moeti (2016) recommends that the subject be taught by trained teachers because lack of training contributes to lack of recognition of its importance as well as challenges with knowing what to do in a guidance lesson. Until Guidance and Counselling receives full recognition, change among learners and negative attitudes of both teachers and students will probably not materialize any time soon. Therefore, there is a need to intensify the training so that teachers are confident in the teaching of the subject.

According to Gudyanga et al., (2015), the effective implementation of Life Orientation can only take place when responsible personnel are well versed with career guidance. In this case, the

Department of Basic Education should invest in the professional development of Life Orientation teachers rather than rotating other teachers to teach Life Orientation and its component, career guidance and career choice. In the same way, Modiba (2017) argues that continuous professional development is important since it assists Life Orientation teachers to remain up to date with the prevailing status of the provision of career guidance in South Africa. In order to remain relevant, Life Orientation teachers should be encouraged to attend training, seminars and workshops on Career Guidance and Counselling. Nweze and Okolie (2014) hold the same view that teacher counsellors are supposed to attend conferences and seminars to equip themselves with literature, theories and techniques of counselling in schools. Knowledge in terms of Guidance and Counselling can assist, not only on issues of career guidance, but also with learners' social and behavioral problems. Mahlangu (2011) also says that the Department of Basic Education should employ educators who have done Guidance and Counselling in tertiary institutions, or employ Educational Psychologists. Kounenou et al., (2010) point that through training, school counsellors can strengthen their sense of professional efficacy while reducing their occupational stress.

In addition, the Department of Basic Education can assist Life Orientation teachers to acquire knowledge from different career services. These include tertiary institutions and other companies responsible for career development services. Life Orientation teachers would then be able to play a critical role in the promotion of Career Guidance and Counselling among secondary school learners. Naude (2014) recommends that all teachers be fully equipped with relevant knowledge and skills to promote Career Guidance and Counselling. Furthermore professional development, refresher courses and seminars are important to develop appropriate skills needed to co-ordinate and initiate relevant programmes to reach each child in the schools. Gudyanga et al., (2015) point out that in an organisation, there is a need to conduct in-house training to keep the employees up to date with the current trends or developments. To achieve this, school management should be brought on board when planning such training, and the implementers should be given an opportunity to share their ideas.

2.7.4 Research on programmes that are responsive to the labor market

The importance of research is vital to the improvement of Career Guidance and Counselling in schools. Such research should be on programmes that are responsive to the labor market. Maiyo and Owiye (2009) note that, with rapidly changing labor market trends, world of work, job requirements and market conditions, counsellors need to guide students towards setting meaningful occupational goals. Through proper Career Guidance and Counseling, students can successfully choose careers that match their abilities, interests and values. Khan et al., (2012) note that media and internet play a significant role in assisting learners get related career information, particularly the careers that are needed by the country. Moreover, new careers are being added every now and then as a results of technological breakthroughs and new inventions and therefore, career counsellors in schools need immense knowledge of the rapidly changing world (Nweze & Okolie, 2014; Ombaba, 2014). Since the career landscape is ever evolving, it is important for students to learn what their opportunities are and capitalize on them (Olamide & Olawaiye, 2013). Knowledge and skills can help learners choose careers that are responsive to the country's needs. Furthermore, the ability to provide proper education for our learners should help build a country free from social ills such as unemployment, poverty, crime and drugs.

Information about different career opportunities should always be updated to avoid a situation where learners choose careers that are saturated. Life Orientation teachers should always be abreast in terms of careers which are marketable. In this way, they can influence learners to choose careers that are responsive to the labor market.

2.7.5 Introducing Career Guidance and Counselling from the early grades

The introduction of career guidance in early grades is crucial in schools. This empowers students when it comes to career choices in Grade 12. Jonck and Swanepoel (2016) acknowledge that subject selection should take place at the end of Grade 9, and it is crucial that learners feel confident in their subject choices. Their choices would enable them to make well informed decisions about their future careers. Early subject choice gives room for learners to make some changes if they have made certain uninformed decisions about their future careers. Mahlangu (2011) says that the common practice in most South African schools where

Career Guidance and Counselling is practiced, is that much attention is given to secondary school learners, particularly those in Grade 12, neglecting the lower grades in the process. That is, the earlier the students start this process, the less chances of eventually making wrong career choices (Olamide & Olawaiye, 2013). The government of Botswana believes that Guidance should be a continuous process throughout life, hence it should be introduced early in life (Moeti, 2016). A study in Kenya by Rukwaro (2015) concurs with Mahlangu (2011), Jonck and Swanepoel (2016), and Moeti (2016), that Career Guidance and Counselling should start from primary school and progress to the university. Same sentiments were echoed by Olamide and Olawaiye (2013) that career choice must be brought into a clear focus, starting with the students in primary school and continuing to secondary schooling and beyond. This would enable students to discover their strengths, weaknesses and abilities progressively.

In the light of the above, one may argue that proper career guidance should be done in early grades so that by the time learners reach Grade 10, they are able to make well informed decisions about subjects that are relevant to their career choices. Furthermore, introducing career guidance at an early stage can help learners understand the right subjects to choose when they reach Grade 10. Vanin (2015) and Maoto (2013) indicated that career development for students should begin early in primary schools so that by the time students reach secondary schools, they will already have developed career development knowledge in their interaction with teachers, family, media, and friends or from social factors that impact their lives. Maoto (2013) further outlined that this would help address problems of learners who reach Grade 12 without knowing their future careers.

Students across disciplines should be exposed to the world of work from an early stage to promote smoother entrance into the workplace (Maree, 2013). Amani and Sima (2015) suggest that self-interest and personality inventories are important and students can make self-assessment about their career interests at a very early stage. If Career Guidance can be introduced in early grades, by the time learners reach Grade 10, they will be comfortable with career choices as taught in Life Orientation. In view of the above, proper Career Guidance and Counselling is important from the early Grades since it is the starting point where learners are to select the right subjects for their careers.

2.7.6 Provision of resources

The provision of resources to teachers responsible for promoting Career Guidance and Counselling in schools is vital as successful implementation of the programme depends on the availability of resources and facilities. Farisayi (2008) notes that the implementation of Guidance and Counselling in Zimbabwe was seriously affected by shortage of resources. Lack of resources compromises the effectiveness of career guidance in schools and the Department of Basic Education should assist through a fair allocation of resources for the promotion of Career Guidance and Counselling. An adequate budget should be made available from the Department of Basic Education for the acquisition of career guidance materials and technological resources. Jonck (2015) says that an adequate budget could assist schools to make provision of pamphlets with career information, host career days, access internet at schools, and arrange visits to higher education institutions. Successful implementation and promotion of Career Guidance and Counselling depends on adequate resources such as books, furniture, computers for learners to research on different careers, and teachers who are trained.

2.7.7 Cultivating positive attitudes

Cultivating and nurturing positive attitudes towards different stakeholders is important in the promotion of Career Guidance and Counselling. The Department of Basic Education, assisted by the subject advisors, can take a lead in mobilizing and making an advocacy to foster positive attitudes in promoting of Career Guidance and Counselling among learners. School management and policy makers should take necessary actions to support and fulfil the career development needs of Life Orientation teachers in order for them to cope and effectively promote teaching and learning (Diale, 2016). In this way, Life Orientation teachers can improve as far as the promotion of Career Guidance and Counselling is concerned. According to Majoko (2013), counsellors and administrators observed that the government, teachers, communities, learners and school counsellors themselves need more information, advocacy and mobilization campaigns to foster in them a positive attitude towards school Guidance and Counselling services provisions. That will help to change people's attitudes towards the service.

2.7.8 Career exhibitions and job-shadowing

Career interest needs to be stimulated through short-term jobs to acquire experiences and job shadowing experiences (Amoah et al., 2015). Information regarding the student's preference of activities and work environment needs to be provided by the counsellor so that at the end, it can help students identify congruent short-term occupational choices and long-term career outcomes. Such accurate information regarding performance may assist the student in the long run to identify the type of training, work experiences, effort, and timeline that will be required to achieve career preferences.

Miles (2015) notes that institutions of higher learning use career expos and open days as platforms to market their programmes to high school learners. Although there are efforts to conduct career exhibitions for learners, particularly those in Grade 12, Nzeleni (2015) argues that during career exhibitions, organisations tend to promote what they do, with learners not being exposed to different career opportunities. In addition, because there are vast numbers of learners and organisations, learners may have little time to spend at each exhibit and may therefore, have little time to interact with the representatives of the organisations on display. The common practice in most South African schools where Career Guidance and Counselling is available has been an emphasis on secondary school learners, particularly the Grade 12 learners, neglecting lower grade learners (Mahlangu, 2011).

Modiba (2017) points out that learners regard career exhibitions and open days as outings, a chance to meet new people and to have fun. Contrary, Salleh (2010) conducted a study in Malaysia on honoring diversity in Career Guidance practice, and it was found that career activities such as career fairs, exposure to career information, career talks and career visits influenced decision making of students. Learners also got a chance to ask questions and this helped to clarify certain aspects and stimulate interest in the careers they intended to follow. It also allowed students to gain an understanding of work, to develop and practice a range of new skills, to become more independent, to relate the school curriculum to the workplace, and to increase motivation to continue with their studies (Vanin, 2015). This also created a platform for learners to know how they could develop essential soft skills that employers seek, while gaining relevant experience at the workplace.

In addition, job shadowing is considered important when assisting learners in making the right career choices. Job shadowing provides learners with the real world of work experience and this experience can help them figure out what they want and what they do not want out of the intended career. Learners are exposed to the day-to-day job responsibilities and tasks to be performed, and this helps them to get a better idea of what to expect in the real world of work. Work shadowing is considered an important issue that affected career decisions to learners (Basham, 2011). Job shadowing is key to a successful career as it helps learners get first-hand experience of how people work in certain companies that are linked with their career choices. Such exposure assists learners to decide if they really want to follow the particular career. This also creates a platform for learners to know how they can develop essential soft skills that employers seek while gaining relevant experience at the workplace. Schools can embark on other activities to further increase the services rendered by teachers, like inviting guest speakers, facilitating skills development and organising for job shadowing (Jonck, 2015; Vanin, 2015). Safta (2015) adds that counsellors should provide students with knowledge of the economic environment and business activities of different workplaces through observations carried out within the work environment, as well as through meetings with employers. Although work-shadowing is a useful component of the career exploration, it is dangerous when used in isolation since learners may be exposed to employees who are possibly not in careers of their choice (Miles, 2015). Therefore, work-shadowing should be planned and organised with the aim of reflecting on the experience, and not just as a field trip.

In the context of this study, Life Orientation teachers can organise for job shadowing whereby learners gain comprehensive knowledge about what an employee who holds a particular job does in that job every day. It is effective for college and high school learners who may want to test their interest in a career by finding out what happens in a particular job day-by-day.

2.7.9 Career teachers to be knowledgeable on the subject and on tertiary admission requirements

Naude (2014) suggests that Career Guidance and Counselling programmes should include assistance on matters concerning admission requirements, bursaries or financial assistance for deserving students, and all other aspects related to the preparation of youth for the world of work. The availability of career information about different career opportunities on posters,

flyers and brochures can assist learners to know about different careers to choose from. This will help learners to choose and pursue subjects that match their abilities with an understanding of the value of the subjects for future careers. If teachers are knowledgeable about the subject, learners will be able to identify their talents and interests, acquire new information about the world of work, which will eventually help them to make the right career choices. According to Salleh, (2010), knowledge and skills on different careers by learners reduces the drop-out rate and, at the same time, improves school attendance among low achievers and some of them even manage to continue to university level. In that way, Life Orientation teachers would have played a critical role in the promotion of Career Guidance and Counselling among secondary school learners. Naude (2014) recommends that all teachers be fully equipped with relevant knowledge and skills to promote Career Guidance and Counselling, and that there should be continued professional development, refresher courses and seminars to reach each child in schools.

2.7.10 Initiate career intervention programmes

Career intervention programmes have a positive impact on the achievement of students, and increase study skills, serve as a source of motivation, develop career awareness, and career skills among low achievers (Salleh, 2010). Furthermore, they reduce drop-out rates, increase career maturity and career certainty, and increase students' participation in the learning process. According to Maree (2013), career counselling interventions should be based on three broad principles: (a) Access - making counselling freely available to everyone with all career counsellor, (b) equity - privileges given to a specific group of people, (c) redress - dealing with historical imbalances in South Africa (Maree, 2013). In addition, one way of achieving these principles would be through extension of community services by Life Orientation teachers and counsellors. Asuquo and Author (2013) assume that once individuals have reasonable access to information coupled with good guidance, they will ultimately make good career decisions.

Through career development interventions like career guidance, career counselling, career information, career education, career development programmes and career coaching, counsellors can help learners to develop self-awareness and occupational awareness, to learn career decision making, develop job hunting skills, cope and adjust in job stresses (Andronic &

Andronic, 2011). Maree (2013) emphasizes that career intervention should aim at improving students' employability, their career adaptability, and their ability to take ownership of their careers. In that way, learners would become critical thinkers, creative problem solvers and skilled decision makers, and ultimately increase their employability.

2.7.11 Adoption of learner-centred approach by teachers

Dabula and Makura (2013) propose that career guidance programmes should aim at developing important skills for life and work and assisting with immediate career decisions. For this to be achieved, career guidance programmes must adopt a learning centred approach, and this means building career education into the curriculum. Career counsellors need to connect specific resources for different types of learners under different school conditions for promoting learners for different purposes (Ombaba et al., 2014). Furthermore, schools must adopt a developmental approach, tailoring the content of career education and guidance to learners' developmental stages. Schools need to adopt a more learner-centred approach through, for example, incorporating learning from, and reflecting upon experience, self-directed learning methods and learning from significant others like parents, alumni students and employers. Career guidance programmes ought to be designed and implemented to meet the needs of the learners and society (Dabula and Makura, 2013). This can be achieved only if Career Guidance and Counselling receives priority like other subjects in schools.

Gama (2015) points that professional development of teachers (in-service training) should contain a learner-centred element and be knowledge and assessment centred for optimal teacher knowledge and development. In addition, key features of effective teacher professional development programmes should be geared towards creating learner-centred environments for teachers, which should focus on equipping teachers with knowledge to holistically develop learners. Martin (2013) adds that this requires an approach to teacher training development which prepares teachers to be empowered professionals: where teacher knowledge of the subject and the realities of classrooms are of central importance and where teachers participate in active learning and teaching processes.

2.7.12 Establishment of career centres and partnership with different stakeholders

Chireshe (2012) mentions that the career counselling centres should have books and journals on careers, videos, well-classified information on careers, career tests and computer-based information. The researcher further suggests that effective Career Counselling services should have strong collaboration with librarians who maintain occupational shelves and career advice with new Guidance and Counselling materials in the library. In South Africa the DoE (2011) has taken responsibility for organizing career events for Grade 12 learners outside school hours, and these usually take the form of career exhibitions and career talks by people working in a particular field. Ombaba et al., (2014) emphasize that counsellors should collect and disseminate information on different career opportunities, and this can be made possible through various activities like seminars, orientation visits and supply of materials to resource centres.

A study in Kenya by Rukwaro (2015) found that students were requested to propose solutions to challenges encountered in the provision of career information and their responses included availing career information resources and activities, educational tours to organizations and institutions, conducting seminars and debates, inviting professional guest speakers, setting up of a career information centre/library/counselling room, providing a career teacher specifically, and utilizing the internet. Career Guidance teachers propose that there should be provision of comprehensive career information resources for example career guidebooks, brochures, and internet.

The Department of Basic Education can establish career centres such as libraries where learners can get information pertaining to different careers. In that way, access to career information would be easier for learners. From the above, it is clear that career centres can help learners get career information which assists them in making informed decisions about their careers.

The acquisition of skills and knowledge to promote Career Guidance and Counselling can be enhanced through working together with different institutions responsible for career development services. Diale (2016) is of the opinion that close collaboration between schools, Government Department of Education and universities, in terms of research, can assist. Life

Orientation teachers indicated that their collaboration with different stakeholders, including NGO's and tertiary institutions, was beneficial. The collaboration should be able to offer support and intervention programmes to Life Orientation teachers to deal with issues beyond their scope of practice (Diale et al., 2014). Together with teachers and parents, school counsellors can be instrumental in enhancing the self-efficacy of students regarding their ability to succeed in their studies and future careers (Amoah et al., 2015). Psychologists and counsellors can also work together with Life Orientation teachers to address vocational and psycho-social issues faced by learners. In addition to that, the DoE has also taken an initiative for organizing other stakeholders such as higher education and training institutions, Sector Education and Training Authority (SETAs), Higher Education South Africa (HESA), the National Youth Development Agency (NYDA), Non- Governmental organisations (NGOs) and private companies, to take responsibility for providing career talks and organising career events and exhibitions (Miles, 2015). Regrettably, these events are usually more accessible in urban areas, and learners from rural areas are neglected (Prinsloo, 2007; Ombaba et al., 2014 & Miles, 2015). The collaboration of different stakeholders from the Department of Basic Education, NGOs, school management, and institutions is fundamental for the promotion of Career Guidance and Counselling in Vhembe District schools. In view of the above, it is essential for career guidance teachers to work closely with different stakeholders for support and advice regarding future prospects of students.

2.7.13 Media as a source of career information

Despite the fact that Life Orientation teachers face challenges with regard to their role of promoting Career Guidance and Counselling in secondary schools, they should also establish strategies that can be implemented in order to improve their scope of practice. Mabula (2012) and Ombaba et al., (2014) say that successful career services provision to students in schools should involve career programmes which comprise the use of mass media, books, professional journals, internet programmes, career day, career workshops, occupational flyers and exposing learners to role models. These career resources can enable learners to get career information available within and outside South Africa. In the same vein, Gavo (2014) mentions that media influence plays a pivotal role in the career choices among students. A

student may see some prominent media personalities on the television who may influence them to follow similar career as that of the media personalities.

Through Guidance and Counselling from Life Orientation teachers, learners understand what exists in the world of work and can examine the different career options available and decide the careers' relevance to their personal characteristic. Khan et al., (2012) and Mabula (2012) emphasize that media plays a significant role in assisting students to get career related information, and this includes television, radio, internet, telephone and newspapers. Furthermore, learners are able to search for information on careers they want to pursue using internet facilities while some can also apply for scholarships. These career resources can assist learners to get career information within and outside South Africa (Sikhwari, 2015). Crisan, Pavelea and Ghimbulut (2015) add that most students rely on internet, television, written media, family and friends, as well as career centres, and regard internet as the most important source of information when confronted with career decisions. However, students hardly use specialised websites or career platforms.

2.7.14 Teachers as bridges connecting parents and schools

Ombaba et al., (2014) suggest that teacher counsellors can promote Career Guidance and Counselling through involving parents in career guidance by creating a parent resource library. This is when some parents are invited to give talks to students on different career opportunities. Amoah et al., (2015) that together with teachers and parents, school counsellors can be instrumental in increasing self-efficacy beliefs of youth regarding their ability to succeed with higher level course content and to pursue careers in mathematics. In Israel, most of the young adults were concerned about their future career and found it difficult to make career decisions, and only few of them chose to seek help to cope with their difficulties (Versberger & Gati, 2015). School counsellors should speak to both the students and their parents and explain the importance of making the right decisions and the advantages of seeking professional help when it is needed. Counsellors can achieve more through family collaboration and working closely with parents to increase family-school communication. School counsellors should acquire skills and attitudes necessary to encourage their children to make appropriate career choices.

2.7.15 Parents as sources of career information for their children

Edwards and Quinter (2011) note that parental support and encouragement are important as they influence career choice of learners. According to Magano (2012) research studies show that families, parents and guardians play a crucial role in the career aspirations of their children. Similarly, Nweze and Okolie (2014) point that the choice of a career is influenced by parents, friends, role models, relatives, teachers, bursaries and scholarships awards. Mothers in particular seem to exert greater influence during their children's high school years and fathers seem influential in their children when they go to tertiary institutions (Gavo, 2014). Different stakeholders, therefore, can play a role in shaping the choice of careers on secondary school learners.

Khan et al., (2012) identify educated parents as a source of career counselling to their children, and notes that such parents understand interests of their children. Unfortunately, children who are raised by uneducated parents may not get that opportunity to receive career guidance while some educated parents may force their children to follow careers of their choice. Khan et al., (2012) noted that majority of parents in Gilgit-Baltistan are uneducated and cannot guide their children about careers. Shumba et al., (2011) posit that students from lower socio-economic families are not given adequate space to make independent decisions on their careers. Goliath (2012) noted that the influence of families reveals that children of unemployed parents have less career aspirations, because they may not have been exposed to career experiences compared to children of employed parents. Getange and Sagwe (2016) noted that students from families where there was a tradition for further education, tended to follow the footsteps of their elder brothers and sisters. Therefore, the family background has a great influence on the choice of career by a student, and career aspirations are also determined by socio-economic and cultural background.

Crisan et al., (2015) observe that students place great importance on information coming from family and friends. This shows the power of having educated parents who are in tune with issues related to their children's future careers. Mudhovozi and Chireshe (2012) argue that those who attend schools in rural areas make delayed career decisions where they are mainly influenced by parents, teachers and friends to choose careers. Hashim and Embong (2015) acknowledge that parents play a crucial role in shaping, moulding and influencing how their

school-going children make wise subject choices which inevitably, impact on their future career choices. Therefore, parental involvement is necessary in assisting learners to make the right career choices.

2.7.16 Ability to define their roles

Wambu and Fisher (2015) suggest that school counselling programmes can only be effective in enhancing students' academic, career, and personal/social development if school counsellors become proactive in defining their roles and communicating those ideas to the school, as well demonstrate their competency with tangible evidence. School counsellors need to determine their professional roles based on their training, without which, they will continue to perform duties outside their scope of work.

According to Ramakrishnan and Jalajakumari (2013), Guidance and Counselling should be conceptualized in a broader and more comprehensive and holistic view, incorporating vocational and other aspects of development. In addition, Guidance and Counselling should be an integral part of the education process, to which more time and higher status should be accorded. Similarly, Ombaba et al., (2014) maintain that students need to develop an integrated picture of themselves and the role they need to play in the country. Career Guidance and Counselling play a significant role in enhancing secondary school learners career options and decisions and, if it is going to bear fruits and fulfil the role for which it was intended, then it requires concerted efforts from different stakeholders (Shumba et al., 2011).

2.7.17 Influence by role model/student alumnae

Role models have an important part to play in encouraging, inspiring and guiding learners' choices and development. The lack of role models may put learners at a disadvantage when developing career identities, particularly for those learners who come from disadvantaged backgrounds like Vhembe District. Rukwaro (2015) suggests that there should be empowerment of students and alumnae's for Career Guidance issues. This is because students may listen more keenly to their peers. Nweze and Okolie (2011) posit that the choice of a career is influenced by role models. Role models from disadvantaged communities can help students to overcome history and current negative impacts from the community in order to improve self-efficacy (Dodge & Welderufael, 2014). This implies that the more learners are

exposed to different role models, the more they are inspired and motivated to do certain careers. In all this, learners should take into cognizance their personalities, interests and values. Vanin (2015) notes that career days and inviting former students to schools to discuss career paths helps students to learn about courses to be undertaken, prerequisites for universities, salaries, opportunities for employment and career pathways. In addition to that, students who have access to mentorship at an early age tend to make informed career choices earlier than those who does not have (Gavo, 2014).

2.8 SUMMARY

The present chapter reviewed literature on the role played by Life Orientation teachers/counsellors in promoting Career Guidance and Counselling for secondary school learners. Specifically, the chapter looked at the theoretical framework which underpins the current study. The chapter also reviewed literature based on the research questions in order to establish what is known/not known about the questions raised, hence, showing the gap in knowledge that the present study sought to fill. The next chapter describes the research methodology that was used for the present study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter describes the research methodology that underpinned the study. The research paradigm, the research approach, and the research design are discussed. Furthermore, the selection of participants, data collection instruments and data analysis are clarified. The chapter also discusses issues of data credibility and trustworthiness and finally, considers ethical issues pertaining to the study.

3.2 RESEARCH PARADIGM

This study was conducted within the interpretive paradigm. The interpretive paradigm is also called the phenomenological approach. This approach is used to explore and understand a central phenomenon. Creswell (2009) mentions that in the interpretivist paradigm, the researcher relies on the participants' views of the situation being studied. This means that informants play a central role in as far as information provision is concerned under this paradigm. Given Creswell's (2009) relevant exposition here, this study endeavored to consolidate its informants' views for a critical analysis of the phenomenon studied and providing collaborative information. De Vos, Strydom, Fouche and Delport (2011) argue that data collected using the interpretivist paradigm provide the researcher with insights into the behavior displayed and the meanings and interpretations that subjects give to their life worlds. In view of the fact that an interpretivist paradigm relies heavily on the informants' views of their lived world, it was imperative for the researcher here to carefully pick interviewees who were part of the investigated phenomenon. These, it was assumed, were information "storerooms" (to borrow from retail language) where the researcher interviewistically retrieved information required for this study.

Similarly, Maree (2007), points out that interpretivist research provides insight into the way in which a particular group of people make sense of their situation. Accordingly, by seeking to obtain information from Life Orientation teachers, the researcher played into the provisions of the interpretivist paradigm. That is, the researcher engaged Life Orientation teachers in a dialogue in order to assess their role, challenges, training received and strategies to improve their scope of practice, an undertaking that is in line with the interpretivist paradigm's inclination. The interpretivist paradigm, therefore, gave the researcher an insight into the behavior displayed, meanings and interpretations made regarding the role of Life Orientation in promoting Guidance and Counselling in schools. As such, it may be suggestive for one to assume that this paradigm does not fit in well with the methodological approach followed by this study (see section 3.3 on this). Ideally, the interpretation of a social phenomenon such as the one studied here requires an innocuous environment that would speedily facilitate the data collection process. Conversely, an inimical environment becomes a hindrance to the processes that promotes the use of an interpretivist paradigm.

Researchers who use the interpretive paradigm are required to view and experience the situation from the perspective of the people being studied (Monette, 2008). This implies that for an understanding of any phenomenon under study, one needs to gain the support and cooperation of those s/he intends obtaining information from. Monette's observation, therefore, concurs with the preceding argument that an environment matters the most in the interpretivist paradigm. That is, it would be certainly difficult to view and experience any situation from the informants' perspective if they are not cooperative or willing to share their life experiences. A conducive environment, therefore, would enable the researchers to see how the individuals experience and give meaning to what is happening to and around them. The qualitative research method has access to that personal, subjective experience. This is in view of the fact that most qualitatively done studies rely on the use of data collection techniques such as interviews and observations, among others. The emphasis here is to obtain first-hand information from those closely associated with what is being studied in order to have a full view of their experiences.

Advancing the same sentiments, Cohen, Manion & Morrison, (2011) state that the interpretive researchers focus more on individuals and set out to understand their interpretations of the

world around them. Focusing more on individuals implies that the interpretivist paradigm is also inclined towards the case or ethnographic studies in the context of research designs. This means that a researcher is bound to immerse her/himself in the study area for an investigative undertaking of the phenomenon, the purpose being to exhaustively deal with the cases. Contrary, focusing more on individuals means that the researcher is bound to obtain mostly subjective information. Subjective data would mean that a study based on biased information is produced. As such, its reliability and authenticity is questionable. In other words, one of the interpretivist paradigm's weaknesses is its over reliance on specific forms of sources of information as Cohen et al., (2011) assert above.

An interpretive perspective is based on the idea that qualitative research efforts should be concerned with revealing multiple realities as opposed to searching for one objective reality (Guest, Namey & Mitchell, (2013). In the context of this study, this implies that more than one category of interviewees were identified and interviewed for in order to get multifaceted views about Life Orientation in Vhembe District. By collecting data from more categories of informants, the researcher ensured that multiple realities of this phenomenon were revealed. Thus, an enhanced understanding of the problem was obtained from a wider informant base. As such, this approach is more interested in interpreting deeper meaning in discourse that is represented in a collection of personal narratives. In the context of the present study, Life Orientation teachers were accorded an opportunity to share their views, challenges in order to establish some intervention strategies which could serve as new knowledge in the learning area of Career Guidance.

The interpretive paradigm allows the researchers to view the world through the perceptions and experiences of the participants. Specifically, interpretivism supports scholars in terms of exploring their world by interpreting the understanding of individuals (Nguyen & Tran, 2015). In this case, the researcher collected data from a mixed bag of interviewees with a view to interpreting the understanding of their world views. The informants' understanding of Life Orientation enabled the researcher to write a critical narrative of how the subject is handled in this district. In addition, interpreting data as collected from the said informants provided a fundamental basis for the realignment of the way Life Orientation is approached at schools in this district. Conclusively, the interpretivist paradigm, in Nguyen and Tran's, (2015) views,

enabled this researcher to comprehend the Life Orientation teachers' world from a constructivist's perspective. That is, having realised the difficulties Life Orientation teachers go through in their bid to provide education to their learners on one hand, and the suffering learners go through at school through the mishandling and the laissez-faire attitude exhibited by school authorities towards the subject on the other, it was possible for this study to provide a re-constructivist account of the informants' views. Basically, this paradigm has created an enabling platform for the overhauling of the whole approach in the teaching and learning of Life Orientation in Vhembe District. In other words, the interpretivist paradigm is not merely a theoretical or philosophical entity, it is also a pragmatic paradigm that informed this study on practical issues that needed to be addressed if Life Orientation teaching was to improve in Vhembe District. Thus, the interpretivist paradigm was also chosen for its practicality and enabling flexibility (Kumar, 2014). In the context of the study, therefore, the researcher explored the role of Life Orientation teachers in promoting Career Guidance Counselling in secondary schools, explored challenges faced by Life Orientation teachers when implementing Career Guidance and Counselling. In order to explore the understanding of participants, this paradigm allowed the participants to share their feelings, views and experiences. It is on this basis that the paradigm was chosen for this study.

Although the paradigm is not a dominant model of research, it is gaining more influence, because it can accommodate different perspectives and versions of truth from participants. According to Willis (2007), interpretivism seeks to understand a particular context, and acknowledges that reality is socially constructed. Interpretivism is inclusive, because it accepts views from different people through different ways of collecting data. Researchers ask broad research questions in order to explore, interpret or understand the social context. According to Nguyen and Tran (2015), researchers who use this paradigm often seek experiences and perceptions of participants when collecting data rather than relying on numbers or statistics.

Interpretivism can be used to explore and understand a central phenomenon (Lodico, Spaulding and Voegtle, 2010). The essence of this study is to determine how Life Orientation teachers administer their subject in selected Vhembe District Secondary Schools. The researcher explored this phenomenon through embarking on extensive interviews with identified case, a situation which is consistent with the principles of this paradigm as well as

those of qualitative approach. The researcher, therefore, adopted this paradigm over others for its apparent consistence with the study's methodological approach. As already noted in the preceding paragraphs, the interpretivist paradigm co-relates with this study's research design, an observation that gives it an added advantage over other paradigms. Its connection with and to this study's adopted methodological approach and the research design underpins the flexibility of this paradigm. Furthermore, Denzin and Lincoln (2005) argues that qualitative researchers who use the interpretive approach study things in their natural settings, try to make sense or interpret phenomenon in terms of the meanings people bring to them. The implication here is that for this researcher to understand fully the Life Orientation dynamics as obtaining within the schools here, she needed to visit those schools to observe for herself how the said subject was, in both practice and principle, conducted from school to school. Doing so merely fulfilled this paradigm's principles as pointed out by Denzin and Lincoln (2005). The researcher chose this qualitative method over others due to the fact that the study is interpretivist in nature and does not require any enumeration (Ngwenya, 2017). Interpretive research usually begins with an observation, followed by searching for data that supports or contradicts the findings (Vanin, 2015). The ability to generate data which concurs or contradicts the literature better equips the researcher to defend their position. Interpretivism helps the researcher to observe, understand social reality, and describe what is happening in the world as perceived by the participants. Following the interpretivist paradigm's dictates, the researcher took some time to stay in schools during working hours to practically observe the way teachers and learners conducted themselves during Life Orientation teaching learning. This was tantamount to searching for data or any activity that either contradicted, refuted or agreed with some of the issues raised by the three sets of the study's informants as outlined in Chapter Three. In addition, searching for data in this way speaks to what Vanin, (2015) insinuated to above. In other words, the interpretivist paradigm accommodates a variety of data gathering techniques such as field note taking and observations. It provides flexibility during data collection endeavors as the research decides on the best methods to use in order to gather interpretive data for his/her study (Vanin, 2015). In other words, spending time at schools observing Life Orientation related activities being done facilitated the collection of otherwise hidden but pertinent information concerning this study. Furthermore, the interpretivist paradigm facilitates data analysis and its accompanying interpretation as varied but

complementary sets of data are collected. Having different sets of data with varied meanings calls for an enhanced critical analysis and interpretation of the informants' world as seen from the researcher's perspective. The researcher's perspective in this case is informed by the data as gathered through various techniques. This reflects the power and strength of the interpretivist paradigm as adopted in this study.

From the context of the study, the interpretive research process provides the researcher with an opportunity to get into the world of Life Orientation teachers, understand their world and give voice to their voiceless perspective. This is because the behavior of Life Orientation teachers, as shaped by their context and events, cannot be understood adequately in isolation to their context (Vanin, 2015). The issue is, it is difficult to understand one's lived experience(s) from the outside. In order to fully understand the Life Orientation teachers' world of work, the researcher did not only rely on their verbal responses, she infused herself in their work spaces for observation purposes. Using both sets of data, the researcher created a complete picture of their lived experiences as Life Orientation teachers. In other words, the Life Orientation teachers' activities could be better understood through the environment under which they operate. In addition, the behaviour and character of their learners needed to be observed as well so as to add value to the data collected from them through interviews. Providing a two-pronged context, this interpretivist set-up enabled the researcher to piece together various aspects of the Life Orientation teaching for a holistic interpretation of how Life Orientation teachers promote it in the Vhembe District. Its promotion, therefore, could not and should not be understood as a particular school phenomenon, but as a generalised process undertaken by Life Orientation teachers throughout the district. This is so in view of the fact that the interpretivist paradigm allowed for the comparative interpretation of data as collected from various secondary schools in the district (De Vos, Strydom, Fouche & Delport, 2013).

Guided by the principles of an interpretivist, it was easy for the researcher to determine how Life Orientation teachers throughout the district were systematically conditioned to neglect, despise, under-rate, undermine and misuse Life Orientation subject and its allocated time. In the final analysis, interpreted data reflected that learners in Vhembe District have constantly, consistently and persistently suffered the most under this systematised abuse of the said subject and its allocated time slots in the school time-table. Through the use of interpretivist

strategies, the researcher managed to assemble an assortment of data that, after their interpretation, provided a clearer generalised view of a Life Orientation teacher in Vhembe District (Ngwenya, 2017). In the same token, a desperate and hopeless life experience of a Life Orientation student was unraveled through a similar undertaking by the researcher. Connecting the two sets of informants' world of experiences, and applying an interpretivist analysis, the researcher provided a critical account of how Life Orientation teachers promote the subject in Vhembe District. Through the interpretivist paradigm, the life experiences of the Life Orientation teachers were exposed. This led to a clear understanding and appreciation of how the subject is valued and rated within the district. As such, the suitability and relevance of this paradigm in this study cannot be over emphasised. It has led to the systematic integration of data as collected through various data collection methods. The integration of data in this way culminated into a comprehensive reflective narrative of how Life Orientation is badly promoted by Life Orientation teachers in Vhembe District. This has totally sidelined the purpose for which it was introduced in the school curriculum in the first place. As such, learners are made to suffer the consequences of a poorly administered subject. In view of the noble intentions for which this subject was introduced in the school curriculum, it is sad to acknowledge that Life Orientation in the Vhembe District is heavily compromised. This acknowledgement is informed by the interpreted data that has contributed heavily towards the understanding of this phenomenon. Furthermore, interpretivism is a way of understanding how people perceive things and value. It considers the opinion they hold about certain things which ultimately influences their lives, experiences and how they structure their world (De Vos et al., 2013). In this way, it allows the researcher to develop a new understanding and meanings associated with the role of Life Orientation teachers in promoting Career Guidance and Counselling for learners in secondary schools.

This paradigm was found suitable in assessing how Life Orientation teachers promoted Career Guidance and Counselling, their training to adequately promote it and challenges encountered while promoting career education for learners in secondary schools. In addition to this, the interpretivist paradigm was chosen for its reliability as a tried and tested multifaceted paradigm that could suit a variety of methodological approaches in the context of social sciences. A detailed discussion on this is provided in the following section.

3.3 RESEARCH APPROACH

The researcher used the qualitative research approach. The adoption and subsequent use of this methodology approach was largely informed by the interpretivist paradigm as discussed in the above section. The reason for this is that both the interpretivist paradigm and the qualitative methodological approach share some commonalities in the context of this study. Thus, adopting a research approach aligned to the research paradigm was not only beneficial to this study, it was also a master stroke in as far as the enhancement of the quality of data collection, analysis and interpretation is concerned. Walliman (2006) defines qualitative research as an approach which relies more on language and interpretation of its meaning. That is, to qualitatively collect data, a researcher has to use methods that are geared towards the reception and coding of voices. Given that this approach is grounded on language and its interpretation, the researcher designed data collection tools that adequately addressed this aspect. In other words, the researcher needed to collect information that would enable her to assess and interpret informants' voices. Additionally, making sense of what was interpreted was enhanced by the fact that the researcher spent some time in the field, observing and taking fields notes that formed part of the interpretation process. Qualitative research explores attitudes, behaviors and experiences through research methods such as interviews or focus group discussions, in an attempt to get an in-depth opinion or response from the participants. While quantitative research describes, tests and examines cause and effect relationship, using a deductive process of knowledge attainment (Creswell, 2013). The researcher dealt with issues related to cause and effects in the frame of Life Orientation teachers' experiences in teaching this subject. Furthermore, the said cause and effects were addressed through the learners' experiences as the recipients of the skewed subject teaching. These two were then dovetailed into a single component to provide a holistic critical picture of how Life Orientation is being promoted by teachers in Vhembe District. To provide an informed and balanced assessment of how Life Orientation is being promoted in the district, the researcher frequented the field in order to ascertain how the subject was taught to learners at school. This was in line with the requirements of the qualitative methodology. That is, in order to obtain a deep understanding of the phenomenon, one has to visit the research area and familiarise one's self with the informants' settings (De Vos et al., 2011). Through this approach, the researcher was able to obtain information directly from those involved in the promotion of the subject within the

district. In addition, information was also gathered through observing classrooms where the subject was taught. This provided a proper set-up for the interrogation of the tools used to help promote the subject. Complementing this was the observation and mingling with the learners done by the researcher. Doing research in this way facilitated the understanding by the researcher of how learners feel about the way their subject was taught at school. The researcher's 'swimming' with the learners here made her feel what learners go through when they are taught Life Orientation at school. It is no surprise then that the frustrations that learners exhibited when they were first contacted over this issue were the very same ones that the researcher felt as well. This implies that qualitative research methodology facilitated the invasion of learners' learning space, hence the extraction of silent and hidden information. The extraction of information in this way enabled the researcher to understand and appreciate the learners' views in relation to Life Orientation as taught in their schools (De Vos et al., 2013). In this study, the qualitative approach was preferred because the researcher wanted to gather first-hand information directly from the participants who were teaching Life Orientation in secondary schools. Learners who are doing the subject were given an opportunity to share how the subject Life Orientation assisted them in making career choices. Qualitative research was also advantageous to this study in that research questions were open-ended, hence enabled one to understand participants' experiences in relation to the study's central phenomenon.

Guest et al., (2013) argue that this approach gives the researcher the ability to probe into responses or observations as needed and obtain more detailed descriptions and explanations of experiences, behavior and beliefs. The purpose of using qualitative research was that the researcher wanted Life Orientation teachers to share their stories, hear their voices and views about their role and challenges as far as Career Guidance and Counselling for learners was concerned. This was done in order to understand the contexts in which the participants in the study addressed a problem or issue. Qualitative research was therefore, best suited for this study.

Furthermore, the researcher used qualitative research because it does not usually provide a fixed recipe to follow. Qualitative data is in the form of written or spoken language, or in the form of observations that are recorded in language, after which data is analyzed by identifying

and categorizing themes (Terre Blanche, Durrheim & Painter, 2006). Quantitative research, however, generates statistics through the use of large surveys, using methods such as questionnaires or structured interviews (De Vos, Strydom, Fouche & Delport, 2005). The design in quantitative research is determined by the researcher's choices and actions whereas in qualitative research, the researchers design the strategy best suited to their research (De vos et al., 2011).

Furthermore, the study employed the qualitative approach as it is holistic in nature, flexible and more suited for deeper understanding of phenomena; soliciting rich information about the subjects from various sources. It allowed for the researcher to flexibly explore the topic; assessing the role of Life Orientation teachers in promoting Career Guidance and Counselling of secondary schools learners in Vhembe District. Qualitative methods are characterized by flexibility and freedom in terms of structure and order on the part of the researcher (Kumar, 2014).

This approach facilitated exploration of the phenomenon within its context using a variety of data sources (Baxter & Jack, 2008). This ensured that the issue was not explored through one lens, but rather through a variety of lenses which allowed for multiple facets of the phenomenon to be revealed and understood. Life Orientation teachers and learners were interviewed and questaviews were used to gather data and answer questions as far as promotion of Career Guidance and Counselling is concerned. The participants were given an opportunity to share their opinions and viewpoints on the matter in an informal way. The information gathered assisted the researcher to discuss the problems raised during the field work by the informants concerning Life Orientation, and come up with strategies to address such problems. The researcher ensured that every teacher was given an opportunity to contribute to the discussion. Qualitative research employs methods that describe and interpret people's feelings and experiences in human terms rather than through quantitative measurement (Terre Blanche et al., 2006).

Qualitative research collects data in the form of observations that are recorded in the form of written or spoken language, or in the form of observations that are recorded in language, and analyzes the data by identifying and categorizing themes, whereas quantitative researchers collect data in the form of numbers and use statistical types of data analysis (Terre Blanche et

al., 2006). In the context of the study, a tape-recorder and notes were used to capture information such as body language and facial expressions. Data were categorized into themes, discussed and analyzed accordingly.

3.4 RESEARCH DESIGN

A research design is a plan, structure and strategy of investigation to obtain answers to research questions or problems. Furthermore, research design controls the direction in which the research flows, how it should be concluded and what specifics are required to conduct the study. The research design used in this study was case study, which, according to Creswell (2013), is a qualitative approach in which the investigator explores a real-life case or cases over time, through detailed, in-depth data collection involving multiple sources of information. Case study is an in-depth exploration, from multiple perspectives, of the complexity and uniqueness of a particular project in real life (Starman, 2013). Maree (2007) points out that a case study strives towards a comprehensive (holistic) understanding of how participants relate and interact with each other in a specific situation, and how they make meaning of a phenomenon under study. Case study design provides a large amount of information and detail about the research topic, and allows the researcher to deal with a wide variety of raw data. The case study is capable of serving multiple audience. In the context of this study, the case study design was adopted in order to get in-depth understanding of the role that Life Orientation teachers play in promoting Career Guidance and Counselling for learners in secondary schools.

Given the unit of analysis of this study, namely; assessment of the role of Life Orientation teachers in promoting Career Guidance and Counselling of secondary school learners, the researcher found the case study research design the most appropriate. The qualitative research approach allowed the researcher to gather in-depth information on the issue under study. As noted by Babbie (2007), a case study seeks a comprehensive description of a given social situation and, in particular, collects and examines as many data sets as possible regarding the subject. Case studies pursue depth and open-endedness in data gathering (De Vos et al., 2005).

Creswell (2009) states that in a case study, a large amount of information on one or a few cases is gathered. Tools to collect the data may include surveys, interviews, documents, observations and collection of artefacts. A case study researcher faces an overwhelming amount of data and is immersed in them. Immersion gives the researcher an intimate familiarity with people's lives. Furthermore, the researcher looks for patterns in the lives and actions of people in the context of the complete case as a whole. The strength of a case study lies in its ability to enable the researcher to investigate the case in-depth, to probe, drill down and get to its complexity, often through long term immersion in the informants' settings, or repeated visits to the study area for in-depth investigation of the phenomenon under study (Arthur, Waring, Coe & Hedges, 2012). Creswell (2009) and Maree (2007) add that the end result of such research is an in-depth description of a case or cases in their larger context which, ultimately assists the researcher to gain greater insight and understanding of the dynamics of a specific situation. Babbie (2007) states that case study researchers, in contrast to grounded theorists, seek only an idiographic understanding of a particular case under examination before conducting the field research.

De Vos et al., (2011) and Cohen et al., (2011) point out that case studies can be particularly useful for producing theory and new knowledge, which may inform policy-makers on the importance of the role played by Life Orientation teachers in promoting Career Guidance and Counselling in schools. Creswell (2013) argues that using different forms of qualitative data, ranging from interviews to observations to documents to audio-visual materials, helps the researcher gain in-depth understanding of the case being studied. A good case study needs the researcher to possess the ability to collate and synthesize data from the above sources, make inferences and interpretations based on evidence, and reach and test inferences from such conclusions (Cohen et al., 2011).

Case studies often select a small geographical area or few participants as the subjects of study. Another advantage of using case study is that it does not only explore or describe the data in the real-life environment, but also explains the complexities of real-life situations which may not be captured through experimental research. Case study is very useful when one wants to explore an area where little is known or where one wants to have an understanding of the situation, phenomenon, episode, site, group or community (Kumar, 2014). Although case

studies have many advantages, the design has been criticized for its inability to generalize the results.

3.5 DATA COLLECTION INSTRUMENTS

The study employed three data collection instruments, namely, focus group discussions, semi-structured one-on-one interviews and questaviews.

Table 3-1: Breakdown of the data collection instruments

Data collection instruments	Sample type	Number of participants
One-on one interviews	Purposive sampling	Six (06)
Focus/ group interviews (LO teachers)	Purposive sampling	Six (06)
Questaviews	Purposive Sampling	Six (06)
Focus group (Learners Grade 10-12)	Purposive Sampling	Twelve (12)
Total number of participants		Thirty (30)

Qualitative data were collected from Life Orientation teachers by using three methods of data collection, namely; one-one-one interviews, focus group interviews and questaviews. Learners from Grade 10-12 only participated in the focus group interviews. Below are keys used for both forms of interviews administered during the data collection process.

IILO T1	Individual Interview Life Orientation teacher 1
IILO T2	Individual Interview Life Orientation teacher 2
IILO T3	Individual Interview Life Orientation teacher 3
IILO T4	Individual Interview Life Orientation teacher 4

IILO T5	Individual Interview Life Orientation teacher 5
IILO T6	Individual Interview Life Orientation teacher 6
FGDLO T7	Focus Group Discussion Life Orientation teacher 7
FGDLO T8	Focus Group Discussion Life Orientation teacher 8
FGDLO T9	Focus Group Discussion Life Orientation teacher 9
FGDLO T10	Focus Group Discussion Life Orientation teacher 10
FGDLO T11	Focus Group Discussion Life Orientation teacher 11
FGDLO T12	Focus Group Discussion Life Orientation teacher 12
QVLO T13	Questaview Life Orientation teacher 13
QVLO T14	Questaview Life Orientation teacher 14
QVLO T15	Questaview Life Orientation teacher 15
QVLO T16	Questaview Life Orientation teacher 16
QVLO T17	Questaview Life Orientation teacher 17
QVLO T18	Questaview Life Orientation teacher 18
FGD L1	Focus Group Discussion Learner 1
FGD L2	Focus Group Discussion Learner 2
FGD L3	Focus Group Discussion Learner 3
FGD L4	Focus Group Discussion Learner 4
FGD L5	Focus Group Discussion Learner 5
FGD L6	Focus Group Discussion Learner 6
FGD L7	Focus Group Discussion Learner 7
FGD L8	Focus Group Discussion Learner 8
FGD L9	Focus Group Discussion Learner 9

FGD L10 Focus Group Discussion Learner 10

FGD L11 Focus Group Discussion Learner 11

FGD L12 Focus Group Discussion Learner 12

3.5.1 Interviews

According to Babbie (2016), a qualitative interview is an interaction between an interviewer and a respondent in which the interviewer has a general plan of inquiry, including the topics to be covered, but not a set of questions that must be asked with particular words and in a particular order. This method involves face-to-face, repeated interaction between the researcher and the participant, and its aim is to understand the perspectives of the latter. Because this method involves repeated contacts and an extended length of time spent with the participant, it is assumed that the rapport between researcher and participant will be enhanced, and that the corresponding understanding and confidence between the two will lead to in-depth and accurate information (Kumar, 2014).

In the context of the study, interviews were used to get in-depth information on the role of Life Orientation teachers, the training they have received, and challenges encountered when promoting Career Guidance and Counselling for secondary school learners. Unstructured interviews were used to give the researcher an opportunity to probe further in order to get more information on their challenges and intervention strategies that can be implemented to promote Career Guidance and Counselling in schools. In that way, participants were perceived as experts on the subject and received adequate opportunity to tell their stories.

Maree (2007) points out that an interview helps the researcher to see the world through the eyes of the participant, and valuable information can be obtained afterwards. Furthermore, the data received are rich and they help the researcher to understand the participant's construction of knowledge and social reality. The interview method yields good results and a perfect sample of the general population. The data collected by this method are likely to be more accurate than those collected by other methods. According to Babbie, (2016), qualitative interview helps the interviewer establish a general direction for the conversation and pursues specific topics raised by the participant. In addition, although the researcher may have a set of questions to ask the participants, one of the special strengths of the interview is its flexibility.

3.5.1.1 Advantages and disadvantages of interviews

Interviews can be easily adapted to the ability of the person being interviewed. In the context of the study, the researcher created a conducive environment for participants who were being interviewed. The researcher did this by creating a relaxed atmosphere, thereby alleviating the fear of the unknown by her informants. In addition, the researcher first explained the purpose and essence of the study to each informant to ease their nerves, in the process endearing herself well with the later. Under a relaxed atmosphere, the informants became free and accommodative to the researcher. Thus, a conducive climate was fostered. This assisted her to obtain a large amount of in-depth data quickly. However, interviews also have limitations. At times, the participants took more time discussing various issues that were beyond the scope of this study. Therefore, the researcher had to probe in order to get relevant information and that was time-consuming.

3.5.1.2 Pilot Study

A pilot study was conducted in order to determine the feasibility of the study. It was carried out because the researcher wanted to explore areas where she had little knowledge. This pilot study was done at some of the secondary schools around Thohoyandou. The researcher carried out an investigation using three schools where research questions were tested. This was to find out the feasibility of this study if it was to be rolled out at a larger scale. The main purpose was to test the data collection tools in the context of a hostile and unaccommodated secondary schools. According to Kumar (2014), a pilot study is undertaken to help the researcher to decide if it is worth carrying a detailed investigation. In the context of the study, the questions were piloted in the nearby schools from another district. Thereafter, the questions were adjusted. Here, the researcher modified and regurgitated the questions in the interview schedules, aligning them with the research problem as the sample ones had failed to provide the type of data required to help solve it. The research also changed her approach in as far as dealing with the learners was concerned. That is, it was initially, the researcher had approached the learners from a teacher centred attitude, and this strategy failed to yield the required results.

3.5.1.3 Field notes during interviews

During the interview, it was important to take note of the interview sessions. During the sessions, a tape-recorder was used to gather the information from participants. A research assistant also took some notes during the session. Observation notes were captured during the interviews including non-verbal cues, such as body language and facial expressions. This assisted the study during the transcription for analysis purposes. The non-verbal actions were noted down as filed notes. In the evenings, the researcher would sit down and transcribe those notes into systematic texts that reflected what was observed and noted down earlier. Again, the researcher played and replayed videos and pictures that were taken during field work, transcribing what was happening in those pictures in the process. According to Babbie (2016), audio recorders can be quite useful for taking full and accurate note on what goes on. The researcher was able to give her undivided attention to the interview process to guide it accordingly. That is, she decided put aside any other issue that might have divided her attention and focused solely on the interview at hand. Morse (2011) identifies some critical points to follow during field-notes in order to minimize the loss of any data. In this study, field notes were written as a back-up and a way of capturing information not included in the audio-recorder. Voice recording could have some challenges which includes technical faults in the middle of the interview and participants becoming unhappy about being recorded. As these problems were anticipated, the study minimized their impact on the data collection by adopting some precautionary measures. The precautionary measures that were employed by the researcher here included making handy the pen and note pad for instances where an informant refused to have the interview recorded. Given that this study used three techniques for data collection in the field, the next section is on questviews.

3.5.2 Questaviews

Questaview questions allow the participants to give lengthier responses with more depth. According to Kumar (2011), questaviews develop trust and are perceived as less threatening to the participants. In the context of the study, the researcher used this instrument to establish rapport with the participants. Questaviews differ from one-on-one interviews because participants write their responses on paper whereas in one-on-one interviews, participants give responses verbally.

There were no right or wrong answers. The answers to questaviews provided the researcher with insights into their role and how they promoted Career Guidance and Counselling for learners in secondary schools. Open-ended interview questions gave the participants an opportunity to give in-depth responses and, in most cases, these questions began with “what”, “how”, “why” and “which”.

Questaview questions created an opportunity for participants, through writing down responses to questions and exploring more on their role and challenges when promoting career guidance and counselling in secondary schools. The researcher got unanticipated information when using this instrument. Participants were given enough opportunity to express their views, and this provided the researcher with rich qualitative data. Life Orientation teachers were given an opportunity to express themselves in writing on how their training and curriculum assisted learners to choose the right career. Participants were given three to four days to respond to the questions in the questaview and it helped them to answer questions to the best of their ability. Participants were also allowed to respond to questions in their own language. In some instances, the participants felt uncomfortable in answering certain questions, the researcher explained such questions. However, for those problems that concerned an individual's refusal to answer certain questions, the researcher would either approach the same question from a different angle or abandon it completely. In this case, the refusal by the informant to answer the question even if it was brought from another angle meant a lot here. It meant that the informant was either hiding something or was not committed to exposing something wrong about Life Orientation teaching in his/her school.

3.5.3 Focus group interviews

A focus group is a group of participants interviewed together in one session. According to Kumar (2014), focus groups are an instrument in qualitative research in which attitudes, opinions or perceptions towards an issue, product, service or programme are explored through a free and open discussion between members of a group and the researcher. This kind of interview can be used as a means to better understand how people feel or think about an issue. In focus group interviews, participants are able to build on each other's ideas, experiences, and comments to provide an in-depth view not attainable from individual interviews (Maree, 2007). This means that unexpected comments, thoughts and new

perspectives can be explored easily within a focus group discussion, and can add value to the study being conducted. Group members find time to engage in discussion with each other rather than directing their comments to the researcher. According to McMillan and Schumacher (2010), focus groups create an environment in which group members are stimulated by one another's perceptions, and ideas and this can help the researcher increase the quality and richness of data through group rather than merely individual interviews.

Focus group discussion is also called group interview. One of the reasons for using a focus group is that it allows the researcher to ask questions to several individuals systematically and simultaneously (Babbie, 2016). Focus groups may comprise six to ten participants. Dodd and Epstein (2012) argue that the selection of participants in focus group interviews usually involves people who share similar characteristics or common experiences about which they are treated as "experts". From the context of the study, a group of Life Orientation teachers (six) participated in a focus group discussion. Two groups of six learners each participated in a focus group discussion. Only Life Orientation teachers participated in the study since they shared similar experiences. The size of the group allowed everyone to participate, while still eliciting a range of responses. This method also promoted self-disclosure from the participants and accorded the researcher an understanding of how Life Orientation teachers felt, their views, experiences and challenges in terms of promoting Career Guidance and Counselling for learners in schools. Focus groups are capable of generating complex information at a low cost within a minimum amount of time (Kroll, Harbour & Kitzinger, 2007; De Vos et al., 2011) than in individual interviews.

Babbie, (2007) points out that group dynamics frequently bring out aspects of the topic that would not have been anticipated by the researcher and would not have emerged from interviews with individuals. Focus group discussions also create a process of sharing and comparing among the participants. In this study, Life Orientation teachers from six different schools participated in the focus group discussion and shared their experiences and challenges while promoting Career Guidance and Counselling for learners in secondary schools. This method, according to De Vos et al., (2011), is useful in attempting to understand diversity, since participants can help the researcher understand the variety of group experiences. People feel empowered and supported in a group situation where they are

surrounded by others. The group may produce concentrated amount of data. The group members may provide a stimulating and secure setting for members to express their ideas without fear of criticism. Focus groups can also be used as evidence-based technique in evaluation and policy studies (McMillan & Schumacher, 2010).

Focus group discussions promote interaction and open discussion of participants' views and experiences. Focus groups assist participants how to think or feel about a particular topic that is common to each of them (Lichtman, 2013). The researcher was involved in observation and interviewing and this allowed for close contact with participants. The researcher also played an interactive role, knew the participants and their social context in which they live. That is, she was leading the conversations, coordinating and moderating focus group discussions in addition to asking probing questions concerning the topical issues under investigation.

3.5.3.1 Considerations when conducting focus group interviews

Focus groups should be used when one is looking for a range of ideas/thoughts and feelings that people have about something. As a researcher, one selects a group of people best equipped to discuss what you want to explore (Kumar, 2014). In this study, the researcher selected teachers who were teaching the subject in order to get information on their role, challenges and strategies in promoting Career Guidance and Counselling. The researcher also sought an understanding of the nature of Career Guidance and Counselling in schools. Here, the researcher selected Life Orientation teachers, Deputy Principals, and the HoDs who are teaching the subject, and learners doing any of the Grade from this range 10 – 12. This helped the researcher understand differences between groups and how they view it. This also helped to uncover factors that influence opinions, behaviour or motivation. The ideas which emerged from the groups (life Orientation teachers and learners) are discussed later in Chapter 4.

3.5.3.2 Basic decisions in planning process of focus groups

It is important to outline the purpose and outcomes of the research. In this study, the researcher outlined the purpose of the study, and what the project intended to achieve during the application for permission to conduct the study. Thereafter, permission was obtained from the District Senior Manager at the Department of Basic Education. Permission was also requested from the circuit manager, the principals and all participants involved. The researcher

also developed timeline for the participants, who the participants will be, how recruitment plan for both Life Orientation teachers and learners will unfold, the locations, dates and duration of the session.

3.5.4 Interview setting

Participants were prepared for the impending interviews prior to the actual process of interviewing. Arrangement regarding time, and place where the interview would take place was made in writing and telephonically. On the day of an interview, seating arrangements that encouraged involvement and interaction was done.

3.5.5 Developing rapport during the interviews

The quality of data is enhanced if good relationships can be maintained with all the participants throughout the project (De Vos et al., 2011). The researcher built trust by showing interest in the work of Life Orientation teachers and how the subject played a role on the holistic development of learners. This interests stems from the fact that the researcher is a Counsellor at an institution of higher learning where she faces student problems associated with Guidance and Counselling as well as career choice. The researcher introduced herself to the participants and briefed them on the purpose of the study, their role and reminded them that participation was voluntarily. Participants were given enough time to express their views, opinions and not the researcher's views. This made them feel more comfortable during the interviews.

3.6 SELECTION OF PARTICIPANTS

Teachers who were teaching Life Orientation in secondary schools were involved in the study. Eighteen Life Orientation teachers from Sibasa Circuit were purposively selected from six schools. The study's sample size was small and manageable. Purposive sampling was used since it allowed deliberate selection of a sample to provide the best information to address the purpose of the research. Terre Blanche et al., (2006) refers to sampling as the selection of research participants from an entire population, and involves decisions about which people, settings, events, behavior, and social processes to observe. The researcher's judgment is used to select the sample. The type of sampling allowed for the extraction of rich information and experiences from the participants who teach the subject Life Orientation. From 18 Life

Orientation teachers, the researcher selected 6 teachers to participate in focus group discussions, 6 for one-on-one interviews, and 6 for questaview. The researcher selected participants who are teaching Life Orientation. From a total of 11 schools in Sibasa Circuit of Vhembe District, 6 schools participated in the study. Such schools were selected randomly.

The researcher also selected 12 learners to participate in focus group discussions from the same schools. Two learners from each of the schools sampled were selected to make the total of 12. The researcher divided them into two groups (each session with 6 participants). Only learners from Grade 10-12 were selected to participate in the study. The reason for choosing learners from Grade 10-12 was that they were more mature than all the other learners in terms of knowledge and possibly understanding of issues. These learners were also chosen because selection of subjects started in Grade 10. Information from the learners assisted the researcher to see whether they were well informed about the choice of subjects and careers to pursue. In this case, the researcher had the liberty to choose those participants with information suitable for the research's data collection process.

Table 3-2: Breakdown of participants

Type of participants	Sample type	Number of participants
Life Orientation teachers	Purposive sampling	Eighteen (18)
Grade 10-12 learners	Purposive sampling	Six (12)
Total number of participants		Thirty (30)

3.7 COMMON PITFALLS DURING INTERVIEWS

Distractions: A high-quality interview requires concentrated energy on the part of both the researcher and the participant (De Vos et al., (2011). The researcher was given permission to conduct the study in the afternoon (during study time) to avoid interference with the core business of teaching and learning. It was, however, difficult for the participants to participate fully and to a certain extent their responses were limited. The researcher also planned one

interview session per day and the session took 50-60 minutes. This ensured that both researcher and participants were active.

Interruptions: The cell phone was the common interrupter. The researcher made an agreement with the participants before the commencement of an interview that cell phones would be switched off to avoid interruptions. The researcher also made arrangements for the venue with the schools prior to the interviews. However, some of the schools did not have a proper space or place to conduct such interviews. Therefore, some interviews were conducted in places where participants could be easily disturbed. To minimize interruptions, the research assistant pasted a note on the door that other members should not enter the room since there was an “interview session in progress”.

Stage fright: The use of the tape-recorder potentially made participants feel vulnerable and therefore, the researcher had an informal session prior to the interview to brief them on how the interview would take place to ease their tension and make them feel comfortable and relaxed. During the interviews, the researcher applied Bloom's Taxonomy when asking questions, where the questions started from simple to complex (De Vos et al., 2013). In this study, general questions included Life Orientation teachers, their role in promoting Career Guidance and Counselling and how they assisted learners to choose subjects that are linked with future careers. Thereafter, the researchers asked them what their challenges were and how such challenges could be addressed, as a way of promoting Career Guidance and Counselling for learners in secondary schools.

Superficial interviews: De Vos et al., (2013) argues that frequently, interviews are too shallow, because the researcher moves the participants along too quickly. In this study, the researcher created an environment prior to the interview session, to try to understand participants, their work and other important aspects of their profession.

Confidential Information: A level of trust may develop between the researcher and the participant to such an extent that the participant passes on information which is considered to be confidential. The participant may give information, which, ethically, the researcher should

act on, such as suicide threats or plan to injure someone. Such information cannot be kept confidential, as life may be at risk. However, in this study, confidential information was not meant to put any life at risk.

Probing during interviews: In order to get more information from the participants, the researcher probed during interview and this assisted to get rich information relevant to the study.

The use of a translator: During the interview session, some of the participants did not understand the questions asked and the researcher had to translate them to Tshivenda, which was time consuming.

3.8 CHALLENGES EXPERIENCED BY THE RESEARCHER DURING DATA COLLECTION

3.8.1 Inability to complete the Questa-view on time

Some of the participants were requested to complete forms or were given open ended feedback forms in which the researcher explained the questions to the participants. The participants were given some days to respond. Some could not manage to complete the questaview on time, with some taking three to six weeks. Follow up was made telephonically and, in some instances, the researcher went to such schools. Most participants complained that they did not have time to complete the questaview despite all the follow up made. Therefore, it took time for the researcher to finish collecting the data.

3.8.2 Inability to keep appointment during group interview

Arrangements were made prior the interviews with participants but some did not honour the appointment. The researcher had to reschedule appointment and this happened more than three times.

3.8.3 Participant inability to express themselves in English

Some participants could not express themselves well. To address this, the researcher encouraged them to use their native language. Some participants used both English and Tshivenda. To a certain extent, they failed to provide more information during interviews. The researcher also observed and captured the body language of the participants. This was also experienced during interviews with the learners. Although the learners were encouraged to use their mother tongue, they did not want their peers to look down upon them.

3.8.4 Loss of focus

During interviews, some participants diverted from the questions asked and the researcher had to probe more in order to channel the participant into the study. It assisted the researcher to get rich information which was relevant to the study.

3.9 DATA ANALYSIS

Qualitative data analysis is a relatively systematic process of coding, categorizing, and interpreting data to provide explanations of a single phenomenon of interest (McMillan and Schumacher, 2010). This includes consolidation, reduction and interpretation of what people have said and also what the researcher has seen and read. The aim of data analysis is to transform data into an answer to the original research questions. The idea of analysis implies some kind of transformation where data collected is processed through analytical procedures, into clear, understandable, insightful and trustworthy analysis (Gibbs, 2011). The main idea during this process was to make meaning from the data and to answer the research questions. Data from one-on-one interviews, focus group discussions and questaviews were collected and categorised into themes and analysed accordingly. Data collected were sorted, organised, and speculated on, in order to develop meaning from them. Tape recorded interviews were transcribed verbatim.

Data collection and analysis at some point should run concurrently. That is; analysis in qualitative research proceeds hand-in hand with the data collection and write-up of findings (Creswell, 2014). Terre Blanche et al., (2006) point out that, as data collection winds up and the analysis gets into full swing, one takes his/her data and immerses oneself in it, working

with texts (field notes, interview transcripts). This shows the inter-connectedness of different aspects of qualitative research.

King and Harrocks (2010) state that the transcription of data is a process of converting recorded material into text, and is usually a necessary precursor to commencing the analysis of the interview data. After transcribing the interviews, a sense of the whole was obtained by reading carefully with understanding, and then summarizing the salient aspects. Themes were identified from the responses and discussed in detail in Chapter 4. This study analysed data by sorting, organising and reducing it into more manageable pieces and then exploring ways to reassemble them (Schwandt, 2007). Once data was dismantled this way, the study coded each major part according to thematic components of the research topic. This enabled the researcher to identify different pieces of data and begin the process of reassembling the data in a coherent and meaningful way. In order to ensure that the data collected were a true reflection of what transpired in the field, the transcribed data and notes were shared with the participants for confirmation and approval. Kumar, (2014) pointed out that validation of the information by a participant is an important aspect of ensuring the accuracy of data collected.

To avoid losing the information, a computer was used to store all information and it was easier for the researcher to continuously retrieve it for use. Once the process was done, the data were compared with themes for the purpose of interpretation (Nieuwenhuis as quoted in Maree, 2007). When the analysis of data collection instruments (one-on-one interviews, questaviews and focus group) was completed, the final consolidated data were interpreted using data from secondary sources.

3.9.1 General guidelines in the analysis of qualitative data

De Vos et al., (2011) emphasize that one should reconsider the initial research question(s) as there may be changes in certain research questions as the study progressed. In this study, the researcher was guided by the main research question and the sub-research questions during presentation and data analysis.

Another guideline for data analysis was that both verbatim transcriptions of recordings and summative notes were considered. In this study, responses from the participants were reported verbatim-without rectifying any grammar or spelling errors. Both the researcher and

the assistant read and re-read the data, played and replayed audio recordings, in order to familiarize herself with them. Data transcription was done by a professional person. The researcher also critically evaluated the meaning of the words used during interviews and also interpreted some facial expressions exhibited by the participants. Thereafter, the researcher identified the themes from the data presented from each interview transcription.

3.9.2 Basic tasks related to data analysis

It is important to estimate the time required for data analysis. In this study, both the researcher and the assistant spent two days analyzing each focus-group discussion. Data from the audio recordings, field notes were sorted, organized in order to identify the relevant themes that were later discussed in Chapter 4.

3.10 DATA TRUSTWORTHINESS

Trustworthiness refers to the truthfulness/accuracy of the qualitative data and it is of utmost importance in qualitative research. To ensure trustworthiness of the data collected, the researcher used focus group interviews, one-on-one interviews and questaviews. A research project is considered trustworthy when it reflects the reality and ideas of the participants. The researcher also laid aside her preconceived ideas about the topic under investigation and returned to the participants to verify and confirm the accuracy of the data collected. The researcher also found it necessary to pay attention to trustworthiness criteria when planning and during research study, in order to convince the readers and to ensure that the research project was of high quality. Trustworthiness involves the following elements: credibility, transferability, dependability and conformability.

3.10.1 Credibility

The data were recorded during and/or immediately after an interview. To facilitate accurate recording of the interviews, the researcher obtained the relevant research participants' permission to use a tape-recorder during the interviews, and a digital camera. The reason for the above was to ensure accuracy of data capture. Babbie (2007), points out that it is generally accepted that engaging multiple methods of data collection, such as observation, interviews and document analyses could enhance trustworthiness of the findings. The researcher also

ensured the credibility and trustworthiness of the data through member-checking, staying longer in the field and frequent debriefing sessions between the researcher and the supervisor.

Member checks refer to the process where the researcher validates emerging themes and findings with participants (Henning, 2005). The relationship between the researcher and the participant is also built by spending time during the interviews and member checks. The use of member checks determined the accuracy of the qualitative findings by taking the final report back to the participants so that they may check if they are accurate. Feedback from the participants, discussion of the interpretation and conclusion of research findings yielded credible results. This provided an opportunity for participants to comment on the findings. Their comments were used to align the study accordingly.

It is important for the researcher to stay longer in the field for orientation to the situation. Creswell, (2014) argues that spending a prolonged time in the field assists the researcher to develop an in-depth understanding of the phenomenon under study and understand the site and the people. This lends credibility to the narrative account. This means that the more experience that a researcher has with participants in their settings, the more accurate would be the findings. Prolonged engagement was one of the strategies that increased credibility. Prolonged engagement and constant observations in the field also contributed to accuracy of the findings. Peer debriefing was also used to enhance the accuracy of the findings. The study located a peer debriefer who is reviewed and asked questions about the study so that the findings resonated with people other than the researcher (Terre Blanche et al., 2006).

Triangulation was also applied and this refers to the use of multiple references to draw conclusions. Triangulation is based upon the belief that use of the same set of data, collected through different approaches to draw conclusions, and its examination from a different perspective, will provide a better understanding of a problem, situation or issue (Kumar, 2014). The researcher used one-on-one interviews, focus group discussions and questaviews to get in-depth information regarding Life Orientation teachers and learners' opinions as far as promotion of Career Guidance and Counselling in schools is concerned. The researcher also liaised with colleagues, peers and academics to comment and scrutinize the research project.

3.10.2 Transferability

Babbie (2007), points out that transferability is the way in which the reader is able to take the findings and transfer them to other contexts. It is the extent to which the findings from the data can be transferred to other settings. To ensure transferability, the researcher used rich, thick descriptions through the use of verbatim quotations of the participants and detailed description of the research context. De Vos et al., (2011) indicates that the researcher should ask whether the findings of the research can be transferred from a specific situation. In addition, data from different sources can be used to corroborate, elaborate or illuminate the research findings. Since the researcher used more than one data gathering method, this strengthened the study's transferability and usefulness to other settings.

Ponelis (2015) mentions that, in order to ensure transferability, it is important to systematically report all evidence for the researcher to confirm whether the findings flow from the data and experiences rather than from bias and subjectivity of the researcher. Andrew (2006) highlights the importance of researchers conveying to the reader the boundaries of the study. Andrew argued that the following aspects discussed next be considered.

The number of organisations taking part in the study and where they are based: In this study, only teachers who were teaching Life Orientation were requested to participate in the study including learners from Grade 10-12 in six schools.

Any restrictions in the type of people who contributed the data: In the context of this study, voluntary participation was encouraged. Furthermore, the researcher gave the participants enough time to respond to the questions.

Data collection methods that were employed: In this study, the researchers used different instruments to collect the data, in order for the results of the study to be transferable. In that way, the use of different data collection methods accommodated all participants since some of them had to choose either to participate in focus group, one-on-one or questaviews.

The number and length of data-collection sessions: In order to get rich data, the researcher gave the participants enough time which was agreed upon before the session. The researcher ensured that the sessions did not prolonged and that research questions were answered.

The time period over which the data were collected: Pilot-testing was done and this helped the researcher to attend to all questions and ensure the time factor was not an issue.

3.10.3 Dependability

De Vos et al., (2011) state that the researcher asks whether the research process is logical, well documented and audited. Dependability ensures that research findings are consistent and could be repeated. This means that if the study were repeated in a similar context with similar or same participants, the findings would be consistent. In the context of this study, the supervisor was responsible for examining the research procedures and interpretations in order to see if the study could be replicated and produce similar results.

Lincoln and Guba (1985) cited by Maree (2016) stress the close ties between credibility and dependability, arguing that, in practice, a demonstration of credibility goes some distance in ensuring dependability and this can be achieved through the use of “overlapping methods” such as focus group and one-on-one interviews. The researcher ensured dependability by overlapping the one-on-one, focus group and questviews.

3.10.4 Confirmability

Lincoln and Guba (1985) cited by Maree (2016) describe confirmability as the degree of neutrality or the extent to which the findings of the study are shaped by the participants and not by researcher bias, motivation or interest. Confirmability is a neutral criterion for measuring the trustworthiness of qualitative research. Andrew (2013) suggests that steps must be taken to help ensure, as far as possible, that the work’s findings are the result of the experiences and ideas of the informants, rather than the characteristics and preferences of the researcher. Confirmability assists the researcher to determine whether or not the findings are free from bias. To ensure conformability, the researcher conducted audit trails through comparing field notes taken during interviews with the tape recordings. Furthermore, the supervisor of this project acted as an overseer of the research process.

3.11 ETHICAL CONSIDERATIONS

This was a case study and certainly ethical issues were a major concern, particularly where human beings were concerned. This section deals with ethical issues in the context of study

participants. Issues looked at here include permission to conduct the study, informed consent, voluntary participation, protection from harm, confidentiality, privacy and anonymity.

3.11.1 Permission to conduct the study

Prior to the commencement of the study, ethical clearance was obtained from the University of Fort Hare Research Ethics Committee. The study complied with the code of ethics proposed by the University of Fort Hare, and written permission for interviews was obtained. In addition, permission to conduct the research was obtained from the Department of Basic Education in Limpopo Province.

3.11.2 Informed consent

The researcher informed the participants about the purpose of the study and everything that would happen during the research process. Participants were given consent forms that they should sign to formally agree to take part in the study.

3.11.3 Voluntary participation

The researcher did not compel Life Orientation teachers to participate. If the respondents were not interested and if they wanted to withdraw from the study at any stage of the research process, they were free to do so.

3.11.4 Non-harm to participants

The researcher ensured that participants were free from harm. According to Babbie (2007), social research should never injure the people being studied, regardless of whether they volunteer for the study or not. The researcher did not subject the participants to any form of harm - psychologically or physically.

3.11.5 Confidentiality, Privacy and Anonymity

The participants were assured of their right to privacy, anonymity and confidentiality. Data obtained from the participants was kept in strict confidence, and reporting of data was done anonymously. Participants were not required to give their names during interviews.

3.12 SUMMARY

The present chapter discussed the research methodology. Research paradigm, research approach, research design, data-collection instruments were explained and justified. The chapter concluded by considering the measures put in place to ensure data trustworthiness and ethical considerations that were taken into account in the execution of the research. The next chapter presents data, analyses and interprets it.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 INTRODUCTION

The study sought to assess the role of Life Orientation teachers in the promotion of Career Guidance and Counselling among learners in selected secondary schools in Vhembe District, Limpopo Province. This chapter presents, analyzes and discusses data from interviews and focus group discussions. The chapter starts by presenting demographic data of the teachers who participated in the study as shown in Table 4. This relates to the participants' qualifications and work experience, hence; their suitability and relevance to this study. Data presentation, analysis and discussion follow thereafter. This is done according to themes that were formulated following the study's objectives and research questions.

The major research question was: *What is the role of Life Orientation teachers in promoting career guidance and counselling for learners in secondary schools?* The sub - research questions raised in the study were:

- How do Life Orientation teachers promote career guidance and counselling for learners in secondary schools?
- What is the level of training for Life Orientation teachers who implement career guidance and counselling for learners in secondary schools?
- What are the challenges faced by Life Orientation teachers when promoting career guidance for learners in secondary schools?
- Which strategies can be implemented by Life Orientation teachers to improve career guidance and counselling for learners in secondary schools?

The study's objectives, which are aligned to the research questions were to:

- explore the role of Life Orientation teachers in promoting career guidance and counselling for learners in Secondary schools,
- establish how Life Orientation teachers promote career guidance and counselling for learners in secondary schools,
- examine the level of training of Life Orientation teachers who implement career guidance and counselling for learners in secondary schools,
- explore challenges faced by Life Orientation teachers when promoting career guidance and counselling for learners in secondary schools, and
- establish strategies that can be implemented by Life Orientation teachers to improve career guidance and counselling for learners in secondary schools?

The data which addressed the objectives and helped answer the study's research questions were collected from Deputy Principals, HoDs and teachers who taught Life Orientation. Table 4.1 is a summary of the participants' positions at work, their qualifications, work experience, gender and additional training on Career Guidance issues. In order to enhance the quality of data and to obtain diverse views on the phenomenon under study, the study also involved learners doing Life Orientation. These were Grade 10 – 12 learners.

4.2 DEMOGRAPHIC DATA

Table 4.1 below presents the participants' demographic data. This information enabled the study to understand and appreciate the participants' role and efforts in promoting Career Guidance and Counselling in secondary schools. The same information was used to help formulate strategies meant to enhance the promotion and implementation of Career Guidance and Counselling in secondary schools. It was assumed that the demographic variables isolated in this study would influence the participants' responses or views.

Table 4-1: Demographic data of participants (No= 18 Life Orientation teachers)

Number	Position	Qualification	Experience	Gender	Received Training
IILO T1	Teacher	(i) B.A.+ UED (ii). Advanced Certificate in Education (ACE)	More than five years	Male	Training and workshops
IILO T2	HoD	B.A.Ed.	More than five years	Male	Training and workshop
IILO T3	HoD	STD	More than five years	Female	Training and workshop
IILO T4	HoD	(i). STD (ii). ACE	More than five years	Female	Training and workshop
IILO T5	Teacher	B.A.Ed.	Less than a year	Female	No training or workshop.
IILO T6	Teacher	(i) B.A + UED (ii) ACE	More than five years	Male	No training or workshop
FGDLO T7	Deputy Principal	B.A + UED	Less than a year	Male	No training or workshop.
FGDLO T8	Teacher	B.A + UED	More than 5 years	Female	Training or workshop
FGDLO T9	HoD	STD	2 years	Male	No training or workshop.
FGDLO T10	HoD	(i) STD (ii) B.A	More than 5 years	Male	Training and workshop
FGDLO T11	HoD	(i) STD ACE	Less than a year	Female	No training or workshop
FGDLO T12	Teacher	(i) B.A (i) UED	More than 5 years	Female	Training and workshops

		(i) B.Ed.			
QVLO T13	Teacher	B.A + UED	More than 5 years.	Female	Training and workshop
QVLO T14	Teacher	(i)BA + UED (i) B.Ed.	More than 5 years' experience	Male	Training and workshop
QVLO T15	Teacher	B.A.Ed.	More than five years	Female	Training and workshop
QVLO T16	HoD	BA + UED	Less than a year	Female	Training attended
QVLO T17	HoD Teacher	BA + UED	Less than a year	Female	No training or workshop
QVLO T18	Teacher	STD	More than 5 years' experience.	Male	Attended training and workshop

4.2.1 Table 4.1 shows that most of the teachers involved in the study had appropriate teaching qualifications, and teaching experience of more than 5 years. The table also shows that a number of teachers (6) still needed to attend workshops or training sessions to enable them to teach Life Orientation teachers effectively. Although the table shows that the 12 Life Orientation teachers attended the training/workshops, unfortunately skills and knowledge acquired were not sufficient to equip learners with adequate knowledge on careers to pursue. This means that Life Orientation teachers still need more skills to assist learners to plan their careers. These variables in the table did not influence the teachers' responses as originally assumed. The teachers gave more or less similar responses irrespective of their differences in position/status, gender, experiences and qualifications.

4.3 DATA PRESENTATION, ANALYSIS AND DISCUSSION

Data were collected from participants through one-on-one interviews, focus group discussions and questaviews. These data were presented, analysed and discussed immediately to avoid the unnecessary repetition often found in work where data presentation and discussion are in separate chapters. It is worthwhile to reiterate that data were presented, analysed and discussed in the context of the study's objectives and their inherent research questions. The following section deals with Life Orientation teachers' role in the promotion of Career Guidance and Counselling at school.

4.3.1 Theme 1: Role of Life Orientation teachers in promoting Career Guidance and Counselling at school

The above theme was generated from the main objective and the corresponding research question which sought to find out from the participants, the role of Life Orientation in promoting Career Guidance and Counselling in schools. In response to the question, many Life Orientation teachers described their roles as, *inter alia*, that of assisting learners to understand who they are, and to discover/realize their potential. Life Orientation teachers therefore, helped learners develop an understanding of themselves in the context of what they wanted to do in future. Through Career Guidance and Counselling lessons, these teachers inculcated in learners, self-belief, awareness and values that promoted informed career choices. Once learners developed self-belief, they were capable of making well-informed decisions about career(s) they intended to follow. Furthermore, Life Orientation teachers assisted learners in understanding and appreciating the 'world of work'. In this way, learners were empowered to critically examine the different career options at their disposal, based on their academic potential and personal interest/passion. This was in line with Super's Career Decision theory which posits that an individual's career pattern is determined by his/her intellectual ability and personality traits, and the opportunities to which a person is exposed.

Given their critical role and influence in learners' career choices, ILO T1 said of his role:

As a Life Orientation teacher, my role is to expose learners to different careers so that they are able to make well informed decisions about their future. We guide

and assist learners to consider their future careers based on their... on their academic capabilities, interests and hopes, as opposed to what peers and family prescribe to and for them.

The above shows that Life Orientation teachers helped learners discover themselves in the context of what they wanted to do or to be in future. Exposing learners to different careers meant that they were able to weigh their options in addition to aligning their Matric subjects to what they wanted to do or be in future. Therefore, the role of school counsellors was to provide a holistic support in the areas of academic achievement, personal/social development and career development, ensuring that students became productive, well-adjusted adults for tomorrow (Torunoglu & Gencitanirim, 2014; and Amoah et al., 2015). Majoko (2013) expresses the same views that provision of school Guidance and Counselling assists learners to make realistic academic/educational, personal/social and career/vocational choices and eventually prepare for an occupation, enter it and develop it. This also enables learners to focus on their studies more seriously as they come to realize that they would not be what they want to be if they do not do well at school. Given that Grade 10 is the foundation for career paths and choices, it means that Life Orientation teachers should play a very influential role at this stage. This was acknowledged by focus group discussants (teachers), who indicated that their roles were, among others, to guide learners in making sound choices in terms of career paths to follow. Playing guides in this way put Life Orientation teachers in the forefront of learners' future endeavors. Conversely, the inability by learners to make proper career choices could be attributed to Life Orientation teachers' failure to do their job properly and efficiently. Life Orientation teachers therefore, can either make or break learners' future careers, notwithstanding motivating learners' truancy.

According to Goliath (2012), guidance counsellors should provide educational guidance and counselling to assist the individuals to choose and prepare them for an occupation that matches their interest, aptitudes and values. In that way, it would assist individuals to acquire skills that enable them to plan for their future careers. Sathekge (2014) argues that teachers who teach Life Orientation are expected to empower learners so that they make well-informed decisions about their future careers. Such empowerment, however, can only be successful if

learners play their part as well, by participating fully in Life Orientation lessons as much as they do in other subjects.

Learners' cooperation in this regard complements Life Orientation teachers' efforts and creates a fertile ground for the success of Career Guidance and Counselling in schools. Life Orientation broadens the range of career options for learners. It is important therefore, that teachers of this subject be passionate about their work if they are to succeed in developing learners' self-belief and personal awareness. Do Thi Bich and Nguyen (2015) observe that education and career guidance are important to achieve goals such as; (1) fostering students' self-awareness, self-directedness as well as skills to determine workable goals, and try to learn consistently in order to add value to their future workplace, (2) assisting students to explore and make decisions based on valid information towards their education and career-oriented directions, (3) instilling in their minds, the value of utility for all sorts of careers and how all these contribute towards the smooth and healthy functioning of the society, and (4) equipping students with skills and means by which they may be able to positively engage their parents and other career influencers. Therefore, Life Orientation teachers' passion and enthusiasm in their work will in turn help equip learners with relevant skills and knowledge with regard to proper career choices.

Generally, Life Orientation teachers seemed to understand and appreciate the importance of their roles in promoting Career Guidance and Counselling amongst learners in school. Focus group discussants pointed out that the majority of Life Orientation teachers have done a lot to improve their qualifications in respect of this subject (see Table 4.1). The idea is for them to be able to provide learners quality services. Given this progressive undertaking by Life Orientation teachers to improve their qualifications, knowledge and understanding of Career Guidance and Counselling, one can conclude that learners' career awareness was enhanced in school.

Proper Career Guidance and Counselling requires that Life Orientation teachers assist learners with career information without influencing them. This calls for teacher counsellors to guide the making of career choices according to the student's personality characteristics, talents, skills, abilities, educational interests and values (Vasilescu et al., 2014). The

acquisition of information on career issues in this way, assists learners to discover their innate potential. IILO T4 commented:

The vital aspects in Career Guidance and Counselling is that learners should first know themselves. This tends to be helpful to them when it comes to subject choice (usually done in Grade 10) in the context of career alignment.

In providing corroborative information, the learners' focus group discussants pointed out that amongst other issues, Life Orientation teachers teach them to know themselves, and to understand their strengths and weaknesses before deciding on a career. FGD L3 added:

Our teachers support us by teaching us how to discover who we are, our interests, abilities and our personalities. They also tell us the consequences of not making proper and informed decisions about our future careers.

Crisan et al., (2015) observe that numerous studies show that proper Career Guidance and Counselling offered to students helps them to discover who they are and what they are capable of, and this significantly correlates with academic and professional satisfaction. Career Guidance and Counselling should be an effective process that assists learners in participating in the economy, by assisting them to make appropriate educational choices so they develop in accordance with their innate potential (Jonck, 2015). Consequently, Life Orientation teachers need to be fully equipped with proper knowledge and skills necessary if Career Guidance and Counselling is to succeed at school. This is in view of the fact that, only experts can successfully address learners' concerns with regard to informed career choices. Sathekge, 2014 adds that one of the roles of counsellors is to provide students with the necessary skills and knowledge to develop educational goals which are suited to their needs, interests, and abilities; and that would enable them to make decisions about life and career aspirations. Therefore, when counsellors successfully perform their duties, students will be satisfied as their different academic, vocational, social and personal life aspirations are fulfilled. Therefore,

developing learners' self-awareness requires expertise and that self-awareness is helpful in career decision-making.

Learners need to develop special skills in order to know themselves. In that way, they discover what they like or do not like as individuals, their strengths and weaknesses and where to improve. Equipping learners to understand themselves can lead to self-discovery. Based on the above, Life Orientation teachers have an important role to play in as far as career issues are concerned. Vanin (2015) holds the same view that Career Counsellors should help students to gain greater self-awareness, connect them in decision-making processes and assist students to be active managers of their career paths, as well as to become lifelong learners. This can only be achieved if counsellors have knowledge and necessary skills to assist learners to make the right choice of programmes having considered their interests, abilities and values.

IILO T5 concurred with the above, reiterating that her major role was to help learners discover the careers they were suitable for. One can argue that people spend most of their adult life as career women or men. As such, they need to be happy at work by enjoying their work. The study's findings are consistent with Ombaba et al., (2014) and Gudyanga et al., (2015) who argue that one of the roles of teacher counsellors is to unlock opportunities for the students as they shape and mould their character and behaviour in order to fully adjust in the society. It is within this context that Life Orientation teachers' significance comes into the fore. Given that they enable learners to make calculated and well-informed career decisions, the importance of their roles cannot be over-emphasized.

Life Orientation teachers face some challenges as they execute their duties. Some of these challenges are related to their lack of experience in this subject. IILO T5 acknowledged this when she stated that her lack of experience and skills in teaching Life Orientation affected her confidence when delivering the lessons to her classes. The teachers' lack of skills negatively affects learners, particularly in their proper career choices. In other words, challenges come when such teachers are expected to provide proper career guidance without the necessary skills and know-how. Magano (2011) argues that career guidance is not taken seriously in South African schools, and the reason for this is that teachers lack the necessary skills to

teach the subject. Guidance concerning career development should therefore, never be seen as an add-on responsibility of someone somewhere along the line of a learner's development (Naude, 2014).

In view of the above, the role of Life Orientation teachers is to guide their learners in making proper career choices when provided with different career options vis-à-vis subject combinations. This is where experienced teachers come into the picture; to mentor junior inexperienced ones so that learners' career guidance is properly and efficiently handled. The former, due to their experience and long service in the teaching field, understand problems faced by learners more than the latter. The Life Orientation teachers' skills in assisting and supporting learners while at school play a significant role in their journey to self-discovery (Jonck & Swanepoel, 2015). One can efficiently conduct one's duties based on the knowledge one possesses in a particular field (Ladd, 2009). In the case of Life Orientation teachers, their knowledge of the subject makes them confident, and it becomes easier for them to execute their tasks well. In addition, Life Orientation teachers could enhance their skills development and the understanding of the subject matter through research and engagements with experts in the field of Career Guidance and Counselling. This would ensure the proper provision of career guidance to learners at school. This requires that Life Orientation teachers conduct research on different career options, which learners can choose from. In this way, Life Orientation teachers can provide informed guidance to learners.

Generally, Life Orientation teachers' roles are wide and far reaching as far as learners' career choices and subject combinations at Matric are concerned. IILO T6 said:

My role is to show them (learners) career choices that are available without influencing or forcing them. Sometimes these learners are reluctant to choose certain subjects due to peer pressure.

IILO T6's observations meant that teachers are not fully supportive when it comes to assisting learners in choosing future careers. They do not impose careers on their learners. Instead,

they create an enabling situation where learners find themselves empowered to choose careers according to their academic potential as well as according to their personal interests. Learners need to be guided to acquire self-knowledge regarding their personality, interest and abilities in order to make eventual career choice with confidence (DoE, 2011). Another issue raised here is that of the effect of peer pressure. Peer pressure is seen in bad light as it affects learners' independence when it comes to choice of subjects. Learners sometimes make choices based on the advice of friends, which tends to complicate their career choices in the end. IILO T6 raised two important issues here. First, the need for Life Orientation teachers to be neutral when it comes to learners' career choices. Second, peer pressure and how it adversely affected learners' subject choices.

Learners' focus group discussants raised similar sentiments when they pointed out that Life Orientation teachers should discourage learners from choosing certain subjects, only because they are easy to pass. Their argument was based on the schools' need to have decent national pass rates. Learners complained that because school principals are now obsessed with good pass rates in their schools, learners are made to do subjects that are not of their interests; subjects that are easy to pass so that the school obtains a high pass rate. Gama (2015) expressed the same views that learners choose the easier subjects. Whether as a result of the school's pressure or learners' individual choice is still debatable. The focus group discussants suggested that instead, learners should be guided to follow careers that match their capabilities. This means that learners who receive proper career guidance are likely to succeed in their career choices. As a result, there is self-fulfillment in their chosen future careers. These augers well with the observation that well-informed learners often make the right choices for their career paths (Dabula & Makura, 2013). Education, along with career guidance, have a positive impact on the students' academic performance and well-being, for they help them make good decisions regarding their education career (Do Thi Bich & Nguyen, 2015). It is imperative that Life Orientation teachers take learners seriously when it comes to making free subject choices.

Another weakness in the teaching of Life Orientation is that of teachers being indirectly forced to teach it despite their qualifications. FGDLO T7, for example, teaches this subject as an additional one due to the shortage of teachers. The problem here is that, to FGDLO T7, this is

an additional burden. By virtue of being 'forced' to teach the subject regardless of his lack of knowledge, not much is taught to learners. FGDLO T7 questioned the logic behind 'forcing' teachers to teach subjects they are not qualified to teach. He was given the subject as an additional load and is now too over-loaded to effectively promote Career Guidance and Counselling at the school. FGDLO T7's observation is that school authorities do not value Life Orientation. This is underlined by the fact that any teacher, particularly those who are new in the system, is thrown into the deep end of the pool where they struggle with the workload at the expense of learners. His views are consistent with Mosia's (2011), who pointed out that Life Orientation is regarded as a less important subject at school as it is allocated to any teacher to fill up and balance their timetables. This means that the subject is perceived as less important than others, hence; can be taught by any teacher without the necessary qualification or training. In all this, learners are the ones who suffer as novice teachers give them raw deals. The failure by schools to provide suitably qualified teachers to teach Life Orientation results in learners' future being compromised, as they eventually tend to make bad career choices. Therefore, Life Orientation teachers with knowledge and skills can assist learners in terms of subject choices and that can contribute substantially in giving them confidence to decide on their future career path (Naude, 2014).

Not all is doom and gloom, however, as some schools employ sound practices with regard to Life Orientation. In some schools, only suitably qualified Life Orientation teachers (particularly those with qualifications in School Guidance and Counselling or Advanced Certificate in Education (ACE), are allowed to teach the subject. These teachers know how to provide proper career guidance to learners. As much as experience counts, it was discovered that some of the experienced teachers do not provide proper career guidance as they only take the subject to add up numbers. The idea behind this is for them to have enough teaching load for their job security. Samanyanga and Ncube (2015), in an earlier study, noted that guidance and counselling was taken as an additional workload. Evidently, the teaching of Life Orientation is not taken seriously in schools. Naude (2014) notes that a large number of school-leavers leave school without any form of training beyond school and are to a large extent unemployable. This is detrimental to learners as they cannot make informed decisions regarding their future careers.

Amoah et al., (2015) point out that the primary goal of Career Guidance and Counselling is to make it possible for an individual to see and explore unlimited endowed options. It is therefore, important to guide learners appropriately in terms of career choices. Life Orientation teachers should assist learners to wisely choose subject combinations that are relevant to their intended career choices. Choosing a career is an important decision to make in life. Learners require skills from Life Orientation teachers that would enable them to make the right career choices. Knowledge and skills assist them to explore and discover different career opportunities that are in line with their future intentions. Conversely, lack of necessary skills make them choose wrong careers and this leads to career confusion and failure. Naude (2014) found out that Career Guidance as a component of Life Orientation lacks in preparing learners for careers that could benefit or suit them better. This is because some teachers are not clear on what role they should play in all this.

FGDLO T9 defined her role in this way:

My role is to provide proper career guidelines that have to do with how learners should choose a career. For example, I encourage them to look at the job market before deciding on a career.

Do Thi Bich and Nguyen (2015) mentioned that an important role of career guidance in schools is to prepare students for the world of employment by equipping them with the right set of skills, so that they may stay relevant and fit into the global economy while leading a purposeful life. This means that Life Orientation teachers' role here is to facilitate learners' choice of careers. They act as sources of reference for learners when it comes to subject combinations in relation to their career preferences. Teachers guide learners on how to choose jobs that are suitable for them. This is usually done after learners have checked available jobs and their relevant qualifications. Once learners have such information, it becomes easy for them to make informed choices as to which career(s) they want to follow. Odhiambo (2012) expressed the same view that students need guidance programmes to inform them about various jobs and openings available, the qualifications required, and the responsibilities involved and the nature of the work, so that they can have clear occupational goals. Learners' focus group

discussants admitted that for one to make a proper career choice, there is a need to look at the job market offers. FGD L1 said the following:

We think it is important to conduct a proper research on the career one should follow. For example, if one wants to become a pilot, one has to check the steps and processes required for him/her to become a pilot. This means that one has to make a thorough research on certain jobs in order to align his/her subject combination accordingly.

The issue of learners doing research before making career choices is key if they are to avoid making wrong career choices. Learners need to understand what exists in the world of work so that they examine the different career options available to them and decide their relevance to their personal characteristics (Mabula, 2012). Doing research on the job market also enables teachers to assist learners from a common standpoint. Both teachers and learners will talk the same language as they verify and clarify issues related to careers identified by learners. In this way, a beneficial outcome to both parties is obtained, thus; making Life Orientation teaching a success at school. As FGD L2 pointed out, investigating the jobs one hopes to pursue is important and one needs to also check the possibility for growth in a chosen career. In view of this, it is clear that collective responsibility is required if learners are to benefit from Career Guidance and Counselling done at school. As Maiyo and Owiye (2009), and Dabula and Makura (2013) put it, the system of education should provide learners with relevant information on careers to choose rather than giving programmes that may not help the learners to be productive in the labor market. Job market analysis by learners is crucial since it makes them to be well informed about career decision-making.

This will assist learners to identify key trends in the job market by researching these locally, nationally and globally. Nweze and Okolie (2014) and Ombaba (2014) highlight that new careers are being added every now and then as a result of technological breakthroughs and new inventions and therefore, career counsellors in schools need immense knowledge of the rapidly changing world. Such knowledge would also help them discover a diverse range of potential career paths, and understand the types of jobs that are expanding and those that are

declining. Furthermore, Life Orientation teachers' assistance to learners in conducting research on careers is crucial. Learners who have access to internet should be encouraged to research on the different career opportunities to pursue and those without access need assistance from their teachers. Rukwaro (2015) notes that effective provision of career information can only be achieved through research which would enable the government to understand how much of career information is accessed by students in secondary schools and what challenges are experienced in the provision of this information. This would give them a better understanding of careers to pursue; having considered their interests, strengths and personalities. Job market analysis is needed to promote self-efficacy amongst learners. To achieve this, Life Orientation teachers need to assist learners to achieve their personal goals.

Life Orientation teachers seem to understand their role in assisting learners to make well-informed choices about their careers. However, some teachers are partially committed to their role of promoting Career Guidance and Counselling in secondary schools due to lack of information. Amoah et al., (2015) shared the same views that school counsellors are expected to be trained professionals, however, there are cases of untrained persons who are in charge of Career Guidance and Counselling in schools. This ultimately leads to career indecisions. Tallib, (2011) found that making a career decision is one of the biggest challenges that have been voiced out by teenagers. Secondary school students need career guidance to make informed career choices, which will contribute to the skilled manpower needs of the economy (Ombaba, et al., 2014). Christians (2006) also points out that Life Orientation plays a significant role in the total development of learners with respect to career choices and, in order to achieve that role, career guidance knowledge would assist the Life Orientation teachers to guide learners towards utilizing opportunities for future careers in expanding the labor market.

Reflecting on the choice of subjects and careers that learners intend to follow, Christians (2006) notes that learners seem to understand themselves and the subjects they need to choose. This is done in consideration of their interests, passion, personality and aptitudes. Furthermore, Christians (2006) posits that learners seem to know careers that are linked to their subjects. However, the knowledge of different careers and the related subjects learners wish to choose seemed to be lacking Life Orientation teachers should therefore, assist

learners in widening their career options in conjunction with the subjects they are doing at school.

Through Career Guidance and Counselling, learners should develop an ability to make proper career decisions, be able to independently decide their careers without influence from friends and peers, and be in a position to know their strengths and weaknesses. The knowledge and skills that learners acquire through Career Guidance and Counselling enable them to make the right decisions when choosing future careers. Oye et al., (2014) agree that the career guidance programme is important to assist learners to discover their potential. FGD L2 noted that Career Guidance and Counselling guides and gives learners extra knowledge concerning proper career choices. Career Guidance and Counselling is vital in assisting learners with the necessary skills in making appropriate educational and vocational choices which match their interests, abilities and personalities. ILO T1 said:

Career Guidance and Counselling is important to all learners since it opens up their minds to see different careers to pursue. It broadens their understanding of different career opportunities to follow. If learners are not exposed to the world of different career opportunities, it may be difficult for them to choose careers that are suitable for their academic capabilities.

The promotion of Career Guidance and Counselling by Life Orientation teachers is of paramount importance since it helps learners to acquire self-knowledge regarding their personality, interests and abilities to make well-informed decisions about their future careers. It is important for secondary school Life Orientation teachers to promote Career Guidance and Counselling at school. This is only possible if teachers responsible for the subject are fully equipped with skills and knowledge to guide learners appropriately. Career guidance plays a significant role in the production of a workforce that has relevant skills to address the economic needs of the country. Kelechi and Ihuoma (2011) argue that career counsellors should assist individuals to identify and learn skills that are meaningful to plan their careers and effective transitions and adjustment to the world of work. Through career guidance, learners are helped

to understand the labor market and, to reflect on their goals, interests, abilities, aspirations and qualifications that are relevant to boost the country's economic growth. IILO T3 said:

My role is to channel learners in the right direction. If Career Guidance and Counselling in schools is well promoted and implemented, it will ensure a good future workforce. The successful implementation of this service at school has the potential to reduce the high unemployment rate in our country.

Through guidance and counselling, learners acquire the necessary skills to, not only choose careers that match with their personality, but also become responsive to the economic needs of the country. The promotion of career guidance and counselling at school assists learners to discover new careers otherwise unknown to them. In that way, learners can follow careers that are in demand, thus, responding positively to the country's social and economic challenges. QVLO T13 observed that:

If career guidance and counselling is well promoted at school, learners are likely to discover different career opportunities to follow. My role is to give career advice and ensure that learners are fully developed educationally and vocationally, but I seem to lack the necessary skills to fully equip them.

It further emerged from the present study that despite the inadequate knowledge and skills to effectively promote Career Guidance and Counselling, Life Orientation teachers seem to understand their role and how it can positively impact on the learners' future career paths. However, Life Orientation teachers seem to lack the necessary skills to help learners deal adequately with career choice dynamics. Some learners pass matric without the necessary skills to make the right career choices and it results in confusion and frustration, and some learners may drop out in tertiary institutions. Pillay (2012) acknowledged that Life Orientation teachers require specific knowledge and skills if they are to make a positive contribution to learners' career choices. QVLO T13 highlighted that one of the major roles of Life Orientation

teachers is that of being advisors. Their advisory role should, in all intent and purposes, lead to learners making correct subject combinations in the context of careers they want to follow later on. This means that learners should be made aware that their choice of subjects directs them to a particular career which determines their future prospects. Lunenburg (2011) states that the aim of Guidance and Counselling programmes in schools is to assist students to develop the ability to understand themselves, to solve their own problems, and make appropriate adjustments to the environment. Therefore, effective and efficient Career Guidance and Counselling services would assist learners to lead well informed and successful lives.

To this end, one Life Orientation teacher stated that he encourages his learners to change the subjects that are not in any way linked or connected to their envisaged future careers. Learners who oblige normally have little difficulty in registering for courses they desire at university. It should be noted that universities admit students to certain degree programmes based on their subject combinations and good passes. This then calls for vigilance on the part of Life Orientation teachers in as far as ensuring that their learners have proper subject combinations with regard to their prospective future careers is concerned. Sathekge (2014) notes that one of the roles of Life Orientation teachers is to provide learners with information on different careers and admission requirements to institutions of higher learning. To ensure adherence to this, learners doing wrong subject combinations vis-à-vis careers they would love to follow in future should be advised to address such subject-career mismatch for proper ones. Generally, this should be done in tandem with the learners' interests, abilities and personalities in mind. The availability of funding for further studies, guidance concerning career ambitions and personal abilities, values and interests and the value of qualifications and employability should be considered (Naude, 2014). In this way, promotion of Career Guidance and Counselling becomes a success. IILO T3 said:

Learners are encouraged to discover themselves before choosing their subjects, that is, their interests, academic orientation and abilities. If a person is not good at talking, for example, he/she must not choose a career in public speaking or teaching.

One of the discussants in FGD L1 pointed out that:

Concerning the choice of subjects and the career to pursue in future, I chose Sciences because I have an interest and passion in the subjects. I therefore, intended to do a degree in Meteorology.

FGD L2, FGD L4 and FGD L5 discussants admitted that personal interests are important when one makes a choice for subject combinations and a career. The participants had knowledge and understanding of certain aspects that are important before one can decide on the choice of subjects and careers to follow. Salleh (2010) argues that the principle underlying a Career Guidance programme is to make learners do what they are capable of doing. Ultimately, such learners will experience satisfaction and fulfilment in their chosen careers. Similar sentiments were echoed by discussants in the second focus group. In this group discussion, discussants emphasized the fact that one's passion, capabilities and interests are important aspects to consider when one chooses the subject combinations that are in line with one's prospective career choice. One of the discussants stated that she chose the stream she was in because it offers limitless options on career choices.

Based on the above, one may say that Life Orientation teachers also assist and encourage learners to have different career options in case their preferred ones do not materialize. This helps reduce confusion in cases where learners preferred career choices fail, as there will be options to fall back onto. Learners should be guided to make proper subject combinations in preparation for post school career studies. Such preparations should be in line with their career expectations. Helped in this way, learners would not struggle to find out what career opportunities exist out there, particularly those that are compatible with their talents, interests and academic abilities. Teachers and parents, therefore, should actively take learners through a journey of self-discovery. Career counselling is significant in assisting students to discover their potential (Oye et al., 2012). This then calls for parents and teachers' combined efforts in directing learners on how to properly engage with both subject combinations and career choice issues. A career guidance programme is therefore, important since it assists the learners to

fully understand their abilities, interests and values (Arowolo, 2013). Parents are particularly helpful when it comes to understanding one's values and their relevance to career choice.

Life Orientation teachers should understand their role in terms of providing career guidance and how it influences learners' career choices. Without the necessary skills to make the right subject choice, learners can make wrong decisions. QVLO T14 observed that, as far as learners' interests are concerned, this automatically happens when they reach Grade 10. Based on this view, it is clear that certain Life Orientation teachers assume that choosing the right career happens automatically. This is a serious concern when one considers the fact that some learners pass Grade 12 still uncertain about their future careers. In desperation, these learners are pushed by circumstances to make rush decisions and wrong career choices in tertiary institutions. Maree (2011) argues that career guidance and counselling is still a challenge in most schools, and as a result, some learners do not have a clear sense of the prospective career path to follow. Life Orientation should guide learners so that they discover their interests, values, skills and personalities. Self-discovery will help them reflect on what would satisfy them in a job. Sathekge, (2014) expresses the same view that one of the roles of an educator is to assist and support learners during their years of attending school in their personal journey of self-discovery.

Learners need to develop a sense of self-awareness so that they are confident when planning for future careers. To achieve this, the counsellor should facilitate the infusion of career exploration and knowledge into the student (Amoah et al., 2015). FGDLO T10 and QVLO T17 noted that, when providing career guidance and counselling, learners' attributes and interests are considered in order to advise them accordingly. This means that a proper observation of learners for a specific period is required if one is to understand them in the context of the above. It is ideal for Life Orientation teachers to teach a specific class for several years if they are to assist learners effectively. This was QVLO T18's view as well as he pointed out that he encourages his learners to understand themselves, emphasizing that once they have mastered that, they would not go wrong in their career choices. Odhiambo (2012) highlights that Guidance is aimed at bringing about maximum development and self-realization of human potential for the benefit of the individual and the society. Guidance and Counselling programmes also assist students to harmonize their abilities, interest and values, thereby

enabling them to develop their potential to the fullest. Self-knowledge helps learners to formulate life goals and plans which are realistic to make proper subject choices that are linked to the right career. Career Guidance also helps students choose and pursue achievable careers. Therefore, information about different careers opportunities available in the market, the qualifications required, and the nature of work is important so that learners can decide and have clear occupational goals.

Given the above, one can say that Life Orientation teachers seriously take learners' attributes when providing Career Guidance and Counselling to learners. Super (1967, 1976) emphasized that the choice of a career and development is based on abilities, interests, personality traits and values. This should be the core value of Life Orientation teachers when providing Career Guidance and Counselling to learners at school. Life Orientation teachers should assist learners to understand who they are, their capabilities and interests. Parson's (1909) trait-factor theory holds that when providing career guidance, the individual needs to have adequate knowledge of self with regard to one's aptitude, abilities, interest, resources and limitations. The consideration of these traits provides the foundation for Life Orientation teachers to effectively give Career Guidance and Counselling at school.

Crisan et al., (2015) emphasize that Career Counselling programmes should play an important role in empowering students to take a more active role in the career decision-making process, and to engage in activities that could increase their employability. When learners have ideas about future career paths they intend to pursue, it helps them make informed and calculated decisions regarding such careers. For this to be realistic, learners need assistance from Life Orientation teachers about different career training institutions they should go to. This helps learners to plan and prepare themselves for careers they want to follow post-secondary school. In addition, learners should understand themselves fully if they are to identify themselves with their career choices. This also helps them identify their strengths and weaknesses, particularly in the professions' sphere. For example, one cannot be a medical doctor if one is afraid of wounded people. Dealing with such aspects also helps learners to find their natural talent and passion, hence future professional growth. FGD L5 were convinced that it is important to know and understand one's self and how far one is willing to stick to a particular career choice.

In view of the above, self-understanding is considered first before learners are made to choose careers they want to follow. Through Career Guidance and Counselling, learners were able to assess themselves in terms of what they can do and what they cannot. Such knowledge helps them to understand that they are different from others. Career selection is therefore, based on how learners regard themselves and what they are capable of doing as individuals. Learners need to know the pros and cons of different career options. This can be achieved if information on career choices helps learners to know their chosen industry and labor market trends. Career guidance guide students to pursue relevant, market-oriented and competitive careers (Ombaba et al., 2014). This was underlined by FGD L3 when he indicated the need to consider the advantages and disadvantages of any career one intends to follow since this helps one to make decisions based on such considerations. Through Career Guidance, students understand the labor market and education systems, and to relate these to their needs in life and to become responsible global citizens (Do Thi Bich & Nguyen, 2015). Maiyo and Owiye (2009) observe that the rapidly changing labor market trends necessitate that Life Orientation teachers guide learners towards setting meaningful occupational goals. It is important that Life Orientation teachers and learners go an extra mile in as far as career decision-making is concerned. It can be inferred that all learners should acquire the understanding of personal attributes before they can decide on career choices. It is also crucial for Life Orientation teachers in secondary schools to provide proper career guidance to learners so that they can make well-informed decisions regarding their future careers.

4.3.2 Theme 2: Promotion of Career Guidance and Counselling by Life Orientation Teachers

The first sub-research question wanted to find out how Life Orientation teachers promoted Career Guidance and Counselling in secondary schools. Those interviewed emphasized the need to use different career guidance resources such as, *inter alia*, career expositions, career books/materials, excursions to different institutions and companies and career research undertakings. Career Guidance and Counselling requires that Life Orientation teachers enquire from learners about the types of careers they would like to pursue. Interviewees agreed that individual inquiry enables them to explain and clarify different careers to learners holistically. It also empowers teachers on the best ways to handle specific and vital questions from learners,

on certain careers. This sub-section details how Life Orientation teachers promote Career Guidance and Counselling at school.

There are several ways Life Orientation teachers help promote Life Orientation at school. This is evident from what interviewees said about their duties in promoting the subject. FGDLO T7, for example, said:

In fact, when I assist learners on issues of careers to choose for future, I ask each and every learner what it is that they want to do when they complete their education. If a learner says she/he wants to be a lawyer, I then explain in detail everything about how she/he can become one based on the subject combinations at Matric.

In view of this, it is clear that proper career guidance is a two-way conversation between learners and Life Orientation teachers. Career choice guidance must not, therefore, be imposed on learners; neither must careers be forced on them. In other words, learners need to participate, contribute and share their views about careers they need to follow. Their input in this way is helpful in that, whatever career they follow thereafter, it will be an informed one. Without consulting learners, career guidance undertakings by Life Orientation teachers are not helpful to them. In this study, FGDLO T10 stated that she helped learners brainstorm on how to choose a career first and thereafter asked them to explain the types of careers they wanted to pursue. Individual inquiry is important as it assists the Life Orientation teachers to know and understand learners' career inclinations. Their role therefore, is to explain and clarify issues to learners' satisfaction. In doing so, Life Orientation teachers use various career guidance resources. This is another way of providing effective Career Guidance and Counselling to learners. With reference to the above, FGDLO T12 added:

We give lessons to our learners based on the school curriculum. We also arrange for resource people [experts] to come and address our learners on career-related issues. In addition, [if funds permit] we take our learners to big cities such as Johannesburg and Pretoria where they tour universities and

technikons. This privilege is only provided to Grade 12 learners as they prepare for their entry into institutions of higher learning.

Life Orientation teachers should be applauded for going out of their way to arrange for ‘experts’ to come and motivate learners on how to make proper and relevant career choices based on their academic potential. It is an acknowledgement on their part that divergent views go a long way in providing a holistic understanding of how to make proper career choices on the part of learners. This was buttressed by IILO T6 who pointed out that career choice is part of the curriculum. Learners are taught how to make informed career choices in class. In addition, visits to her school by ‘experts’ from different institutions help a lot since they come to address learners, especially Grade 12 learners. Some of these ‘experts’ came from institutions such as, *inter alia*, local radio stations, TVET Colleges and the University of Venda. Their informed input in IILO T6’ school programmes had greatly enhanced learners’ understanding and appreciation of the need to make calculated career choices based on job market trends and one’s personal long term desires.

In all this, Life Orientation teachers play a central role as they are the ones who spearhead such programmes to the benefit of learners. Their hands-on-approach is complimented by learners’ individual efforts in the form of personalized career research. Amoah et al., (2015) notes that such information regarding student preferences is vital to help them identify different occupational choices. Life Orientation teachers need to enquire from the learners about the different types of careers they intend to follow. Career research plays an important role in career planning as learners explore possible career pathways on their own. In view of this, QVLO T13 said:

Nowadays learners have smart phones, so I encourage them to use them to do research on careers that are responsive to the labour market. I also encourage them to check newspapers like Work Place, Sunday Times, or Mail and Guardian, or use the public library for additional information on careers and career choices.

It is good to see Life Orientation teachers encouraging learners to do independent research about careers and career choices. This means that learners have the opportunity to find out on their own how some prosperous career people chose their careers. In addition, this enables learners to engage with their Life Orientation teachers on career matters from an informed view-point as opposed to being spoon-fed. In this way, engagement platforms become arenas for progressive and developmental discussions. In the final analysis, such career sessions become beneficial, not only to learners, but also to the country's economy as well. Mabula (2012) notes that learners need to understand what exists in the world of work so that they can examine the different career options available to them and decide their relevance having considered their personal attributes. QVLO T14 had this to say about the use of external structures for their career guidance sessions;

Through career exhibition and some NGO's who have adopted our school, for example, there are people who are funding NGO's on different programmes including career guidance. These people organise stage drama which at the end gives positive messages about career decision-making.

Based on these responses, it is clear that career guidance issues should be done using different approaches. There is no fixed way of dealing with such issues. Life Orientation teachers should be flexible in the way they conduct career guidance and counselling at school. One of the most effective ways is to engage different stakeholders so that learners can make well informed decisions about their future careers. Involvement of different stakeholders is important to ensure that students are guided effectively (Rukwaro, 2015).

In addition to Career Guidance offered in class, Life Orientation teachers also invite career experts or organize educational trips for learners to different institutions to explore different careers. Educational trips are helpful in exposing learners to the world of work so that by the time they are to choose careers, they already have knowledge of, and are familiar with, a variety of careers. Exposure is beneficial to learners in experiencing the world of work. Learners are able to link what they have learnt (theory) with practice. Life Orientation teachers

should encourage learners to undertake educational trips that are relevant to their future careers. FGD L3 emphasized that:

It is crucial for schools to organize educational trips where learners can visit different companies in order to get exposure and experience first-hand what happens in the real world of work.

This is to say that in addition to what Life Orientation teachers teach learners in class about jobs and careers, schools should also complement this effort by arranging field trips for learners to observe how certain professionals work. By observing people working, it is hoped that such eye-witness factor will widen learners' horizons and understanding of what goes on in those professions. With such knowledge and understanding, learners are likely to decide with confidence, what they really want to become in future. In addition, it becomes easy for them to compare professions, and identify those they are likely to pursue. Rukwaro (2015) also posits that educational tours to organizations and institutions can assist to improve provision of career information.

Career exhibitions are platforms where learners interact face-to-face with captains or representatives of industry. This is an opportunity where learners ask questions related to careers represented by those individuals. Through one-on-one or group interactions, learners are exposed to the world of work. This is where they get most of the information they need regarding certain careers. Armed with such information, learners are able to choose careers that best suit their dreams. QVLO T16 also commented:

When we have these career exhibitions, I encourage learners to go there in large numbers so that they ask questions to different career exhibitors about careers of their choice. This makes them get information from the horse's mouth, instead of relying on what we teach them in class. This is advantageous to them as they become well informed on a number of careers they may wish to follow as they enrol at institutions of higher learning.

In order to assist learners in properly dealing with career choices, Life Orientation teachers should take them to career exhibitions. If such opportunities are not available, it is imperative that schools invite experts or organize educational excursions. Salleh (2010) found out that career activities such as career fairs, exposure to career information, career talks and career visits influenced students' decision-making. Her findings auger well with the above Life Orientation teachers' responses regarding their schools' activities in enhancing learners' understanding of careers and career choices. Nzeleni (2015) and Miles (2015) also found similar results that institutions of higher learning use career expos and open days as platforms to market their programmes to high school learners but without exposing them to different career opportunities. The last part of the above sentence indicates that higher learning institutions do not provide learners with opportunities to interact with captains of industry or their representatives. This weakness can be overcome if schools visit career exhibitions where learners will interact with company representatives.

From the issues raised above, one may say that career exhibitions and career fairs are used mainly to expose learners to career information. Thus, learners are fully informed when it comes to career paths they would want to follow as they enrol for tertiary education. The more learners are exposed to career information, the better for their career choice endeavours. In addition, the career fairs give them time to interact with those who work in the industries they hope to join after their studies. This allows them to ask questions pertaining to careers they intend to follow. This enhances the learners' power to correctly choose careers that are suitable to their orientations.

To be able to make realistic choices, learners need to be assisted to understand themselves. Personality is important in the choice of careers and, therefore, career guidance and counselling on this aspect is crucial. This is in line with QVLO T17's revelation that:

I encourage learners to choose careers that are in line with their personalities and this involves knowing who they are, what they are capable of. For example, I always tell them to keep in mind that careers they want to choose should suit their interests and abilities.

It should be noted that proper, realistic and befitting career choices are a product of self-introspection. Yuksel-Sahin (2012) indicates that Counselling and Guidance services help the student perceive himself/herself realistically, know his/her weak and strong points, choose subjects in line with their intended careers. Gama (2015) also emphasizes that it is essential that learners have enough information and knowledge of their strengths, limitations and the knowledge of requirements. According to IILO T6, he always encourages her learners to understand their strengths and weakness before making decisions about their future careers. By so doing, learners are made to face reality with regard to what they can or cannot be in terms of careers. This also pre-emptes risks of learners spending miserable lives stuck in careers they are not happy with.

Teachers' focus group discussants also shared the same sentiments, stating that their role was to help learners discover who they are in terms of skills, abilities, strengths and weaknesses. Ramakrishnan and Jalajakumari (2013) argue that it is essential that schools come forward and equip their children properly for cultivating life skills, moulding personality and promoting capacities to choose the right career according to their aptitude and interest, through an organized programme of Career Guidance and Counselling. Discovering themselves this way has, consequently, instilled a sense of self-belief in learners on what they are capable of doing as future professionals. This is a welcome development when one considers the hiccups associated with unfulfilling careers.

In addition to the above, IILO T4 stressed the point that a learner must first know him/herself before choosing a career path. This is the starting point which, unfortunately, is not a once-off undertaking but a process. Once the learner has understood his/her strengths and weaknesses in an area, everything else falls into place. Ombaba (2014) holds a similar view that effective career guidance assists learners to understand, accept themselves and utilize their capabilities in order to become active managers of their careers. This boils down to what was discussed earlier on, the issue of understanding oneself before making career choices. To IILO T4, learners' introspection on their capabilities is a vital aspect of the process of career choices. In this case, Life Orientation teachers act as facilitators to learners' introspections.

Once this has been achieved, learners are better placed to make fulfilling and rewarding career choices for their future, and Life Orientation teachers play a critical role here. Gama (2015) mentions that choosing a subject means that a learner is laying a foundation for his/her future career.

The above discussions have revealed that the acquisition of knowledge and skills play an important role in assisting learners to understand their strengths and weaknesses. Sathekge (2014) expresses the same view when he says that one of the responsibilities of Life Orientation teachers is to help learners understand their weaknesses and connect them to strengths within themselves. This means that Life Orientation teachers need to expose learners to a variety of careers so that they understand who they are in relation to such jobs. Torunoglu and Genctanirim (2014) and Amoah et al., (2015) echoed the same sentiments when they said that school counsellors who work in secondary schools should provide guidance and counselling to assist students know and accept their personalities so that they make informed decisions about careers they intend to follow. To realize this, Life Orientation teachers need to get as much information as possible and encourage learners to know their chosen industry and the labour market's demands. This calls for a diversified approach to dealing with learners' career issues. As IILO T5 puts it,

When providing career guidance, I encourage learners, particularly those in Grade 10, to have different career options instead of one. This potentially eliminates disappointment in cases where the first career choice does not materialize. It is always wise to have somewhere to fall out when one's chosen career fails to go as planned.

IILO T5's argument is valid when one considers the fact that careers are dependent on the subjects learners obtain at matric and how well they have passed these subjects. In this light, it is important to guide learners in such a way that they have different career options to choose from when their original plans fail. In this case, career options need to be kept open as plans may change with time or when learners engage more in career exhibitions. Nowadays,

technology enables learners to access various career options through the internet. This is what IILO T6 insinuated when he said,

I encourage learners to use their smart phones to search different career opportunities on the internet. Unfortunately, not all learners have access to such phones. This creates problems to learners from poor backgrounds as their exposure to a wide range of career opportunities is very limited or dependent on the generosity of those who have.

The responsibility to make career research through internet, therefore, lies with the learners and not with the Life Orientation teachers. Life Orientation teachers may come in to assist those without smartphones. In addition, their role is that of assisting all learners by explaining or elaborating on the additional requirements for specialized careers. Sathekge (2014) notes that Life Orientation teachers need to assist learners to research on different career websites, books, and institutions to get admission requirements and to provide information on companies and organizations that can fund learners. Vhembe District is in a deep rural area where only a few learners have access to smart phones to research on their future careers, hence, the assistance by Life Orientation teachers is necessary here.

Career research is important since deciding which career to pursue can be a difficult process. Learners need to be encouraged to follow careers that complement their strengths and talents. Career research also involves one in the conduct of interviews with people who have first-hand knowledge about one's intended career options, and finding people who work in the same field, before making a decision on a particular career. IILO T3 said about bursaries:

I also provide information on different opportunities regarding funding to any learners. I motivate them to work hard and not allow their background to limit them from achieving their goals.

The availability of bursaries gives learners an assurance that their dream careers may be fulfilled.

Learners also need information about tertiary education funding. This is the responsibility of Life Orientation teachers. Life Orientation teachers need to provide learners with information on bursaries and other funding opportunities. The available information on different bursaries helps learners in their selection of careers. This is so in view of the fact that some university degrees are company-sponsored while others are not. This has a direct effect on how learners should study at school as bursaries are often awarded on merit. Another use for such information is with regard to the opening and closing dates for each bursary application. IILO T3's noted that the knowledge of funding opportunities motivates learners to study hard in order to get funded at universities. Sathekge (2014) points out that the promotion of career guidance to learners requires that Life Orientation teachers furnish learners with information regarding tertiary institutions' admission requirements. University graduates who are prosperous in life can be called in to provide motivational speeches to learners, particularly those in Grades 11 and 12, as they are about to leave school.

Inviting alumni motivates or inspires the learners to work harder at school so that they achieve as much as their guests. It is important therefore, that Life Orientation teachers invite former students so that they talk to the learners. IILO T2 remarked:

I also invite former students who performed well and are successful in their careers to come and motivate or provide mentoring to other learners.

Inviting alumni is vital since it proves to learners that success and prosperity are possible if people are focused and determined at school. It should be noted that learners relate well with one of their own, hence, are likely to take advice from former students seriously. This also boosts the learners' confidence, motivation and knowledge of different career pathways.

The second sub-research question sought to find out Life Orientation teachers' level of training in terms of career guidance and counselling at school. During interviews, teachers were asked about their level of training regarding career guidance. The training of Life Orientation teachers was found to be very important. The issue of capacity development in the promotion of career guidance and counselling in secondary schools was seen as vital by interviewees. Issues raised under this aspect were, *inter alia*, inadequate skills and knowledge, lack of training and workshops, experts coming in to assist and, refresher courses for Life Orientation teachers. This leads to the next sub-section where the training of Life Orientation teachers is discussed in detail.

4.3.3 Theme 3: Training of Life Orientation teachers on Career Guidance and Counselling

Professional development plays an important role when it comes to the promotion of Career Guidance and Counselling among learners at school. Life Orientation teachers who are well capacitated on issues of Career Guidance and Counselling impart necessary skills to learners so that they can make well informed career decisions. Teachers can only do their work if they are professionally developed. Inadequate skills and knowledge to provide proper Career Guidance and Counselling was a serious concern to Life Orientation teachers. The respondents decried their lack of advanced knowledge on issues related to Career Guidance and Counselling. One of the respondents was frank and stated categorically that she does not have enough skills to effectively deal with Career Guidance and Counselling issues at school. She pointed out that her source of information were teachers' resource books that were not academic. Her feeling was that she was incapacitated to teach the subject. According to Wambu and Fisher (2015), the successful performance of counselling services requires school counsellors who are well equipped, not only with a strong knowledge base, but also with strong clinical skills obtained through experiential training. Unfortunately, lack of clinical skills is still a challenge to most school counsellors in Kenya (Wambu & Fisher, 2015). In South Africa, schools expect the Life Orientation teacher, with other teaching responsibilities, to provide Career Guidance and Counselling to learners. However, support given to students is insufficient since Life Orientation teachers have dual responsibilities (counsellor and a teacher) and yet they are not trained to provide counselling. Therefore, there is need to train and equip

them with skills and knowledge pertinent to effective counselling services. School counsellors should be well-prepared to address the academic, psycho-social issues, and career development needs of all students.

Khan et al., (2012) mention that school counsellors in Gilgit-Baltistan are inadequately trained and some not trained. This shows that some Life Orientation teachers lack knowledge and skills to properly assist learners make the right career choices. Until such a time that the Department of Basic Education takes steps to address this critical issue, Life Orientation teachers will remain poorly equipped, and providing ineffective career guidance services to learners. Absence of career information and counselling is evident in many schools.

Another Life Orientation teacher added her voice on this issue, admitting that knowledge and skills to provide proper Career Guidance and Counselling to learners are lacking among most Life Orientation teachers. To her, there is need for continued professional development of Life Orientation teachers if learners are to benefit from this subject. Failure to do so is a dis-service to the learners in particular, and the country in general. The teacher attributed the learners' poor career choices to such anomalies. Van Deventer (2009) points that the fact that Life Orientation is taught by teachers who are not specialists is an important aspect, since the epistemology and skills of a teacher who teaches the subject determines the status and practice of that subject.

Another Life Orientation teacher bemoaned schools' selective emphasis on certain subjects as opposed to other subjects such as Life Orientation. She argued that she does not see any purpose in focusing more on other subjects in order to produce a 100% pass rate, yet learners are not sure of the careers to follow thereafter, due to lack of proper career guidance. Adequate knowledge and skills to provide proper career guidance is necessary if the system is to avoid a situation where learners take up careers they will live to regret in future. This then calls for the need for well-read and suitably qualified Life Orientation teachers if learners are to be properly serviced. Maiyo and Owiye (2009) and Nyamwaka et al., (2013) argue that although teachers, by virtue of their profession, are supposed to be counsellors, they lack skills to provide adequate guidance and counselling to learners. Teachers responsible for teaching Life Orientation are supposed to be trained in order to fully equip learners on proper career choices. However, Life Orientation teachers in Vhembe District pointed out that the training

they underwent was not relevant to Career Guidance and Counselling. Their situation was exacerbated by the fact that some of them were requested to teach the subject even if they knew nothing about it. IILO T5 painted a gloomy picture of her situation:

When I am guiding learners on different careers, I can sense that I need more information to help them make the right choices. It does not serve any purpose to produce a 100% pass rate in the school with learners who are not sure of what careers to follow when they register at tertiary institutions. So, I think that the Department of Education should send people to provide adequate training or employ people who are experts on career guidance and counselling issues.

IILO T5's situation is only the tip of an iceberg. The situation is desperate in Vhembe District and elsewhere. It is consonant of the observation by Jacobs (2011) and Du Toit and Van Zyl (2012) that Life Orientation teachers are unable to provide sufficient and comprehensive assistance to learners when they make subject choices in schools due to insufficient knowledge. Distressful sentiments were also raised by IILO T6 who complained:

I do not have the capacity to provide career guidance to learners as I am not trained at all. The Department of Basic Education and the school management do not care about what Life Orientation teachers go through as they try to provide career guidance to learners. That is why Life Orientation is a subject that anybody can teach.

In support of the above, FGDLO T7 and FGDLO T9 noted that training was important since teachers were without skills to provide proper Career Guidance and Counselling. The issue of career guidance programmes was compounded by the incompetence of counselling teachers, most of whom admitted that they did not have any training in career guidance and no confidence in running the programme (Salleh, 2010). Diale (2016) notes that Life Orientation

teachers were expected to teach a subject they had never been trained for, exposing a variety of difficulties for them. Prinsloo (2007) also says that Life Orientation teachers have reported difficulties finding the necessary information to fulfil the career education portion of the subject. The same sentiments were echoed by Do Thi Bich and Nguyen (2015), who noted that, as far as career guidance is concerned, teachers usually talk in general without giving details in terms of career needs of learners. Similarly, Guidance Counsellors in Ireland expressed lack of career knowledge in their roles, and as a result, learners had negative attitudes towards Life Orientation services (Liston & Geary, 2015). For example the findings in Vhembe District of South Africa mirrors that in Ireland where according to Prinsloo (2007), both the DoE and schools management do not seem to care whether teachers who teach the subject are trained or not. This affects the quality of career education given in Vhembe District. It further creates uncertainty when learners begin to make career choices. Learners approach career decisions from an ignorance point of view. Until such a time that Life Orientation teachers are fully equipped and empowered in their profession, the subject will not yield much positive results. To remain relevant, Career Guidance and Counselling teachers should be sent for training, seminars, workshops and be engaged in action research in order to improve their services.

The professional development of Life Orientation teachers is crucial for the promotion of effective and efficient Career Guidance and Counselling in schools. As part of continuous professional development, there is need to keep Life Orientation teachers abreast with different careers that are responsive to current trends in the labor market. This can be in the form of workshops or refresher courses to keep Life Orientation teachers abreast with current trends in the labor market. To this end, IILO T6 said:

I once attended some training in Tzaneen some years ago and it was very good but we only had it once back then. Unfortunately, training these days is focused much on examination and file administration at the expense of learners and their career endeavors.

There was lack of professional development of Life Orientation teachers. This impacted negatively on the quality of teaching and learning, particularly on Life Orientation as a subject. Gudyanga et al., (2015) note that the success of training can only take place when the responsible personnel is well versed in that area, otherwise it would be a waste of resources and time, and the training would not produce the anticipated results. It is therefore, important to allow people with the ability to train to carry out the task so that there is efficient and effective service rendered. The DHET (2015) has made efforts to train Life Orientation teachers in certain provinces such as Western Cape, Gauteng, Mpumalanga and Northern Cape. Unfortunately, such skills and knowledge are lost if these teachers are not compelled to teach this subject. They also need to be further trained to keep them abreast with career trends in the labor market. The continuous professional development of teachers will equip Life Orientation teachers with knowledge and skills to provide proper Career Guidance and Counselling to learners at school. There is a need for the Department of Basic Education to provide further training to equip Life Orientation teachers with different career opportunities and skills that are relevant in addressing the needs of the economy. Furthermore, Life Orientation teachers who are trained and have the necessary knowledge and skills should not be made to teach other subjects except Life Orientation

From the above discussion, one may argue that until such a time that Life Orientation teachers are fully capacitated to teach the subject, not much will be achieved when it comes to the choice of suitable careers by learners. This is because teachers who teach the subject are not subject specialists as compared to other subjects' teachers in the school. The same views were expressed by Farisayi (2008); Mushandja et al., (2013) and Mapfumo and Nkomo (2013) who noted that generally, teachers responsible for Guidance and Counselling in schools have teaching qualifications but have no specialized training in the discipline. This means that Career Guidance is one of the components in Life Orientation taught by underqualified teachers. As such, learners are provided with compromised career guidelines. It is no surprise then that the majority of learners make ill-informed career decisions. Wambu and Wickman (2011) observe that to date, the Kenyan educational system considers school counsellors as teachers first and counsellors later, hence, priority is given to traditional subjects. This seems to be the trend in Vhembe as well. Life Orientation is not taken seriously at school.

The Competency Framework for Career Development Practitioners in South Africa shows that career development services offered at school are such that the majority of schools in the country do not have permanent teachers responsible for career development services yet, the provision of proper career guidance is critical, particularly in Grade 9 (DHET, 2014). Interviewees in the present study revealed that Life Orientation teachers have limited knowledge and skills about career guidance. This anomaly is compounded by the fact that school management has devised a rotational system when deploying teachers to teach Life Orientation in their schools. There are few permanent Life Orientation teachers in Vhembe District. This means that Life Orientation is offered on a trial and error basis. Shumba et al., (2011) add that Heads of schools do not supervise the implementation of the subject mainly due to lack of skills on the subject content. This is detrimental to learners' career development and advancement. Such challenges can only be overcome if the Department of Basic Education and schools' management change their attitudes towards the way they perceive Life Orientation as a subject. The next sub-section focuses on challenges faced by Life Orientation teachers at school.

4.3.4 Theme 4: Challenges faced by Life Orientation teachers in promoting Career Guidance and Counselling in secondary schools

The third sub-research question explored challenges faced by Life Orientation teachers when promoting Career Guidance and Counselling amongst learners in secondary schools. There are several challenges faced by Life Orientation teachers in their bid to promote Career Guidance and Counselling in schools. Some of these are: among others, lack of involvement and support from their colleagues, departments, and parents; lack of commitment by learners themselves; too much work-load, and the undermining of the subject by school authorities and other teachers.

An efficient and effective Career Guidance and Counselling programme requires support from different stakeholders, dedicated staff and the valuing of the subject. On the issue of lack of support for Life Orientation at school, one interviewee pointed out that she finds the subject, particularly its Career Guidance and Counselling aspect, very important and beneficial to learners. She, however, lamented the lack of support from her colleagues. The interviewee decried the stereotyping of those who teach the subject as 'those heading for retirement', by

colleagues. It is important for Life Orientation teachers to receive full support and recognition from their colleagues. Without such support, their morale, and by extension, the quality provision of Career Guidance and Counselling at school, suffers.

Salleh (2010) highlighted that the challenges faced by career guidance programmes in schools evidently require a change in mindset among policy makers and practitioners to make a change in career guidance practice. Oye et al., (2012) note that the Nigerian Government failed to provide adequate support for the promotion of Career Guidance and Counselling in schools and the programme was not very successful. The involvement of stakeholders in the development of Career Guidance and Counselling at school cannot be over-emphasized. Nyarangi (2011) and Nkala (2014) note that school principals do not seem to acknowledge and appreciate the importance of the provision of Career Guidance and Counselling to students at school for their academic success.

With regard to the lack of involvement by stakeholders, it is noted that today's education requires the involvement and participation of teachers, parents and learners. Oye et al., (2012) argues that parents who fail to attend meetings whenever they are invited are unable to understand the problems as well as achievements of their children in schools. Without the involvement of parents, the teaching and learning of Career Guidance and Counselling is difficult and complicated. Therefore, schools should involve the parents and introduce them to the idea of Guidance and how they should assist their children to make the right career choices (Odhiambo, 2012). One Life Orientation teacher observed that learners in his school did not open up easily about themselves, and it became difficult for teachers to offer them proper guidance. The situation which this teacher noted was further aggravated by the fact that most parents were not actively involved in the education of their children. Such lack of support and cooperation from both learners and parents tends to derail Career and Guidance and Counselling programmes, leading to poor, uninformed career choices by learners. IILO T4 said:

Parents do not support their children. During career exhibitions, some parents are reluctant to pay transport for their children to visit such functions.

This means that Life Orientation teachers are left on their own. The teachers concerned become demoralized, leading to ineffective provision of career guidance to learners. Oye et al., (2012) observe that most Nigerian youths today engage in occupations, not on the basis of “reasonable” choice, but on the basis of fate. Once learners fail to receive proper training or coaching on matters that involve their future careers, they are likely to choose wrong careers and are, ultimately likely to under-perform at work. If companies do not produce or if service provisions are compromised due to wayward employees, people and the economy of the country are likely to suffer. Given this negative picture, it is imperative that all stakeholders complement if Career Guidance and Counselling in schools is to bear fruits. IILO T5 blamed learners’ lack of enthusiasm when it comes to career guidance and counselling at school. Her views were that:

Learners take Life Orientation for granted. During career exhibitions (as Life Orientation teachers) we need our colleagues to accompany us to different institutions for moral support and control of [numerous] learners. However, some teachers always give excuses such as, they are very busy.

Some teachers’ refusal to support Life Orientation teachers as they visit universities for career exhibition expos is detrimental to the development of career guidance at school. In fact, their negative attitude kills the Life Orientation teachers’ spirit and zeal to provide proper Career Guidance and Counselling. Such negative attitudes belittle Life Orientation teachers’ noble efforts in providing a basic and vital service to learners. Mushaandja et al., (2013) observe that school counsellors do not receive the necessary support from administrators and teachers as they do not have sufficient information on guidance and counselling. It is important for different stakeholders to involve themselves fully on issues pertaining to career choices by learners.

For a successful Career Guidance and Counselling programme in school, Life Orientation teachers should be adequately trained. This is important since quality teaching depends on an

individual's knowledge of the subject. This was acknowledged by Life Orientation teachers, one of whom said:

I was given Life orientation during subject allocation. I found myself teaching the subject since I needed some periods to make up for my inadequate teaching periods. The truth is that I never attended any training on how to teach Life Orientation.

Another teacher echoed the same sentiments, adding that her school management believes that the subject (Life Orientation) can be taught by any teacher irrespective of their subject specialization. Rukwaro (2015) adds that the majority of career teachers have an equal workload as all other teachers in the school and yet Career Guidance takes a toll on the teachers' time and energy. In addition, such teachers are not adequately trained formally and informally and have no skills to handle career guidance issues. This tends to affect the effectiveness of what is taught to learners as the concerned teachers lack the know-how on subject content delivery. Diale et al., (2014) argue that Life Orientation teachers are suddenly expected to teach a subject with no training and this caused difficulties to them since they lacked some understanding of the subject. Though all teachers, by virtue of being teachers, are supposed to be counsellors, they are faced with challenges of not having the necessary skills and approaches for helping the students and, without the knowledge and skills, teachers fail to properly guide the students (Maiyo & Owiye, 2009). Life Orientation teachers, like other teachers, should be fully prepared and competent if they are to provide effective Career Guidance and Counselling at secondary school level. Dodge and Welderufael (2014) found that very few Life Orientation teachers had been trained on how to equip learners with skills to make the right career choices.

The DoE introduced Life Orientation as a subject with the aim of guiding and preparing learners to make meaningful decisions about their future careers (DoE, 2011). Furthermore, it was meant to equip learners to solve their problems, to make informed decisions and to take appropriate actions to enable them live meaningfully and successfully in a rapidly changing

society (Prinsloo, 2007). However, most schools seem to regard the subject as an added responsibility, an unnecessary burden to all concerned. This is reflected in the following response by IILO T6 who said:

What normally happens is that I teach Commercial subjects at school. But there are few learners who chose this commercial stream. As a result, my periods are fewer. To increase their number, Life Orientation was added as one of my major teaching subjects. The situation is common to teachers who are teaching commercial subjects because such classes have few learners.

The teacher was given Life Orientation as an after-thought. In his case, the subject is taken as a balancing act. He was teaching it, not because it is fundamental, but to normalize his contractual obligation of having to teach so many subjects in a given period of time. In this regard, his devotion to the subject would be questionable. More worrying is the fact that he was given the subject so that administratively, the school is seen to have engaged teachers who are evenly distributed in terms of subject allocation and teaching. Similarly, a study by Murwira in Farisayi (2008) revealed that Home Economics teachers were nominated by their heads to teach the subject since they had less teaching loads compared to their counterparts in other subjects. It is difficult to justifiably explain a situation where a subject is allocated to a teacher just because he has to balance his timetable. Mosia (2011) similarly observes that Life Orientation teachers are allocated learning areas to teach, not according to their fields of specialization, but according to the needs of the school. Given this sad revelation, Life Orientation plays second fiddle to traditional subjects, hence, the decline in its perceived value. FGDLO T7 concurs with this and stated that:

The subject is not taken seriously by other teachers and some learners as well. They think Life Orientation is useless and a waste of their time.

The danger here is that the subject can appear in one's official timetable yet it is not seriously taught as all interested parties look down upon it, with nobody caring whether it is effectively or efficiently taught or not. Nobody cares whether learners attend it or not. It results in a situation where teachers like it when learners do not come to class for it and learners also hope teachers would not pitch for the lessons. As such, the failure of the subject is a blessing to all those who do not like it. In short, the subject is not valued like any other subjects. This is also the case in view of the fact that Life Orientation is given few periods a week and it is not examined during the October/November Matric examinations. Worse still, universities do not consider it as a subject for recruitment purposes, yet most learners obtain high marks in it. Most learners are deprived of quality teaching and learning in Career Guidance and Counselling. Edwards & Quinter (2011) argue that most of the secondary school students do not have accurate information about occupational opportunities to help them make appropriate career choice. As a result, their career choices are compromised. Nkala (2014) reveals that guidance and counselling services to date, are still patchy and ineffective in schools because decision-makers, including curriculum advisors, are not well-informed. Consequently, not much attention has been devoted to counselling, especially in the area of career decision-making (Ibrahim et al., 2014).

The availability of resources such as resource centres, career guides, information technology and counselling rooms is important for proper Career Guidance and Counselling in schools. FGDLO T9 admitted that:

Teaching the subject without resources is like expecting an untrained and unarmed soldier to do better in the battlefield where his opponents use AK 47 rifles. How is this soldier expected to deliver the country from invaders? This is what we are expected to do under the circumstances.

FGD L6 discussants concurred:

The situation in our school is bad. Some of us here are in Grade 11 and we have spent five months without a Life Orientation teacher. The subject is being taught by another learner.

IILO T5 and QVLOT 13 also said:

The subject was allocated to us because those who were teaching it left since the Department of Basic Education did not renew their contracts.

The observations above paint a sad picture about the way Life Orientation as a subject has been treated by school authorities. There seems to be disregard for the subject to say the least. When learners are made to teach Life Orientation, you know that the situation has gone out of control. As such, poor service delivery is provided to learners when it comes to Career Guidance and Counselling. The shortage of staff paints a gloomy picture on the quality of the career guidance services provided (Chireshe, 2012). Shortage of staff compromises the quality of Career Guidance and Counselling in schools. Prinsloo (2007) contends that one of the challenges facing South African communities is that, not all schools provide sufficient career guidance services. A study in Tanzania by Amani and Sima (2015) revealed that lack of professional counsellors was one of the fundamental problems affecting the provision of Career Guidance for students. Rukwaro (2015) added that Career Guidance is not allocated time in the school timetable and the career teachers are expected to assist students during their free time without compensation. To schools that engage learners as career guidance providers, the game has been lost. It will take them several years to win back learners' trust on Career Guidance and Counselling issues. Sevinc et al., (2010), Oye (2012) and Mushaandja et al., (2013) point out that the lack of career guidance teachers is one of the challenges that have left students with problems that affect their academic problems, including career decision-making skills. In other words, the shortage of Life Orientation teachers impacts negatively on learners' career choices.

The success of proper Career Guidance and Counselling depends on the availability of resources. This means that it is highly desirable for a school to provide sufficient resources for the effective implementation of Career Guidance and Counselling. Interviewees revealed that there was lack of resources to promote Career Guidance and Counselling in their schools. Notable absentees here were career guides, resource centres, offices, computers, tables and chairs, among others. This observation concurs with Majoko's (2013) views that learners are often deprived of sources of information and knowledge to help address their academic, personal, social and career concerns. Resources lacking included brochures and pamphlets. Rukwaro (2015) argues that Career Guidance resources and activities is a great challenge in Kenya when compared to the developed countries.

The issue of challenges faced by Life Orientation teachers in promoting Career Guidance and Counselling in school is a thorny one to respondents. Among other challenges faced, respondents raised the chronic change of Life Orientation teachers, some teachers directly or indirectly influencing learners to choose particular subjects; and parental influence on what subjects their children should do at school. Another thorny issue was that of the teachers and learners' attitudes towards Life Orientation as a subject. The majority of teachers and learners in school exhibited negative attitudes towards Life Orientation. Gudyanga et al., (2015) observe that as a non-examinable subject, Life Orientation is conveniently timetabled to suit the selfish ends of teachers tasked to teach it. They add that its time slot is used for the revision of examinable subjects or to cover up the syllabi for other so-called 'key subjects'. This tends to affect the quality of Career Guidance and Counselling delivery to learners. Perceptions determine the reception of a subject. In other words, how learners and Life Orientation teachers perceive the subject determines how they treat it. If teachers view the subject positively, learners will have a passion for it and the reverse is true. During focus group discussions, discussants complained that some teachers preferred to give learners a test during a Life Orientation period, an indication that the subject was valueless to them. One discussant added:

If one refuses, one is criticized and other teachers undermine those who teach the subject. Added to this problem is the issue of universities not considering Life Orientation as a subject when calculating university entry points.

This study findings corroborate findings by Mushaandja et al., (2013) that lack of acknowledgement of the role of teacher counsellors was exacerbated by teachers and school management who undermined the work being done by the teacher counsellor. Lack of understanding amongst staff members compromised the effectiveness of Career Guidance and Counselling. However, a study carried out in Ireland on the teachers' perceptions of teacher counsellors showed that teachers perceived guidance and counsellors positively (Mandera, 2013). This shows that Guidance and Counselling is viewed positively in developed countries by both teachers and students as compared to the developing countries.

It is important for Life Orientation teachers to provide adequate Career Guidance and Counselling to their learners at school. However, responses from learners indicate that their Life Orientation teachers were not helpful in the selection of subjects and proper guidance on careers to pursue. In view of this, FGD L2 said:

Career Guidance and Counselling is not taught at school. Instead, teachers prepare to take us to the play-grounds. When we are tired, we are told to either go home or do our homework.

This seemed to be the trend in most schools in this district. The system was failing learners when it came to Career Guidance and Counselling. It became difficult for learners to choose careers in line with their orientations. That being so, learners most likely settled for careers that were of little benefit to them or proved difficult for them to get employed. In this way, teachers were also responsible for the ever-increasing rate of youth unemployment in the country. FGD L2 added that most educators liked Physical Education and Training (PET) as opposed to topics that covered career guidance and career choices. This meant that Life Orientation

teachers took advantage of the PET component of Life Orientation to let learners play on their own. This observation was in line with Mushaandja et al.'s (2013) argument that Career Guidance and Counselling is an additional duty that is treated in the same way as extra-curricular activities such as sport and recreation activities, remedial, as well as faith-based activities. Nweze and Okolie (2011) expressed the same view that guidance and counselling programmes in the Nigerian education system has not been given the attention it deserves, and until such a time that attention is given, the majority of students will continue to experience career confusion and uncertainties in tertiary institutions. Learners perceived the primary role of the teacher as that of provider of information and as offering guidance and advice. However, a study conducted by Jonck and Swanepoel (2015) indicated that Life Orientation teachers were not helpful in providing assistance with specific reference to career guidance subject choices.

Life Orientation teachers seem to lack support and guidance from their superiors when it comes to issues of providing Career Guidance and Counselling to learners. This also substantiates the suspicion that school principals and teachers think that Life Orientation can be taught by any teacher, which would explain why there is a continuous migration of teachers in the learning area (Diale et al., 2014). This may result in wrong career decisions by learners, which in the long run may lead to frustrations and drop out at universities. It is necessary for Life Orientation teachers to provide the full support to learners when it comes to career decision-making. Without the necessary knowledge and skills, some teachers do not attend to their classes regularly. During focus group discussions, Life Orientation teachers mentioned that due to their lack of skills, some Life Orientation teachers tend to leave learners on their own where they become troublesome. Some of them go out to either smoke or do bad things. Moeti (2016) found out that the subject was not taken seriously at school. He noted that until the subject is regarded as fundamental like other subjects, the negative attitudes of both teachers and students will persist. FGDLO T7 commented that:

Some teachers are reluctant to go to class during Life Orientation periods and this forces learners to keep themselves busy doing homework or to study other subjects during this period.

The study also revealed that there is a negative attitude towards the subject by both learners and Life Orientation teachers. Magano (2011) notes that due to lack of skills on the part of teachers, there was also lack of motivation, hence, learners were not eager to learn Life Orientation. Life Orientation teachers' lack of zeal in teaching this subject made learners develop a negative attitude towards it as well. While students understand that Life Orientation has the potential to address career development needs, they report that their teachers are never in class (Dodge & Welderufael, 2014). Moreover, it has been reported that some teachers turn the responsibility of running the class over to students in class and students do not feel as though they have sufficient exposure to career development education. Nweze and Okolie (2011) observe that guidance and counselling in secondary schools is beset by different problems, some of which are structural, attitudinal, human and cultural. Negative attitude towards the subject by both learners and teachers can be addressed only if the subject is accorded the full recognition like other subjects in the school curriculum. Moeti (2016) adds that due to negative attitude towards the subject, some students, out of desperation, may find themselves idling and ultimately use the Guidance lesson to engage in unwanted behaviors. Therefore, if the subject Life Orientation is treated like other subjects, then attitudes of both teachers and the students would change for the better.

Influencing learners to choose certain subjects makes it difficult for them to decide the right careers for themselves. Some learners therefore, tend to decide on careers without taking into consideration their aptitudes, interests and personality traits. In the process, wrong career choices are made. In addition, wrong subject combinations also affect the choice of a befitting career. Consequently, this leads to drop out either at secondary school or tertiary level. This is despite the fact that internationally, schools acknowledge their responsibility in guiding students, not only in their academic growth, but also in their lifelong career development (Mittendorff, et al., 2011). FGDLO T12 lamented the issue of teachers ill-advising learners through misleading statements such as "this subject is not important". He said that this ends up confusing learners, particularly those who would be interested in doing that particular subject deemed to be less important. QVLO T14 added that:

The most challenging and confusing feeling is to come across a learner who is not yet sure of what career path to pursue in Grade 12 and after. Some learners are still uncertain about their careers even after Matric.

Learners' indecision in terms of careers to pursue post-secondary school is a reflection of a weak Career Guidance and Counselling programme at school. This underlines the observations that Life Orientation teachers and school authorities do not take the subject seriously at all. However, Grade 9 learners are expected to choose subject electives which serve as a platform for decision-related to future career choices and access to higher education institutions (Jonck & Swanepoel, 2016). It is therefore, critical that Grade 9 learners be equipped with enough information to allow them to make informed choices to avoid career confusion. Naude (2014) notes that a large number of learners who leave school without any form of training beyond school are, to a large extent, unemployable in established companies where a career development path is a must. In the South African context, career choices for many high school students are accidental, rush decisions, imposed by external forces or circumstances (Dabula & Makura, 2013). In the same way many youths in Nigeria go into unstable careers as a result of ignorance, inexperience, peer pressure, wrong advice from friends, parents and teachers without vocational and career counselling (Adebowale, 2014). Although the choice of a career determines one's future life, it is still one of the most crucial challenge currently faced by adolescents in South Africa (Sikhwari, 2015). This leaves most of the youths engaged in occupations that do not auger well for their future. Nweze and Okolie (2014) observe that many students who perform well in Mathematics, Science and Technology-related subjects in the secondary schools end up studying Arts and Social Science-related courses in tertiary institutions, and such students find it difficult to cope due to wrong career choices.

The constant changing of teachers from one subject to the other was also seen as a bad trend by learners. To them, this negatively impacted on their academic performance, particularly on Life Orientation as a subject. Learners with different problems, be they academic, social or personal, are referred to Life Orientation teachers. This means that Life Orientation teachers have skills to help learners with different problems and, therefore, need to develop and

maintain a warm and trusting relationship with them. Majoko (2013) observes that in Kenya, students are likely to receive poor school Guidance and Counselling services as school counsellors are unlikely to develop and maintain a warm and trusting relationships with them. A study in Namibia by Mushaandja et al., (2013) shows that despite efforts made by these teachers in terms of Guidance and Counselling, there were cases in which learners did not trust counsellors and failed to disclose their problems. Learners can develop mistrust, or worse still lose hope in the system if Life Orientation teachers are changed willy-nilly. IILO T3 pointed out that:

A common problem in most schools is that every year, educators change. Sometimes learners can have more than two teachers coming to teach the same subject in one class. In my school, for example, most people who teach Life Orientation are those who teach Commerce because they mostly have less workload.

What this means is that generally, Life Orientation is not taken seriously at school by all those concerned. Diale (2016) argues that due to their poor training in the learning area, Life Orientation teachers may be easily intimidated by their colleagues, who may believe that they do not know what they are doing. The high teacher turn-over in the teaching of the subject underpins the lack of seriousness in schools regarding Career Guidance and Counselling. One would assume that the Department of Basic Education is not concerned about the importance of Career Guidance and Counselling to learners. This is also reflected in what FGDLO T9 said that:

I am worried because most educators who teach Life Orientation are not the ones who have been trained but those that the principal feels are not good at certain subjects.

Where school principals exhibit bias against certain subjects, then subjects such as Life Orientation are doomed to suffer systematized neglect at school. DHET (2014) also confirms that the existing system appoints a Life Orientation educator for a year and the following year allocates the subject to another teacher. This translates to a situation where teachers deemed to be lazy and, by extension useless, are mandated to teach an equally useless subject. Teachers in Gilgit-Baltistan voluntarily act as career guides to their students (Khan et al., 2012). Given this low regard of Life Orientation by those charged with ensuring adherence to policy, one can only wonder about the serious and far-reaching consequences this has on learners' future. This confusion was summed up by the teachers' focus group discussants who observed that:

Once you start teaching the subject, you develop an interest in it. Then you acquire skills as time goes on and, alas!, the following year you are moved to another subject and the other teacher comes in to take over. There is no consistency when it comes to teaching Life Orientation in our schools.

While school principals play hide and seek with Life Orientation, it is interesting to note how the DoE deals with the subject. Du Toit and Van Zyl (2012) observe that educators in some provinces were trained to offer career development education at school. Unfortunately, such skills are lost if these educators are not used as Life Orientation teachers by principals. Most teachers expressed concern that Life Orientation is given to any teacher any time by school management. Such teachers (unfortunately for the learners) end up messing the teaching and learning processes, particularly the Career Guidance and Counselling aspects of Life Orientation. Rooth (2005), Christiaans (2006) and Diale (2016) hold the same views that during timetabling, schools allocate all the subjects first before allocating the Life Orientation resources and therefore, it led to constant migration of Life Orientation teachers to other subjects while no one is afforded an opportunity to specialize in the subject and to become a knowledge expert.

The issue of career exhibition was also raised as a fundamental aspect that ensures learners make the right and proper choices based on their subject combinations. Career exhibitions expose learners to different career opportunities available in the country and elsewhere. Schools take Grade 12 learners to career exhibitions at universities. Whether this is proper or not is a matter for another section to deal with. Learners who are exposed to such exhibitions tend to make decisions based on their interactions with exhibitors from various companies and governmental organizations. Adebowale (2014) posits that students' career decision making skills can be improved through having more sessions of career talks, relating and discussing with people who have achieved in one's desired line of career, and by organizing career days at schools. This is good for Career Guidance and Counselling at school level.

One focus group discussant (learner) raised the issue of Life Orientation teachers not being helpful in providing career guidance to learners, hence, the need for, and reliance on, career exhibitions. Other discussants agreed with this view, adding that Life Orientation teachers always teach them the same issues from Grade 9 to 12. This becomes monotonous to them. As discussants engaged on this matter, one of them pointed out that for them to know more, they need to learn more. When they go to career exhibitions, it is not that educators are failing, but rather that they want them to know more than they teach them in class, hence, career exhibitions. Salleh (2010) concurs with the view that career activities such as career exhibitions, career talks and exposure to career information play a significant role in learners' career decision-making.

The issue of influencing learners to choose certain subjects was a major concern to some of the Life Orientation teachers. ILO T6, for example, spoke strongly against teachers who tended to influence learners to choose certain subjects at the expense of others. His disappointment was reflected in the following statement:

I find it discouraging to see certain learners being advised to choose certain subjects, at the same time told that others are not important. If the learners are told that other subjects are not important, it becomes difficult for them to decide what to do in the event of incongruent career choice and subject combinations.

According to ILO T6, this is a dangerous precedent on the part of such teachers as it misleads learners. The consequence is that learners are left to regret the day they were given such teachers as their Career Guidance and Counselling mentors. The irony is that teachers are hired and paid to teach students, not to destroy their future career prospects. A sad situation was given by QVLO T16:

One time there was a teacher who was found forcing certain learners to do Maths Literacy within the stream of commerce and I confronted him and advised him to refrain from doing that.

ILO T16's revelation is just a tip of the iceberg. It has become a norm for teachers to turn Life Orientation periods into sessions for activities that are alien to the subject. Khan et al., (2012) provide corroborative information to the effect that teachers guide students towards the particular subjects which they taught. For example, a Science teacher was found guiding students to take Science subjects so that they can select careers related to sciences without considering their interests and aptitudes. This is unethical for teachers to do as it compromises learners' future careers due to the fact that they are made to do what someone believes is best for them. This is taking advantage of learners who suspect that they will be provided with appropriate career guidance informed by their academic performance and personal wishes. The damage this causes to learners later on is huge as evidenced by the following statements by one of the discussants in learners' focus group discussion. The discussant said:

I wanted to study Soil Science but I was told to do Maths and Agriculture. When I reached Grade 12, I discovered that I had been made to choose wrong subject combinations. I realized then that I should have done Physical Science as well, and it was too late for me to do anything about it. As it is, I am left with no option but to change my career plans.

This shows the damaging effects of teachers choosing subjects for learners without first consulting them. Now, a learner had to stick to a career that she never thought of, just because a trusted teacher misled her. Influencing learners to choose certain subjects is made reference by Khan et al., (2012) when they say that some teachers guide students into choosing subjects which they themselves are attracted to. Getange and Sagwe (2016) found that students make ignorant career choices due to inadequate career guidance. It becomes clear that there is an urgent need for the guidance of students who join universities and colleges without a clear cut career choice (Ombaba et al., 2014). It should be noted that Life Orientation teachers are expected to provide proper career guidance and not force learners to choose subjects that are contrary to their envisaged career choices. This means that instead of providing Career Guidance and Counselling to learners, some teachers influence them to do subjects that potentially block them from pursuing careers of their hearts. This is a calamity which destroys young people's potentially bright future.

While teachers are largely to blame for learners' poor subject combinations, and by extension illogical career choices, parents should also be blamed for their failure to lay a proper foundation in as far as learners' future careers is concerned. Parents have a tendency of imposing careers on their children, yet children should be guided on how to make proper career choices. FGDLO T12 pointed out that there are certain parents who insist that their children be allowed to do Maths and Sciences, while they as teachers could see that they were not good in those subjects. Parents go to the extent of taking their children for extra lessons but it never works the way they wish. Parents envy certain careers and hence, end up forcing their children to do subjects that are beyond their academic capabilities. Parents' imposition becomes catastrophic as children become option less when they fail matric. Vertsberger and Gati (2015) advise that school counsellors should speak to both the students and their parents and explain the importance of making the right decisions and the advantages of seeking professional help when it is needed.

Life Orientation faces problems when it comes to time allocation in the school timetable. That is, the subject is allocated four periods per week, yet it covers a wide range of life issues. In addition, the subject determines the learners' future, yet it is not appreciated. Learner focus group discussants claimed that the time allocated for Life Orientation was not enough for much

of the work to be done and, the topic on career issues was limited. These issues show that generally, Life Orientation is not taken seriously in South African schools. This is consistent with Magano's (2011) observation that Life Orientation is regarded as an additional subject for teachers who are not overloaded with work. The little time allocated to the subject compromises the promotion of Career Guidance and Counselling at school. Ombaba et al., (2014) hold the same view that students hardly receive sufficient guidance and counselling services on career choices at the right time. Life Orientation, when compared to other subjects, covers a wide range of important issues yet it is given four periods per week. This is too little to satisfy the whole syllabus in terms of understanding the themes that should be covered throughout the year. In reality, teachers responsible for the subject have more work to cover compared to other subjects.

In order to promote Career Guidance and Counselling among learners, time allocated to Life Orientation should be sufficient. Also, adequate career guidance needs individual enquiry but the current school environment is not conducive as there is time and workload constraints. This compromises the quality of proper Career Guidance and Counselling which results in wrong career choices by some learners. Life Orientation teachers are expected to expose learners to different career opportunities. The teachers in this study however, raised concern that the subject has a lot of aspects to be covered within the few periods allocated to it, it is difficult to provide adequate career guidance to learners. Learners also complained in a focus group discussion, saying:

There are few career guidance programmes which are conducted by local churches and they are not enough, and the challenge with schools is that learners are not fully exposed to different careers because of limited time.

The issue is that the time factor has been one of the stumbling blocks to the proper implementation of Career Guidance and Counselling at school. The issue of time seems to be a universal problem when it comes to Life Orientation. In Zimbabwean secondary schools, for example, despite the significant role that the guidance counsellor is expected to play, the

programme is allocated one period per week and, the specific time allocated to it is thirty to forty minutes depending on the school (Farisayi, 2008). Clearly, this is inadequate and it makes a mockery of the whole process of Career Guidance and Counselling, not to mention the waste of learners' time. Some churches play a significant role in assisting learners to make the right choices. The role of local churches is also made reference to by Edwards and Quinter (2011) who argue that in most African cultures, individuals have strong religious beliefs and they value religious teachings and as a result, it becomes one of the factors that influence students' career choice.

As much as there are four periods allocated to Life Orientation per week, teachers are expected to integrate some aspects of career education into their subjects. The estimated hours for learners' orientation to the world of work and career guidance is twelve hours per year. According to Wambu and Wickman, (2011) school counselling is being treated as an ancillary extra-curricular program in Kenya, as opposed to an essential core-curricular requirement, and there is no specific time scheduled for counselling during normal school hours. As such, the quality teaching of different components of Life Orientation to learners is compromised.

Rosenberg, Raven, Nsubuga, Mosidi, Ramsarup and Burt's (2009) observe that few teachers have been trained in Life Orientation and its career component. The subject is taught by these teachers and in some instances, more than two teachers rotate in teaching the subject in a school. This is burdensome to them. The result is that many people tend to put less value on the subject. It may be argued that sufficient time is necessary to promote proper career guidance and counselling amongst learners in schools. Another problem is that some schools allocate the subject to any teacher regardless of whether they are trained or not. Other schools give Life Orientation to teachers who are known to be lazy to teach. This means that the subject is less valued and this impacts negatively on career guidance and career choices. Mosia (2011) is of the view that sometimes teachers are allocated subjects not according to their fields of specialization but according to the needs of the school. As such, teaching becomes meaningless.

Until such a time that Life Orientation is given equal treatment with other subjects and teachers are adequately trained, Career Guidance and Counselling will not achieve the intended results.

The teaching of the subject will not produce learners who are fully equipped with knowledge and skills in all spheres of life; socially, emotionally and educationally. Nong (2016) and Diale (2016) express the same views that Career Guidance is not taken seriously in African schools because teachers who are responsible for the subject have no specialization in it and the subject is being taught by anyone.

Another problem here was the issue of high teacher turn-over in as far as Life Orientation is concerned. There seems to be a lack of stability in keeping the teachers who teach the subject. The rotation of teachers teaching Life Orientation is a concern among teachers. This results in some of them developing negative attitudes towards the subject, and this feeds into learners as well. Though the subject has much to offer, nothing has come of it so far. Jacobs (2011) suggests that negative attitudes must be eradicated from both the teachers and learners if career guidance programmes are to foster meaningful change amongst learners.

Another issue raised by interviewees is that the promotion of proper Career Guidance and Counselling should be supported by different stakeholders. The success in the education of a child involves the working together of learners, teachers, the DoE and parents. Without co-operation, stakeholders are unlikely to monitor and evaluate the implementation of Career Guidance and Counselling programmes to enhance the quality and quantity of service provision to learners (Majoko, 2013). The lack of consistency in the allocation of teachers to teach Life Orientation is seen as problematic. The absence of consistency is mainly a result of staff shortages in schools. In certain schools, for example, deputy principals and heads of departments teach Life Orientation. This has failed to yield positive results since deputy principals and principals have many other responsibilities. This is where one finds Life Orientation being neglected or in some cases, learners assigned to teach other learners. Maiyo and Owe (2009) observe that assigning Life Orientation to deputy principals and principals is a common practice in many schools; an indication that many schools do not take this subject seriously. As a result, learners from such schools are prone to making wrong career choices due to poor teaching.

Making the wrong career choices is one of the problems facing our youth today. This was the view raised during a focus group discussion where discussants pointed out that if schools were to offer proper Career Guidance and Counselling, learners who take a “gap year” after Grade

12 would not do so. The discussants went further, saying that due to lack of proper guidance, some of the learners ended up pursuing wrong careers. Khan et al., (2012) affirms that individuals from all walks of life require Career Guidance to make intellectual choices and adjustment in life. Rukwaro (2015) adds that many Kenyans, especially girls, end up in careers they have very little information on due to lack of access to Career Guidance and Counselling, especially in secondary schools. Being in jobs that one has no information, abilities or interest in, can lead to low productivity, drabness, frustration, and low self-esteem. To avoid that, it is important for secondary school students to be provided with career information.

It also emerged from the interviewees that learners who were not well informed about their future career made wrong choices for their tertiary studies. Maree (2011) alluded to the fact that Career Guidance and Counselling is still a challenge in most schools, hence, learners do not have a clear sense of what they want to do in future. Similarly, Dodge and Welderufael (2014) argue that, although the curriculum has much to expect from Life Orientation teachers in terms of providing career guidance to learners during their years of attending school to their personal journey of self-discover, tertiary institutions face some serious challenges of matriculants who do not have any clue about their career ambitions. The lack of proper Career Guidance and Counselling in schools results in career confusion amongst learners. This is seen when some choose programmes for the sake of choosing as opposed to making choices out of interest. QVLO T14 said:

I have now developed a negative attitude towards the subject because management of school keeps changing us and I am not sure whether I will spend a year teaching the subject.

The above was supported by focus group discussants where learners said that the subject is not important and that they spend most of their time playing or exercising at the play grounds. Even teachers responsible for the subject are not seen as serious here. QVLO T16 also complained that some of his colleagues say Life Orientation periods are useless and even if

one is in the staffroom, one is not forced to go to class. QVLO T17 added that after the distribution of subjects to teachers by management, one might find that Life Orientation is left out and what normally happens is that someone with few periods is given the subject. This shows how lowly the subject is valued at school. Magano (2011) and Moeti (2016) warned that until the subject is regarded as fundamental like others, teachers and learners' negative attitudes will possibly not disappear any time soon. One of the challenges that undermines the successful implementation of Life Orientation at many schools is lack of stability on the subject, both internally and externally (Diale, 2016). Life Orientation teachers are not respected by the principal and their colleagues. Daniels (2013) says that there is lack of support from school management including management at district level and the subject is not given any supervision. This means that treating Life Orientation like other subjects will make a difference to both teachers and learners as they will come to value it.

Life Orientation is used as a "pass one, pass all" subject where no learner should fail it. This makes both teachers and learners to undermine it. During a teachers' focus group discussion, discussants observed that when circuit managers come to schools, they say that no learner should fail the subject. This encourages cheating at school where learners are given marks they do not deserve. As such, laziness is the order of the day when teachers know that they would manufacture marks to make learners pass. In such a situation, teachers become reluctant to work hard as they know that their subject is not to be failed. QVLO T15 noted that even if learners failed to do some tasks, they were given marks so that they pass as well. In this case, there was no difference between those who worked hard and those who did not. Thus, teachers could decide to be lazy as there was no benefit for working hard when learners who played were made to pass. Wambu and Fisher (2015) revealed that school counsellors in Kenyan schools lacked support from school principals, board members, which contributes to low morale since they could not function in isolation. Gudyanga et al., (2015) argues that Guidance and Counselling is inefficiently taught because it is not considered as important as other subjects by District Education Officers and school principals. Some school principals/administrators failed to understand the importance of Career Guidance and even perceived it as a disruption to academic learning process (Salleh, 2010). This compromises the quality of teaching and learning of the subject if Circuit Managers do not recognize the subject.

The issue of workshops was also raised as an important and effective component of Career Guidance and Counselling. Used properly, workshops were seen as capable of equipping Life Orientation teachers with specialized skills to help address learners' needs in as far as career issues are concerned. Generally, interviewees raised complaints on this aspect. One of these was that workshops conducted by the Department of Education did not yield any results. They brought subject advisors to train Life Orientation teachers where participants are usually trained on how to develop files on one hand, and on the other, they spend endless time discussing examination-related issues. This defeated the purpose of such workshops. Nkala's (2014) found out that Heads of schools also withhold budgetary allocation for Guidance and Counselling services. This has negative effects on Career Guidance and Counselling.

Given the complaints, it is clear that workshops conducted by subject advisors for Life Orientation teachers were not effective. Instead, they served to perpetuate administration agendas devoid of issues pertaining to different learning areas such as career and career choices. The DoE needs to re-evaluate these workshops with a focus on Career Guidance and Counselling. One interviewee said that some of these workshops were irrelevant, which made Life Orientation teachers reluctant to participate when invited. The need for in-service training was made reference to by Diale (2016) who alluded to the fact that, although several workshops were conducted by Government Department of Education (GDE) in the past, those interventions yielded no positive results, since most service providers and facilitators were not conversant with the content of the subject.

Peer pressure had an influence in learners' career choices. According to Shumba and Naong (2012), the issue of career choice and aspirations of the students can be a nightmare if students do not receive career counselling and support from family and peers. The decision about choosing a proper career is important and must be taken with care and consideration. Life Orientation needs to assist learners to make the right career choices for themselves without being influenced by their peers. FGDLO T11 said that he also advises learners to choose careers they want but, unfortunately, some of them are influenced by friends to make certain career choices. FGDLO T12 said he also advises learners to check what is needed in the labor market and encourages them not to choose a career due to peer pressure. It should be noted that adolescence is a period of great vulnerability to peer pressure and, therefore,

some learners may have the desire to conform to their peers. This may cause some learners to deviate from careers they intend to pursue due to influence from peers. Hashim and Embong (2015) acknowledge the effects of peer pressure, and that students in their teens are more inclined to be influenced by group norms due to the need to establish a sense of personal identity. Shumba and Naong (2012) argue that adolescents are easily influenced by their peers because they rely on their friends to provide validation for the choices they make, including career decisions.

As far as the promotion of Career Guidance and Counselling is concerned, some learners do not find their teachers helpful. Instead, they rely on social media. Social media was found to be more helpful than Life Orientation teachers as far as career choices were concerned. For instance, FGD L8 and FGD L9 mentioned that Life Orientation teachers were not helpful because they had little knowledge of the subject. For this reason, they did not show interest in the subject. In this respect, many participants said they resorted to the internet. Reddy and Rauschenberger (2015) found out that students in the United States of America were typically on their own when it came to issues of identifying the right career choices. As a result, some failed to make well-informed decisions on career issues which ultimately led to wrong career choices at tertiary institutions.

The lack of necessary skills and knowledge makes teachers believe that hard work is necessary for learners to achieve their dreams. For instance, FGD L5 mentioned that teachers always encourage them to work very hard in the subjects they have chosen so that they can achieve their dreams. This shows that teachers lack promotional skills to enhance learners' understanding of Career Guidance and Counselling. The lack of promotion of Career Guidance and Counselling by Life Orientation teachers was seen as a challenge by learners. This tends to lead to the learners' inability to decide on the proper career paths. There is lack of information to assist learners in this regard. Learners' focus group discussants said of their Life Orientation teachers:

We do not see any role they play as far as career issues are concerned because a teacher comes into class and just sits in there for the whole period doing

nothing, while seemingly bored. Sometimes, these teachers act like we are the ones who introduced Life Orientation as a subject in the school curriculum.

Teachers' negative attitudes towards Life Orientation is worrisome to learners. This has seen most of the learners settle for wrong careers. Nweze and Okolie (2011) points out that guidance and counselling in the education system has not been given the attention it deserves and until attention is given to this subject, the majority of students will continue to face career indecisions. Proper Career Guidance and Counselling by Life Orientation teachers may reduce career decision-making difficulties exhibited by learners when they enroll at tertiary institutions. Basically, learners lack proper information, and if they were to acquire proper information regarding different career opportunities they can follow, they would be better placed to make informed decisions regarding suitable careers to follow. Lack of proper Career Guidance and Counselling amongst learners affects their career choices at tertiary level. The transition from secondary school to tertiary institutions requires proper Career Guidance by Life Orientation teachers to prevent learners from making wrong decisions regarding career choices. Crisan et al., (2015) point out that almost half of the students declared that they had never received any assistance from career counsellors and yet Maiyo and Owiye, (2009) maintains that counsellors serve as key persons to whom students can turn to for help when faced with challenges both in schools and out of school. This includes difficulties to make decisions concerning career choices, personal and social problems.

Furthermore, it is one thing to pass exams and another to have a career that allows one to meet the demands of the job market and the society at large. In the process of planning a career, counsellors need to assist students to form an integrated picture of themselves and their role in the professional world (Maiyo & Owiye, 2009). A student must therefore, be helped to have a clear perspective of the changing society and realize their assets and limitations so that they set achievable goals and make their education meaningful to them and the society at large. This would help to reduce high levels of education inefficiency where graduates lack employable skills leading to educated unemployment that the current education system is facing.

Due to lack of proper career guidance, some learners choose certain subjects in order to pass Grade 12 without considering careers that are linked to such subjects. As such, career advice by Life Orientation teachers is necessary if learners are to choose careers wisely. Due to lack of skills, some teachers find it difficult to provide proper career guidance to learners, hence, learners experience frustration and career confusion at tertiary level. There seems to be a blame game here. Teachers equally accuse learners of misbehaving by choosing matric subjects based on their wish to pass Matric, as opposed to their informed advice to do subjects according to careers they wish to follow at universities. FGDLO T10 admitted:

It is difficult to deal with learners because some of them choose certain subjects in order to pass Grade 12 without caring much about careers to pursue when they go to tertiary institutions. It is difficult to deal with them on issues of subject combinations. What we normally do is to encourage them to follow their interests, capabilities and passion. But learners end up taking any programme available, not out of choice. Due to this, some end up dropping out in their first year at university or fail altogether.

Generally, learners who choose wrong subject combinations are either not assisted or advised by their Life Orientation teachers. This was the feeling among learners who were interviewed. They said their predicament lay with their Life Orientation teachers whom they termed 'placeholders' as opposed to teachers. The learners' views on Life Orientation teachers were, however, refuted by the teachers. One of the teachers defended their position by stating that she always tells her learners to work hard and pass so that they can decide on the best career they can study for at a university (QVLO T13). For some Life Orientation teachers, the most important aspect is for learners to pass Grade 12, then worry about university programmes later. This is evident as some teachers do not care whether their former students pursue their studies further after Matric. One may argue that schools are more concerned about producing good results at the expense of learners' future. Khan et al., (2012) expressed the same views that teachers spent their time teaching learners in order to attain good grades. This argument is based on the fact that schools sabotage learners' career foundations by providing poor

Career Guidance and Counselling through poor and misplaced subject allocation. Naude (2014) argues that the role of Life Orientation teachers should not solely be assisting learners to perform well in their final examinations but also prepare them for the world of work. According to Shumba and Naong (2012), studies show that once the students have got their first choice of what they wanted to pursue in their studies, they also make their career choices while at school by choosing the right subjects to prepare them for their future careers.

This is contrary to what other countries such as Malaysia do. According to Do Thi Bich and Nguyen (2015), in Malaysia, career counsellors play an important role by preparing students' as they make transition from secondary to tertiary level. The Malaysian education officials understand the importance of Career Guidance and Counselling to young people as opposed to those in South Africa. The issue is, in South Africa, particularly in Vhembe District, schools have a selective and divisive approach to the way they treat subjects they offer.

Subjects are not treated the same. There are those that are seen as key or more important than others. As such, some schools that were involved in this study were seen to specialize in Maths and Sciences. The problem here is that learners are seriously affected by such unwritten or silent by-policies. In specific cases where learners could not match subjects with careers they intended following, they were advised to go to other schools. This action trampled on the learners' constitutional right to education, and their freedom to choose where they wanted to do their studies. IILO T4 noted that her school specialized in Maths and Sciences, and learners who struggled in these subjects or preferred careers that did not necessarily need Maths and Science were advised to go to other schools. This made it difficult for learners to make the right subject combination which would then inform their career choices. Life Orientation teachers should utilize their knowledge and skills to guide learners accordingly, instead of allowing school authorities to channel them to other schools that 'supposedly offer other subjects'.

While Life Orientation teachers should shoulder much of the blame for learners' failure to choose careers according to their academic strengths and capabilities, learners should also be blamed for misdemeanor as well. Despite the advice and guidance by Life Orientation teachers, some learners insist on their chosen subjects though they do not link with their future careers. IILO T5 complained:

As a Life Orientation teacher for Grade 12, really your assistance becomes limited. I don't even know how to help them and, some of them did not choose these careers because they had enough information about them. Others saw their friends and some are just ignorant and when you talk to them, they say they will just see what to do when they pass Grade 12.

According to Gama (2015), learners choose the easier subjects so as to easily pass matric, whether as a result of the school's pressure or learners' individual choice. IILO T5 complained about the learners' attitude towards Life Orientation teachers and how learners took their advice regarding subject combinations and career choices. In other words, learners' failure to make proper career choices can also be blamed on their failure to act on their teachers' advice. Jonck (2015) admits that each and every year, there are large numbers of young people who pass their Matric with no clear direction of programmes to enroll when they go to tertiary institutions. Some of these uncertainties are a result of learners who were not properly guided on which careers to follow. Amoah et al., (2015) state that most students fail to receive proper Career Guidance on occupations and careers they need to follow. Without proper career guidance, some of these matriculants struggle to get admission into programmes of their choice and some end up enrolling for any available programme. Dodge and Helderufael (2014) observe that tertiary institutions face a serious challenge of matriculates who do not have any clue about their future careers. This suggest that the education system should start preparing learners as early as Grade 8 so that by the time they reach Grade 10, they are able to choose subjects that are in line with their future career plans. It should be pointed out that remedial intervention, particularly at Grade 12, is problematic as it becomes difficult for learners to change subjects, hence, such intervention should be done at Grade 8. If correct career decisions are taken early in life, young adults may have satisfaction and fulfilment in life and, therefore, contribute towards the economy and development of the country (Kweyana, 2016).

Students hardly receive sufficient guidance and counselling services on career choices at the right time (Kochung & Migunde, 2014). Such learners are more likely to dropout or fail in their

first year at tertiary institutions due to lack of career guidance at school. Naude (2014) adds that the role of a Life Orientation teacher should not focus only on assisting learners to perform well in their final examinations, but to prepare them better for the world of work. In other words, Life Orientation teachers should do more than teach for examinations. They should counsel learners on how to choose subjects that are in line with their future job prospects. However, Life Orientation teachers find it difficult to guide and advise learners who have stubbornly chosen subjects that do not link with their future careers. Furthermore, such learners (Grade 12) are encouraged to work and pass their final year exams with no direction for their future careers. Beekman and Van den Berg (2012) say that in South Africa, students and youth in general are faced with career choice limitations because of poor performance at secondary school and ultimately, this forces them to choose careers that have the best prospects for employment without considering their capabilities.

In view of the above, the assumption is that, there is little or perhaps no Career Counselling services in schools. This implies that students are either unaware of different careers to pursue, or do not have access to the information they need to know before joining the world of work (Amani & Sima, 2015).

Interviewees' responses on parental meetings with Life Orientation teachers to discuss issues of Career Guidance and Counselling for their children reflected this aspect as paramount. This was presented in terms of the effectiveness of the meetings and parents as career advocates for their children. Respondents were of the consensus that career selection is a taxing phase of life, not only for the students but also for parents. In this regard, parents should help their children discover themselves by motivating them to pursue their passion. Shumba and Naong (2012) hold the same views that families, parents and guardians, play a significant role in the occupational aspirations and career goal development of their children. Parental meetings with Life Orientation teachers to discuss issues of career choices were deemed important. Such platforms could help parents learn how to assist and motivate their children in making right careers choices. The aim of parental meetings to discuss issues of career choice in schools was to assist learners make informed decisions about their future careers. In the same way, Khan et al., (2012) notes that practices such as the educated parents providing career

guidance to their children and students seeking career information from media are common in public and private schools in Gilgit-Baltistan.

Parents should recognize that their role is simply to act as facilitators in their children's career journeys by allowing them to make independent career choices. One interviewee pointed out that they once invited parents of Grade 9 learners to school where they encouraged them to support and motivate their children on proper subject choices. Unfortunately for the organizers of that meeting, most parents did not attend. This shows their lack of understanding of the importance of attending such meetings. One interviewee admitted that they organized parental meetings once per school quarter. In such meetings, the career choice item was always included in the agenda where they encouraged parents to guide their children on their subjects and career choices. It is difficult for Life Orientation teachers to have effective meetings with parents who do not take them seriously. Shumba and Naong (2012) argue that teachers, like parents, play a significant role in the career paths that young people eventually pursue. If parents can positively respond to invitations to discuss career issues, learners would make wise career decisions.

The same concern related to such meetings was also expressed by another Life Orientation teacher in her comments that parental meetings are held but career guidance issues are never discussed though appearing on the agenda. Instead, topics that seem important and often discussed are learners' discipline, infrastructure development and improvement of learners' results. The issue of learners making informed career choices, it seems, is never of importance to parents (in schools). As much as parents' meetings are held regularly at school, the schools' management does not put career guidance items on the agenda. This tends to water-down Life Orientation teachers' efforts in providing effective services to their learners.

In contrast, Amoah et al., (2015) feel that teacher counsellors can achieve more through collaboration and working closely with parents to increase family-school communication. Parents would acquire skills necessary to encourage and motivate their children to make appropriate career choices. There should be a good relationship between teachers and parents if Career Guidance and Counselling is to succeed at school. Ombaba et al., (2014) say that teacher counsellors can promote Career Guidance and Counselling through involving parents in giving talks on different career opportunities during meetings or career days. This

means that there is need for constant consultative meetings between teachers and parents that serve to monitor learners' career options informed by subject combinations. According to Hashim and Embong (2015), parents play a significant role in shaping and influencing how their children make career decisions, which inevitably impact their future. Parents should be advised by Life Orientation teachers on how to provide career guidance to learners. Career advocacy is necessary during meetings between teachers and parents since it provides an understanding of the role parents should play in career guidance matters.

Life Orientation teachers need to involve parents through meetings to discuss the importance of providing career guidance to their children. Organizing such meetings can help parents understand their role in their children's career development. Through collaborative efforts between Life Orientation teachers and parents, learners can acquire career decision-making skills that will make them succeed in future employment. QVLO T18 admitted that career advocacy is important because there are many parents who do not even know the subjects their children major in at school. It is clear then that career advocacy by Life Orientation teachers is fundamental. Parents should be advised on how to talk to children about their interests, abilities and different career opportunities to choose from. The lack of career guidance meetings between Life Orientation teachers and parents results in wrong career choices as learners struggle to discover career opportunities that exist in the labor market. FGDLO T7 and QVLO T14 observe that meetings to specifically discuss career issues are not held despite their importance in motivating parents to help their children.

Learners also echoed the same sentiments, acknowledging that parents are never involved by schools to discuss careers that learners should follow. Instead, meetings to discuss the performance of learners are the ones that are commonly held. Dabula and Makura (2013) also noted that career choices for many high school learners are accidental, rushy decisions imposed by the poor social and economic conditions learners find themselves in. Motivating parents to talk to learners on issues pertaining to their future careers is not done. This is a serious concern because most of the meetings focus much on how parents can assist learners to improve their performance at school. According to Debono et al., (2007), guidance teachers in Malta hold parents' meetings with students to inform them about the role of Career Guidance and Counselling and different subjects available so that they make wise career

choices. Unfortunately, the situation is totally different in Vhembe District schools where meetings of this nature are not held. Nweze and Okolie (2014) are of the view that the choice of a career is influenced by parents, friends, role models, relatives and teachers. However, Adebowale (2014) argues that many youths go into unstable careers as a result of ignorance, inexperience, peer pressure, advice from friends, parents and teachers, or as a result of the prestige attached to certain jobs, without adequate career guidance. As such, the importance of career guidance and counselling cannot be over-emphasized.

Although meetings between parents and teachers are held in various schools, such meetings do not include career guidance items on the agenda. As a result, there is a lack of understanding of how to link subject combinations with prospective career choices by parents. Faced with such a problem, it becomes difficult for parents to advise their children accordingly. Khan et al., (2012) indicate that uneducated parents cannot support their children with career guidance due to their lack of understanding of the scope and interest of their children. The lack of parental meetings to discuss issues of career guidance for learners, therefore, is likely to deprive learners from receiving support from their parents. In addition, the performance of learners who were not well-informed on career issues and subject combinations was also considered as a challenge. In this regard, IILO T6 said:

It is difficult to expect good performance from learners who are not sure of careers they want to pursue. Such learners have no direction, do not know what they want, and have no purpose and goals to achieve in life.

This is to say that learners who are weak academically are also weak motivationally. Such learners have no plans for their future, hence, dealing with them in the context of career choices is more like a waste of time and effort than empowering them. FGDLO T11 added that such learners give their teachers stress and hard times. The learners do not show any enthusiasm even if teachers try to assist them. As such, their negative attitude towards learning is a cause for concern. In contrast, well-informed learners often make the right career choices (Dabula & Makura, 2013). This means that if learners can understand who they are

and where they want to be, their career goals and aspirations, they are likely to experience success in their future endeavors. FGDLO T12 pointed out that well informed learners understand who they are first and what they want to achieve in life and, because of that, such learners are likely to succeed in their chosen careers. This implies that the moment learners discover their individuality, that becomes a key driver towards their career success. Adequate provision of career guidance gives confidence to learners as they make decisions concerning prospective careers. The more confident they are on subjects they have chosen and careers to follow, the more they excel in their academic work and vice-versa. Students who have received career guidance are less likely to change their study programmes at tertiary institutions since they knew what they intended studying after completing their matric (Shumba & Naong, 2012).

Learner satisfaction in their chosen careers has a positive influence on the learners' academic performance. Such learners find fulfilment in their work in future. QVLO T16 said that well informed learners are likely to succeed in school and their chosen careers and this brings satisfaction to their lives. In all this, Life Orientation takes centre stage. Shumba and Naong (2012) assert that, once the students succeed in making proper subject combinations, they are also likely to make the right career choices. The more learners are satisfied with the choices they made, the more likely they will succeed academically. Knowledge and skills acquired through Career Guidance and Counselling help learners make wise career decisions. FGDLO T9 argued that expecting those not well informed to perform better is like expecting untrained and unarmed soldiers to do better in the battlefield where their opponents use AK47 rifles. Dealing with Career Guidance and Counselling issues with students is tantamount to arming them with life skills. This is so when one considers the fact that proper career choices secure one's future well-being.

Do Thi Bich and Nguyen (2015) indicate that education, along with career guidance, has a positive impact on students' academic performance and well-being. Amino and Timothy (2014) believe that the choice made by students influences their academic performance. If students are interested in a particular field, they are more likely to be successful in that field because that interest produces high motivation. Dabula and Makura (2013) note that less informed students often drop out at tertiary institutions due to lack of career guidance in secondary schools more frequently than the more informed ones.

Without the necessary knowledge and skills pertaining to career choices, learners cannot succeed. The acquisition of knowledge and skills by learners on career issues may result in good academic performance. Salleh (2010) says that career intervention programmes have a positive impact on students' academic success, motivation, school completion and career awareness. This includes those who are low achievers. In order to assist learners make the right career choice, Life Orientation teachers and parents should help learners choose subjects that lead to future careers. This should be done in consideration of the learners' capabilities, personalities, aptitudes and academic ability. If learners fail in any of these attributes, it would inadvertently affect their career choices. Learners should understand who they are and what they are capable of without influence from either teachers, parents and peers. FGDLO T7 provided a different view, pointing out that:

Though it is important to consider all these aspects (those listed above), it is difficult to consider learners' aptitudes and interests because of limited time. Instead, Life Orientation teachers generalize since time is not sufficient to check learners individually and maybe if I could get one career counsellor appointed to assist in the district, it can help.

Teachers lament the shortage of time as one of the hindrances to proper and effective Career Guidance and Counselling of learners. Teachers claim that they are not allocated enough time to teach all the components of Life Orientation at school. The indication is that the subject is deliberately under-looked and because of that, learners are made to suffer. In short, Life Orientation teachers are not making any positive impact in their role as career guidance counsellors. This was also brought to light by FGDLO T8 when he said:

If we are to talk about proper Career Guidance and Counselling, there is no quality due to limited time. Maybe, the Department of Education should have appointed career counsellors who are full-time and that person can be able to give individual attention to learners.

FGDLO T8 was calling for specialized career guidance counsellors who will deal with learners at individual and personalized level. She admitted that Life Orientation teachers have failed to perform their duties well due to various obstacles as discussed throughout this chapter. The main problem, according to her, is the little time they are given to accomplish a mammoth task such as teaching Life Orientation. FGDLO T12 also complained about inadequate time, stating that two periods per week were too few if teachers were to identify the learners' interests, aptitudes and abilities. In this context, the time allocated for the subject seems to be a challenge to teachers in giving proper attention to different learners' personality traits. Quality in terms of the promotion of Career Guidance and Counselling, therefore is compromised. Modiba (2017) holds the same view that insufficient time allocation to the life skills topics including career and career choices may be regarded as a possible threat to the future of learners in South Africa and also a challenge for Life Orientation teachers. Insufficient time and teachers' lack of information about counselling and guidance activities are problems experienced by school counsellors during the implementation of the programme (Torunoglu & Genctanirim, 2014). This ultimately forces some learners to decide on career choices without getting proper guidance in terms of their interests, aptitudes and abilities. To address the issue of time allocated to the subject, Lugulu and Kipkoech (2011) suggested that teacher counsellors should be relieved of some of their academic duties to enable them deal with career needs of individual students. In that way, counsellors will give them ample time to also research on programmes that are responsive to the economy. Life Orientation teachers should provide career guidance that would assist learners to choose subjects and careers in line with their academic performance, interests and personalities. Without proper career guidance, learners tend to make wrong career choices.

One learner in a focus group discussion revealed the disturbing news that she was not sure whether the subjects she chose were linked to the career of her choice. This is disturbing in that in 2018, the same learner is expected to be pursuing degree programmes that does not suit her future career aspirations. This shows that learners choose subjects without knowing whether they are linked to their future careers. A person who is good with their hands doing art work which also allows free expression, for example, will get frustrated working in a science laboratory or trying to figure out a solution to a scientific problem which requires systematic thinking and rigid procedures (Salleh, 2010). In such situations a person may find it difficult to

do the job and ultimately become inefficient and unproductive. More information on how to choose subjects according to one's career hopes is needed if Career Guidance and Counselling is to succeed at school. The lack thereof leads to career confusion at university level. Safta (2015) points out that the desire for young people is to make the right choice and they earnestly wish not to err. Out of the desire to avoid mistakes, they can create unrealistic expectations and may set themselves standards which are too high. Oye et al., (2012) argued that the essence of incorporating Guidance and Counselling into the school system was to eliminate overwhelming ignorance of many young people on their choices of career prospects. Learners should also be encouraged to research on their chosen career's remuneration packages to avoid later disappointment and disgruntlement. Such knowledge will help to determine if the chosen career would be able to meet their envisaged lifestyle requirements.

4.3.5 Theme 5: Strategies/suggestions for the Improvement of the Promotion of Career Guidance and Counselling at School

The fourth sub-research question sought to find out strategies that can be implemented by Life Orientation teachers to promote Career Guidance and Counselling in schools. Life Orientation teachers and learners identified a number of such strategies. These included the appointment of competent staff, capacity development from subject advisors down to Life Orientation teachers, the Department of Basic Education taking an initiative, monitoring and supporting Life Orientation programmes and teachers, giving value to the subject, the provision of resources, research on programmes that are responsive to the labor market, career exhibition from Grade 9 learners upwards, parental involvement, the establishment of career centres, inviting alumni, cultivating a positive attitude among teachers and learners, increasing the life orientation periods, and the integration and collaboration of different stakeholders.

The appointment of counsellors to offer career guidance and counselling was suggested by all interviewees and focus group discussants. Such counsellors could help address the problems that learners face which include, *inter alia*, learners' wayward behavior, social, emotional and educational problems. Focus group discussants suggested that the Department of Basic Education should appoint career counsellors at district level. Such counsellors' mandate would be to visit schools to offer Career Guidance and Counselling and other psycho-social problems to learners on full-time basis. Both QVLOT 15 and QVLOT 17 echoed the same sentiments,

encouraging the Department of Basic Education to appoint career counsellors to guide and counsel learners on career related-matters. This would help reduce uncertainty with regard to careers learners needed to follow after Matric. This concurs with Prinsloo's idea (2007) that professional training of Life Orientation teachers should be instituted as a matter of urgency. The Department of Basic Education needs to appoint career counsellors who should be placed at the district offices to work closely with Life Orientation teachers. Odhiambo (2014) is of the view that effective guidance programmes should be led by a trained person. To ensure the promotion of Career Guidance and Counselling in schools, the Department of Basic Education should take an initiative in appointing experts to guide learners on issues of career choices.

The Department of Basic Education should also support schools to ensure that career guidance (one of the components in Life Orientation) is effectively provided. Such support may include the training of Life Orientation teachers to ensure quality teaching and learning of the subject. Furthermore, the capacity development of subject advisors is of paramount importance. The subject advisors should work with Life Orientation teachers, helping them to develop and sharpen their skills. FGDLO T8 complained that:

Sometimes, it is difficult to work with the subject advisors who are not qualified in the subject of Life Orientation, who are not sure of their role and instead, they end up frustrating Life Orientation teachers since they are in position of power and authority. Some of them became subject advisors through re-deployment as they were redundant. In certain instances, some of the curriculum advisors seem uncertain of their roles. Instead of supporting and capacitating Life Orientation teachers, they humiliate them and ultimately, it results in frustration and low morale amongst these teachers.

According to Salleh (2010), the challenges faced by career guidance programmes in schools evidently require a change in mindset among policy makers. Oye et al., (2012); Mushaandja et al., (2013) and Moeti (2016) corroborate the idea, noting that school management, including the curriculum advisors, have a false impression that a school can function effectively and

profitably without a guidance counsellor. Thus, the lack of support from the top management compromises the promotion of effective Career Guidance and Counselling, and the subject loses value. Shumba et al., (2011) noted from research that, training received did not prepare teachers to cater for the needs of learners holistically, that is psycho-socially, educationally and career wise. The knowledge of Guidance they had, was acquired through workshops where the resource persons were also not well conversant with the subject. This means that such teachers were not adequately prepared to teach Guidance subject. As a result, effective teaching and learning of the subject was compromised. There was need to intensify the training so that teachers became confident in the teaching of the subject. Yuksel-Sahin (2012) suggests that, in order to make the Psychological Counselling and Guidance effective, school counsellors should receive adequate training. Moeti (2016) recommends that the subject be taught by trained teachers because lack of training contributes to lack of recognition of its importance as well as struggling to know what to do in a guidance lesson. Until Guidance and Counselling receives full recognition, change among learners and negative attitudes of both teachers and students will persist.

Life Orientation cannot afford to lose value. It is a valuable subject on its right. Valuing the subject from Head Office to the teacher responsible for the subject can make a difference in terms of the promotion of Career Guidance and Counselling. In this way, learners need to value Life Orientation as well. However, they can only take the cue from those above, particularly school authorities and teachers. ILO T4 pointed out that Life Orientation should be valued like other subjects at school. The subject is vital as it prepares students for proper career choices. Different stakeholders should support Life Orientation teachers so that there is an effective and efficient Career Guidance and Counselling in schools. Without the support of the Department of Basic Education, subject advisors, school management and teachers, the promotion of Career Guidance and Counselling remains ineffective. Nkala (2014) observes that the Career Guidance and Counselling services to date are still patchy and ineffective in schools because decision makers and policy makers are not well informed. QVLO T15 recommended that the Department of Basic Education, school management and colleagues ensure that Career Guidance and Counselling is made available in all schools. In this way, Life Orientation teachers will execute their duties of providing career guidance to learners effectively. Magano (2011) highlight that it is imperative that the Department of Basic

Education takes the subject seriously. Curriculum developers, Subject advisors, School management and Life Orientation teachers should have a sound knowledge of the subject, including the component on career choices (Shumba et al., 2011). In that way, Life Orientation teachers will provide proper Career Guidance and learners will be in a position to make informed career choices that have relevance for tertiary education access.

Different stakeholders who should include subject advisors and school management require training if they are to understand the different components of Life Orientation. Without such knowledge, they cannot effectively supervise, let alone appreciate Life Orientation teachers' needs. The absence of such training has led to a negative impact on Career Guidance and Counselling at school. ILO T5 suggested that such training should start from management and they will be able to supervise teachers from an informed point of view. What this means is that the Department of Basic Education has the duty to bring experts to provide adequate training to different stakeholders, including Life Orientation teachers. This will help learners to acquire skills and knowledge so that they make the right career choices. In addition, the school's alumni serve as a source of inspiration and motivation to learners. ILO T2 suggested:

Bringing some people or students who have studied there is helpful. Last year we invited one of our former students who was studying in Stellenbosch to come and address the learners about different career opportunities. It was easier for them to relate with him since he was almost their peer.

Learners also suggested (during focus group discussions) that arrangements should be made to invite ex-students to come and motivate them as this would inspire them, particularly when hearing from someone who walked before them. Vanin (2015) agrees that holding career days and inviting former students to school to discuss career path helps them to learn about courses to be undertaken, prerequisites for universities, salaries, opportunities for employment and career pathways.

The importance of research to the improvement of Career Guidance and Counselling in schools was also highlighted by the learners. Such research should be on programmes that

are responsive to the labor market. Maiyo and Owiye (2009) noted that with rapidly changing labor market trends, world of work, job requirements and altered market conditions, counsellors need to guide students towards setting meaningful occupational goals. Through proper Career Guidance and Counseling, students can successfully choose careers that match their abilities, interests and values. Khan et al., (2012) emphasize that media and internet play a significant role in assisting learners get related career information, particularly that which is needed by the country. In light of the above, one may argue that knowledge and skills can help learners choose careers that are responsive to the country's needs. Furthermore, the ability to provide proper education for learners should help build a country free from social ills such as unemployment, poverty, crime and drugs.

Another way of promoting Life Orientation at school is through organizing career expos, particularly for Grades 8 and 9. This is of paramount importance since learners could learn more about picking the right subjects for their anticipated careers. The right choice of subjects also determines the right career choice. QVLO T13 challenged this teacher regarding careers they would like to follow. She said:

If you can just ask different careers learners are intending to follow particularly grade eight and nine, most of the answers would be 'I don't know' because they are not informed by the curriculum.

The same participant suggested that exposing learners to Career Guidance as early as Grade 8 and 9 may lay a good foundation for them and, as they progress to Grade 10, they should know the right subjects to choose for certain careers. Similarly, the learners' focus group discussants suggested that career guidance should start as early as Grade 7 and by the time they reach Grade 10, they would be fully equipped with necessary skills and knowledge to make right subject choices in the context of what they want to do in future. Lugulu and Kipkoech (2011) emphasize the need for mainstreaming Career Guidance and Counselling in the education system and that such services should begin at pre-primary, primary through secondary up to university levels. The introduction of career guidance in early grades is crucial

in schools. This will empower them when it comes to career choices in Grade 12. Jonck and Swanepoel (2016) acknowledge that subject selection should take place at the end of Grade 9, and it is crucial that learners feel confident in their subject choices, which would enable them to make well informed decisions about their future careers. Subject selection is seen as a developmental process where learners can adjust if they later on discover that they made some mistakes with their earlier choices.

Early subject choice gives room for learners to change in cases of hiccups. Mahlangu (2011) says that the common practice in most South African schools where Career Guidance and Counselling is practiced, is that much attention is given to secondary school learners, particularly those in Grade 12, neglecting the lower grades in the process. The government of Botswana believes that Guidance should be a continuous process throughout life, hence it should be introduced early in life (Moeti, 2016). A study in Kenya by Rukwaro (2015) concur with Mahlangu (2011), Jonck and Swanepoel (2016), and Moeti (2016) that Career Guidance and Counselling should start from primary and progress to the university. With respect to the right time for effective Career Guidance and Counselling, the majority of students had the view that Career Guidance should start earlier before students are streamed in various fields of specialization (Amani & Sima (2015). This would enable students to discover their strengths, weaknesses and abilities progressively.

In the light of the above, one may argue that proper career guidance should be done in early grades so that by the time learners reach Grade 10, they are able to make well informed decisions about subjects that are relevant to their career choices. Vanin (2015) advises that career development for students should begin early in primary schools and by the time they reach secondary schools, they will already have developed career development knowledge in their interaction with teachers, family, media, and friends or from sociological factors that impact on their lives. There is consensus among authors that Career Guidance should start in learners' schooling (Maoto, 2013; Vanin; 2015 and Moeti, 2016). This would help address problems learners who reach Grade 12 without knowing their future careers. In this case, the school management should give full support to teachers responsible for the subject Life Orientation.

IILOT 1 suggested that, it should not only be teachers responsible for the subject who should be encouraged to attend career exhibitions since the knowledge on different careers will also help other learners in lower grades. Career exhibitions are very important because they are aimed at guiding learners towards making informed career decisions by providing career information to learners, teachers and parents. Learners should, therefore, be well equipped on career issues during career exhibitions.

In addition, job shadowing is considered important when assisting learners in making the right career choices. Job shadowing provides learners with the real world of work experience and this experience can help them figure out what they want and what they do not want out of the intended career. Learners are exposed to the day-to-day job responsibilities and tasks to be performed and this helps them to get a better idea of what to expect in the real world of work as a result. IILO T4 pointed out that he takes his learners to places where they can see people working. Work shadowing was considered an important issue that affected learners' career decisions (Basham, 2011). Job shadowing is key to a successful career as it helps learners get first-hand experience of how people work in certain companies that are linked with their career choices. Such exposure assists learners to decide if they really want to follow a particular career. Schools could embark on other activities to further increase the services rendered by teachers including inviting guest speakers, skills development and job shadowing (Jonck, 2015; Vanin, 2015). Safta (2015) adds that counsellors should provide students with knowledge of the economic environment and business activities through observations carried out within the work environment, as well as through meetings with employers. Job shadowing assists learners in making informed decisions about their career paths.

FGDLO T10 said that during school holidays, he organizes educational trips in order to expose his learners to different companies relevant to what they want. Job shadowing is also made reference to by Amoah et al., (2015) who note that learner career interest is stimulated through short-term jobs where learners get experiences of the real world. Learners also get a chance to ask questions and this helps to clarify certain aspects while stimulating interest on the careers they intend to follow. It also allows students to gain an understanding of work, develop and practice a range of new skills, become more independent, relate the school curriculum to the workplace, and increase motivation to continue with their studies (Vanin, 2015). This also

creates a platform for learners to know how they can develop essential soft skills that employers seek while gaining relevant experience at the workplace.

The Department of Basic Education should establish career centres such as libraries where learners can get information pertaining to different careers. QVLO T14 thinks that the Department of Basic Education must establish career centres either at district or circuit level where learners would obtain information on career-related issues. Chireshe (2012) notes that career counselling centres should be established with books and well classified information on career, career tests and computer-based information. In that way, access to career information would be easier for learners. Career centres help learners get career information which assists them in making informed decisions about their careers. Although career centres are helpful, most of the schools and communities in Vhembe District do not have such facilities. Learners rely on their teachers as a result. This results in the failure to provide proper career guidance at school, ultimately leading to wrong career choices by learners.

The provision of resources was found to be vital to teachers responsible for promoting Career Guidance and Counselling in schools. Lack of resources compromises the effectiveness of career guidance in schools. QVLO T16 recommended that there be a budget set aside to buy career guidance books, flyers and computers where learners can access information. The Department of Basic Education should assist in that regard. A fair allocation of resources for the promotion of career guidance and counselling is important and, an adequate budget should be made available from the Department of Basic Education for the acquisition of career guidance materials and technological resources. Successful implementation of the programme depends on the availability of resources and facilities. Farisayi (2008) notes that the implementation of Guidance and Counselling in Zimbabwe is seriously affected by shortage of resources due to lack of finance. Jonck (2015) budget allocation could assist schools to make provision of pamphlets with career information, hosting career days, access to internet at schools and arranging visits to higher education institutions. Therefore, successful implementation and promotion of Career Guidance and Counselling depends on adequate resources such as books, furniture, computers for learners to research on different careers and teachers who are trained.

ILO T 5 pointed out that if different stakeholders partnered and worked together as a team, then teachers would make a difference in the lives of the learners. The acquisition of skills and knowledge to promote career guidance and counselling can be enhanced through working together with different institutions responsible for career development services. Diale (2016) is of the opinion that close collaboration between schools, Government Department of Education and universities in terms of research can assist. QVLOT 18 further suggested that the partnership of Life Orientation teachers with different stakeholders is fundamental. Life Orientation teachers indicated that their collaboration with different stakeholders, including NGO's and tertiary institutions was necessary. The collaboration should be able to offer support and intervention programmes to Life Orientation teachers to deal with issues beyond their scope of practice (Diale et al., 2014). Psychologists and counsellors can work together with Life Orientation teachers to address vocational and psycho-social issues faced by learners. The Department of Basic Education has taken an initiative in organizing different stakeholders such as Higher Education and Training institutions, NYDA, NGO's and private companies to take responsibility for providing career talks and career exhibitions (Miles, 2015).

Furthermore, since Life Orientation is the only subject with few periods and yet there are more tasks to cover in that subject, suggestions were made by both teachers and learners that the review of periods be made in order to address certain gaps. QVLO T17 suggested that two more periods be added on top of those four per week to make them six because Life Orientation has too much paper work and more tasks than any other subject. Magano (2011) observes that it is imperative that the DoE takes the subject seriously. It is clear that the time tabling of Life Orientation needs to be reviewed since there is more work to be covered. The collaboration of different stakeholders from the Department of Basic Education, NGO's, school management, and institutions is fundamental for the promotion of Career Guidance and Counselling in Vhembe District schools. Magano (2011) suggests that school management teams should regard Life Orientation as a meaningful subject and not as an- add- on subject.

Cultivating and nurturing positive attitudes among different stakeholders was found to be important in the promotion of career guidance and counselling. The Department of Basic Education, assisted by the subject advisors, can take a lead in mobilizing and fostering positive attitudes in promoting Career Guidance and Counselling among learners. School management

and policy makers should take necessary actions to support and fulfil the career development needs of Life Orientation teachers in order for them to cope and effectively promote teaching and learning (Diale, 2016). In this way, Life Orientation teachers can improve as far as the promotion of Career Guidance and Counselling is concerned. IILO T3 suggested that parents can assist their children by encouraging them to attend career expos and, those that are educated can also provide information pertaining to different careers their children can choose from. QVLO T18 added that this happens in private schools where, before learners are promoted to Grade 10, parents meet them to guide them on how to choose subjects when they reach Grade 10. This ensures parental involvement in making decisions that affect their children.

According to Edwards and Quinter (2011) and Magano (2011), research studies show that families, parents and guardians play a critical role in the career aspirations of their children and that adolescents' own aspirations are influenced by their parents' aspirations or expectations. Khan et al., (2012) see educated parents as a source of career guidance for their children and that such parents understand their children's personalities and interests. Hashim and Embong (2015) acknowledge that parents play a crucial role in shaping, moulding and influencing how their school-going children make wise career decisions, which inevitably, impact on their future career choices. As far as planning for future a career is concerned, such responsibility not only lies with learners, but parents, teachers and school counsellors should be involved (Olamide & Olawaiye, 2013).

Apart from parental influence, some learners make career choices under the influence of friends. Shumba and Naong (2012) admit that generally, the choice of a career is influenced by parents, friends and counsellors; however, variations occur from one population to the other. Parents also play an important role and can have influence on the choice of careers that children intend to follow. Parents, therefore, should be advised on how to talk to their children about their subject of interest and abilities. However, depending on the level of education, some parents are not able to provide career guidance to their children. As such, other stakeholders including communities, NGOs and church organizations should also assist here.

Career Guidance is essential and therefore Life Orientation teachers should guide learners to develop their own learning and career paths. During focus group discussions, one teacher

pointed out that the subject and its component of career and career choices is necessary to develop a holistic person. Lunenburg (2010) and Abdellatif (2011) confirmed that the system and the implementation of Career Guidance and Counselling should be an integral part of the school's total educational programme which is developmental, focusing on the needs and all issues related to different stages of student development. This means that teachers responsible for the subject should assist learners to develop holistically while addressing their psycho-social problems.

FGD L1 discussants noted that when one decides to follow a certain career without consulting parents and those around them, they are usually opposed. Career choice should not be done to prove a point, but to fulfil one's passion and dream. It should be noted that it is folly for learners to choose careers without taking into consideration input and advice from parents and relatives. In FGD L2, one of the discussants said that she was influenced by her elder sister who did Chemical Engineering. The discussant pointed out that she liked what her sister did and she was young and living a good life with money. Her sister influenced her, and she has since discovered that this career has a lot of work opportunities. Somehow, parents who are related to a particular field tend to create an environment, which gives their children similar peer effects that relate to careers chosen by their parents (Hashim & Embong, 2015). Therefore, parents need assistance on how to guide their children and also taking into consideration of their personality characteristics. Olamide and Olawaiye (2013) note that parents' educational background may influence student views on whether or not to continue their education. Based on these views, it is clear that some learners have followed certain careers due to influence from either parents, teachers or friends. If parents, friends and teachers happen to succeed in their choices, some learners may want to follow in their footsteps. For instance, one of the learners said that he was influenced by his teacher to follow a career in Forensic Science, but the participant was not 100 % sure whether that was the right career for him or not.

It is clear that the majority of learners get their influence from teachers at school. This is indicated in the following statement by FGD L1 discussants:

Our Maths and Science teacher influenced us. At times teachers make us to be curious and to question ourselves. It also makes us change our minds in the career we have chosen. The influence of teachers sometimes can cause one to change one's mind and it is better to do career research myself.

Shumba and Naong (2012) also feel that that families, parents and guardians in particular, play a significant role in the occupational aspirations and career development of their children. Edwards and Quinter (2011); Mudhovozi and Chireshe (2012) also found out that learners were influenced by parents, teachers and friends to choose a particular career. This shows the invaluable work done by parents and teachers here. Although the role of Life Orientation is to equip learners with necessary skills to make the right career choices, teachers are also considered influential on learners' career choices. This implies that certain career decisions that learners take are as a result of teachers, parents or peers. Life Orientation teachers and other stakeholders are expected to provide proper career guidance and not influence learners to choose careers they are not interested in.

The component of career and career choices in the subject Life Orientation should be integrated in other subjects. Learners' focus group discussants agreed that career guidance should be included in different subjects. For example, a Geography teacher should be able to provide career guidance, specifically on different careers that are in line with his/her subject. Vanin (2015) holds the same views that the Career Guidance programme should be integral to students' academic and social/personal development.

From the suggestions and recommendations made, the appointment of competent staff was regarded as key to the promotion of Career Guidance and Counselling for learners in Vhembe District schools. Life Orientation teachers in these schools indicated that for the effective and efficient promotion of Career Guidance and Counselling, teachers responsible for the subject should be fully equipped with knowledge and skills that will enable learners to make well informed decisions about the careers to follow. The Department of Basic Education, District offices and schools' management are expected to provide support on the training needs of teachers in schools. When Life Orientation teachers were asked about the kind of support they

received from the management and curriculum advisors, one of them raised the following issues:

School management and curriculum advisors are expected to work together in addressing the needs that Life Orientation teachers have in order to promote career guidance and counselling in schools. When teachers raise certain issues with management, their concerns are not taken seriously. Instead, they expect them to provide solutions and this impact negatively on the quality of teaching and learning in as far as Life Orientation is concerned.

Salleh (2010) and, Reddy and Rauschenberger (2015) point out that principals and school administrators do not understand the scope of guidance and counselling and even perceive it as causing disruption to the academic learning process and student success. Furthermore, the challenges faced by career guidance programmes in schools evidently require a change of mindset among policy-makers and practitioners to make a change in career guidance practice (Salleh, 2010).

Among other issues, teachers complained of not being supported in terms of the value given to the subject and the few periods yet the subject has more work than other subjects. Teachers should consider furthering their studies in order to develop themselves since the subject was to be taught by any teacher; whether trained or not. As far as the promotion of Career Guidance and Counselling is concerned, Life Orientation teachers suggested that only those with Psychology background and Advanced Certificate in Education (ACE) qualifications should teach the subject since they have a better understanding of it in terms of a person's holistic development. This will minimize the risk of employing staff members without Guidance and Counselling in their training. QVLO T15 said:

I do not have the necessary skills and the Department of Basic Education and school management should allocate this subject particularly to teachers with modules in Psychology or Advanced Certificate in Education (ACE) qualification.

FGDLO T6 echoed the same sentiments in a focused group discussion, stating that Life Orientation should be given to those who studied Psychology in tertiary institutions or related qualifications like ACE where they specialized in Life Orientation. According to Gudyanga et al., (2015), the effective implementation of Life Orientation can only take place when responsible personnel are well versed in career guidance. In this case, the Department of Basic Education should invest in training and developing teachers who are qualified to teach the subject rather than rotating teachers to teach Life Orientation and its components, career guidance and career choice. In the same way, Modiba (2017) argues that continuous professional development is important since it assists Life Orientation teachers to remain up to date with the prevailing status of the provision of career guidance in South Africa. In order to remain relevant, Life Orientation teachers should be encouraged to attend training, seminars and workshops on Career Guidance and Counselling. Knowledge of guidance and counselling can assist, not only on issues of career guidance, but also help learners with social and behavioral problems. FGDLO T8 pointed out that since learners with different problems are referred to Life Orientation teachers, the Department of Basic Education should train them on how they should offer guidance and counselling. Mahlangu (2011) also says that the Department of Basic Education should employ educators who have done Guidance and Counselling in tertiary institutions, or employ Educational Psychologists. This is an acknowledgement that current Life Orientation teachers know nothing about guidance and counselling, hence an appeal to the department to develop them.

In addition to the help from the Department of Basic Education, Life Orientation teachers can also acquire knowledge from different career services. These include tertiary institutions and other companies responsible for career development services. FGDLO T11 said that additional knowledge can be acquired through brochures, prospectuses and manuals from different institutions that deal with career development. These can help enhance knowledge that Life Orientation teachers have concerning different career opportunities learners intend to pursue.

The availability of career information about different career opportunities on posters, flyers and brochures can assist learners to know about different careers to choose from. L FGD 1 agreed that there should be posters with information on different careers to assist learners on career related issues. Naude (2014) and Sathegke (2014) assert that career guidance should not only assist learners in terms of subject choices and careers to follow, but should also advise on matters concerning admission requirements, bursaries or financial assistance for learners who are performing academically, and finally prepare them for the world of employment. In this respect therefore, Life Orientation teachers would have played a critical role in the promotion of Career Guidance and Counselling among secondary school learners. All teachers must be fully equipped with relevant knowledge and skills to promote Career Guidance and Counselling and there should be continued professional development, refresher courses and seminars to develop appropriate skills to co-ordinate and initiate relevant programmes to reach each child in schools. Gama (2015) complains that professional development programmes for teachers have been criticized for being brief, fragmented, decontextualized and removed from the reality within classrooms and are not likely to improve the standard of teaching.

In view of the above, one may argue that information about different career opportunities should always be updated to avoid a situation where learners choose careers that are saturated. Life Orientation teachers should always update information on careers which are marketable. In this way, learners can choose careers that are responsive to the labor market. The adequate provision of Career Guidance and Counselling by Life Orientation teachers assists learners to discover themselves and the subjects they need to follow. If properly advised, learners may even change to other schools where there are subjects which match their future career paths. This means that information regarding different careers to choose from should be made available to learners. Life Orientation teachers are expected to guide learners in choosing a career. In this respect, Life Orientation teachers play a critical role in the promotion of Career Guidance and Counselling among secondary school learners. Learners need to be motivated and encouraged to take Life Orientation and career guidance seriously at school. Teacher counsellors are expected to assist learners to plan for their future, and how young people today meet the problems of tomorrow will depend upon the amount of success they make in planning for that tomorrow (Olamide & Olawaiye, 2013).

Some learners lacked interest, passion and aptitude in their chosen subjects due to lack of role models. Role models have an important part to play in encouraging, inspiring and guiding learners' choices and development. The lack of role models may put learners at a disadvantage when developing career identities, particularly learners who come from disadvantaged backgrounds like Vhembe District. QVLO T13 noted that most of these learners do not have interest and passion in any career simply because there are no individuals who they can use as a role model. A learners' focus group discussion supported the above observation, where some discussants gave themselves as examples of learners who had role models. They gave an example where one of them was influenced by a role model to opt for engineering. This was a university student doing his final year in engineering and she regarded him as her role model. Learners should be exposed to different careers through role models. Another focus group discussant pointed out that after meeting a certain university student, she was impressed with her degree programme, hence considered her a role model. The role model was now doing her final year at university and she motivated the discussant to follow the same career. Rukwaro (2015) suggested that there should be empowerment of students and alumnae for Career Guidance issues. This is because students may listen more keenly to their role models.

Learners choose certain careers through motivation and influence from their role models. Nweze and Okolie (2011) concur that the choice of a career can be influenced by role models. In contrast, Prinsloo (2007) found that the general disrespect for the law due to poor community role models was one of the key challenges that affected the implementation of Life Orientation in schools. Role models were considered another factor that influenced learners' career choices. Role models from disadvantaged communities can help students to overcome history and current negative impacts from the community in order to improve self-efficacy (Dodge & Welderufael, 2014). The more learners are exposed to different role models, the more they are inspired and motivated to do certain careers. In all this, learners should take into cognizance, their personalities, interest and values. They should not blindly follow the said role models, otherwise they are likely to regret when they discover that they chose wrong careers.

The bottom line is that different factors influence learners' career choices. These factors include, *inter alia*, parents, peers, teachers and role models. Each of these people influence

learners' career choices differently. Generally, these people may influence, shape, channel or direct learners to make certain career decisions which inevitably impacts on their future career paths. FGD L2 agreed that although Life Orientation teachers were expected to provide career guidance to learners, their parents influenced them to follow careers in Engineering. Thus, parents influenced which careers their children should select. FGD L1 added that their relatives influenced them, particularly those who were successful in life. This motivated them to be successful in future as well. Crisan et al., (2015) observe that students place great importance to information coming from family and friends. Discussants also revealed that they followed in the footsteps of their motivational relatives who did Mathematics and Sciences at school. FGD L10 pointed out that the majority of the discussants were also influenced by their parents, specifically mothers. Coming from an educated family, most of the discussants found it easy to choose careers to follow in future as their parents assisted them in doing research on careers they hoped to pursue. One of the discussants admitted that her mother specialized in History, but she would not follow in her footsteps. Instead, she has opted to do medicine so that she can be a medical doctor. This shows the power of having educated parents who are in tune with issues related to their children's future careers. Mudhovozi and Chireshe (2012) argue that those who attend schools in rural areas make delayed career decisions where they are mainly influenced by parents, teachers and friends, to choose careers.

4.4 SUMMARY

In this chapter, qualitative data that were collected from one-on-one interviews, focus group discussions and questaviews were presented, analysed and discussed. The main objective of the study was to assess the role of Life Orientation teachers in promoting Career Guidance and Counselling amongst learners in secondary schools.

Data analysed and discussed herein showed that Life Orientation was introduced with the aim of guiding and preparing learners for life through career guidance. Most teachers seemed to understand their roles despite not being trained in the area. Furthermore, Life Orientation teachers were disappointed and discouraged because the subject was not regarded as important when compared to other subjects. Life Orientation teachers did not feel that they had the necessary skills to provide Career Guidance and Counselling in schools. In most cases, learners reached Grade 12 with uncertainty regarding their future careers. This was due to lack

of proper Career Guidance and Counselling by their teachers. Different stakeholders from the Department of Basic Education and management of the schools were not supportive to Life Orientation teachers.

Learners were not satisfied by the support they received as far as Career Guidance and Counselling was concerned, and this resulted in uncertainties on careers they should follow. The next chapter provides a summary of the study, draws conclusions and makes recommendations based on the findings of the study, and for future research.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter provides a summary of the study, draws conclusions and makes recommendations based on the findings of the study and for future research. Thereafter, the recommendations are provided for the improvement of the study and for future research. The chapter is divided into four sections. The first section highlights the key ideas from each of the four preceding chapters. The second section draws conclusions based on the findings of the study, the third section makes recommendations based on the major findings, while the fourth section suggests areas for future research.

The study was done on the premise that the promotion of Career Guidance and Counselling by Life Orientation teachers is not adequate. As a result, learners make poor career choices; something that has a negative effect on their future careers. This is evident when learners enrol at tertiary institutions where their subject combinations are found to be incongruent with their career ambitions. As noted in the first chapter, the study sought to answer the following major question: What is the role of Life Orientation teachers in promoting Career Guidance and Counselling for learners in secondary schools? In order to fully answer this question, the following subsidiary questions were raised and answered as well:

- How do Life Orientation teachers promote Career Guidance and Counselling for learners in secondary schools?
- What is the level of training for Life Orientation teachers who implement Career Guidance and Counselling for learners in secondary schools?
- What are the challenges faced by Life Orientation teachers when promoting Career Guidance and Counselling for learners in secondary schools?

- Which strategies can be implemented by Life Orientation teachers to improve Career Guidance and Counselling for learners in secondary schools?

5.2 SUMMARY

Chapter 1 highlighted the problem and its setting. It began by giving an overview of the subject and the role played by Life Orientation teachers in promoting Career Guidance and Counselling for learners in secondary schools. Thereafter, the problem was conceptualized from an international, African and national perspective. The chapter then provided the statement of the problem, purpose of the study, the main research question, sub-research questions and objectives that guided the study. The chapter further discussed the significance of the study, its delimitations and the definitions of terms. Finally, the chapter outlined the organization of the chapters.

Chapter 2 reviewed related literature on the role, training and challenges Life Orientation teachers face in promoting Career Guidance and Counselling in secondary schools. The chapter focused on the theoretical framework and literature based on the research questions in order to see what is known/not known about the questions raised in the study. The reviewed literature mainly focused on three different theories of career choices which were relevant to the study. The first was Career Decision theory by Donald Super (1976), which suggests that career choice and development is a process of developing and implementing a person's self-concept, and that people differ amongst themselves with regard to abilities, interests and certain personality traits. The second was Career Guidance model by Holland (1987), which sees the choice of a career as an extension of one's personality. The last one was Trait-Factor Theory by Frank Parsons (1909), based on the idea that occupational choice is a rational decision which a person makes after they have considered aptitude, interests and other personality factors against the specific requirements of a certain occupation.

Chapter 3 discussed the methodological aspects that guided the research process. These included, *inter alia*, the research paradigm, the research approach, the research design, the data collection instruments, the selection of participants, data trustworthiness, data analysis and ethical considerations. The researcher used different instruments as a way of triangulating

and validating the data. The researcher used a qualitative research approach in order to explore her participants' attitudes, opinions, behaviours and experiences through one-on-one interviews, focus group discussions and questaviews to get in-depth information from the participants.

Chapter 4 dealt with data presentation, analysis, and discussion. Data were presented, analysed, and discussed immediately to avoid unnecessary repetition often found in work where data presentation and discussion are in separate chapters. Data were categorised into themes, analysed and discussed accordingly.

The study revealed that Life Orientation teachers understand their role of promoting Career Guidance and Counselling in secondary schools. Information gathered through interviews showed that their roles included, among others, exposing learners to different careers in order to make well-informed decisions about their future careers, assisting learners to understand and appreciate the world of work, and assisting learners to understand and appreciate who they are, their capabilities, strengths and weaknesses in certain subjects. The study also found that despite their understanding of such roles, Life Orientation teachers lacked the necessary skills to fully equip learners with relevant knowledge so that they are able to choose careers that matched their subjects of specialisation.

The study also found that there were several challenges faced by Life Orientation teachers in promoting Career Guidance and Counselling in schools. Some of these challenges were; lack of support by different stakeholders, the negative attitude towards the subject by both learners and teachers, the shortage of Life Orientation teachers, the subject not being valued like other subjects, poor involvement by parents, constant rotation of Life Orientation teachers, and the lack of training and workshops relevant to assist learners on Career Guidance and Counselling.

The issue of capacity development in the promotion of Career Guidance among learners was found to be very important but lacking as well. Issues that were listed as contributing to this were, *inter alia*, inadequate skills and knowledge, inadequate training and workshops and lack

of experts to assist in the continued professional development of Life Orientation teachers. This affected, not only Life Orientation teachers without training, but also all Life Orientation teachers. It emerged from the study that the training offered to Life Orientation teachers did not equip them with the necessary skills to promote Career Guidance and Counselling in school. School guidance was not taken seriously by stakeholders in South African schools and the reason for lack of recognition of its importance was due to teachers lacking training in the subject (Prinsloo; 2007 & Magano; 2011).

The study further revealed that the lack of support by different stakeholders resulted in the negative attitudes towards the subject by both the Life Orientation teachers and learners. The success in the education of a child involves the support from the Department of Basic Education, subject advisors, school management and other teachers in the school. Life Orientation teachers were of the view that for the successful promotion and provision of Career Guidance and Counselling in schools, stakeholders need to be trained to understand its importance and how it impacts positively on the learners' choice of careers.

The study also found that learners were not fully equipped in terms of knowledge and skills to choose the right subjects for specific careers and, instead; some of them relied on their intuition while others relied on their peers and parents. Unfortunately, parents as well were less involved in the education of their children. Some parents forced or influenced their children to follow certain careers without considering their interests, aptitudes and abilities. These challenges inevitably forced learners to make wrong career choices which led to frustrations and confusion when they went to tertiary institutions.

Given the fact that the time allocated to the subject was equivalent to four periods per week to teach different topics, Life Orientation teachers found it difficult to fully cover the syllabus. To address this challenge, Life Orientation teachers and learners suggested that the Department of Basic Education appoint counsellors and psychologists in the district to holistically address learners' educational, personal/social and career/vocational concerns. Life Orientation teachers were of the opinion that such people would assist in training and equipping them with

adequate skills and knowledge on how to do Career Guidance and Counselling to learners faced with challenges.

There were several suggestions and recommendations made by Life Orientation teachers and learners in terms of the promotion of Career Guidance and Counselling in schools. Some of these were; the appointment of competent staff, the capacity development of different stakeholders, the valuing of the subject, the increased support from stakeholders, the provision of resources, parental involvement, cultivating a positive attitude towards the subject, and the collaboration of different stakeholders. The promotion of Career Guidance and Counselling by Life Orientation teachers is only possible if all role players commit themselves and carry out their mandate as expected of them.

5.3 CONCLUSIONS

The study sought to assess the role of Life Orientation teachers in promoting Career Guidance and Counselling for secondary school learners. It also solicited their suggestions on strategies to be employed in order to improve their practice. The findings of this study suggest that the appointment of competent staff to offer Career Guidance and Counselling was a necessity. Such counsellors would help in addressing the social/personal, behavioural, emotional, and educational/vocational problems that learners face in school. The adequate training of Life Orientation teachers cannot be over-emphasised here. When Life Orientation teachers are well capacitated with the necessary skills to promote Career Guidance and Counselling, learners would make well-informed decisions on subject combinations and career choices, and become productive in their future work place.

It was established through one-on-one interviews, focus group discussions and questaviews that different stakeholders needed to support and value the subject like other subjects. The Life Orientation teachers expressed the need for additional support from the Department of Education, subject advisors, principals and other teachers in schools. Both Life Orientation teachers and learners observed that Life Orientation was not valued in schools, and this was an observation of grave concern to them. The understanding was that Life Orientation teachers should receive full support from the school authorities like teachers of other subjects.

Effective quality teaching and learning also required enough resources. Life Orientation teachers expressed the need for the provision of adequate resources to promote effective Career Guidance and Counselling in schools. In addition, staff shortage was seen as detrimental to the effective provision and promotion of Career Guidance and Counselling in schools. This manifested itself in the form of constant teacher rotations in the teaching of the subject, particularly those with less periods. The subject was therefore, regarded as an add on which could be taught by any teacher, even those without any form of training. What was clear from the findings of this study was that, as professionals, Life Orientation teachers had too many roles to fulfil. They were expected to act as administrators, counsellors, social workers, leaders of extra-curricular activities, disciplinarians, and at the same teach other subjects. In some instances, Life Orientation teachers failed to reconcile the conflict generated by the many different roles. This resulted in frustration, confusion and negative attitudes that build on both Life Orientation teachers and learners.

5.4 RECOMMENDATIONS BASED ON THE FINDINGS OF THE STUDY

Based on the above findings and conclusions, the researcher recommends the following:

- The Department of Basic Education should appoint counsellors and psychologists for their specialized skills, knowledge, right attitudes and understanding to address the unique academic/educational, psycho-social and career/vocational problems faced by learners in school, and for them to train the Life Orientation teachers as well.
- School management should retain Life Orientation teachers with knowledge and skills in the subject, particularly those who have done a module in School Guidance and Counselling or Advanced Certificate in Education.
- The Department of Basic Education should ensure that the Life Orientation subject is taught permanently by qualified teachers without being shifted to other subject teachers, to ensure such teachers gain experience in the subject. This would also add to the status and value of the subject.

- The Department of Basic Education should start, as a matter of urgency, providing Career Guidance in primary schools level.
- The Department of Basic Education should collaborate with different NGOs (such as SETAs, NYDA) in order to provide Career Guidance information to learners in secondary schools.

5.5 RECOMMENDATIONS FOR FUTURE RESEARCH

- A similar study in other districts and provinces is necessary to determine the extent to which Career Guidance and Counselling is provided in South Africa. This would help reveal the challenges experienced by Life Orientation teachers in other district and provinces as far as the promotion of Career Guidance and Counselling is concerned.
- Future researchers may focus on the implementation of Career Guidance and Counselling in primary schools. This might help to ensure that learners get a full grasp of the subject from an early age, just like other subjects
- Since the study was confined to one out of 7 districts in Limpopo Province and using data from Life Orientation teachers and learners, a study on the role of education stakeholders with regards to the promotion of Career Guidance and Counselling is recommended.

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APPENDICES

Appendix I: Ethical Clearance Certificate

APPENDIX I



University of Fort Hare
Together in Excellence

ETHICAL CLEARANCE CERTIFICATE REC-270710-028-RA Level 01

Certificate Reference Number: MUS111SDAM01

Project title: **An assessment of the role of Life Orientation teachers in promoting career guidance and counselling of Secondary School learners in the Vembe District of Limpopo Province, South Africa.**

Nature of Project: PhD in Education

Principal Researcher: Nkhangweleni Gloria Dama

Supervisor: Prof T.D Mushoriwa

Co-supervisor: N/A

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I hereby give ethical approval in respect of the undertakings contained in the above-mentioned project and research instrument(s). Should any other instruments be used, these require separate authorization. The Researcher may therefore commence with the research as from the date of this certificate, using the reference number indicated above.

Please note that the UREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the document
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

The Principal Researcher must report to the UREC in the prescribed format, where applicable, annually, and at the end of the project, in respect of ethical compliance.

Special conditions: Research that includes children as per the official regulations of the act must take the following into account:

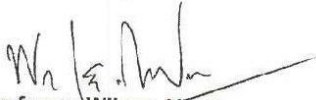
Note: The UREC is aware of the provisions of s71 of the National Health Act 61 of 2003 and that matters pertaining to obtaining the Minister's consent are under discussion and remain unresolved. Nonetheless, as was decided at a meeting between the National Health Research Ethics Committee and stakeholders on 6 June 2013, university ethics committees may continue to grant ethical clearance for research involving children without the Minister's consent, provided that the prescripts of the previous rules have been met. This certificate is granted in terms of this agreement.

The UREC retains the right to

- Withdraw or amend this Ethical Clearance Certificate if
 - Any unethical principal or practices are revealed or suspected
 - Relevant information has been withheld or misrepresented
 - Regulatory changes of whatsoever nature so require
 - The conditions contained in the Certificate have not been adhered to
- Request access to any information or data at any time during the course or after completion of the project.
- In addition to the need to comply with the highest level of ethical conduct principle investigators must report back annually as an evaluation and monitoring mechanism on the progress being made by the research. Such a report must be sent to the Dean of Research's office

The Ethics Committee wished you well in your research.

Yours sincerely


Professor Wilson Akpan
Acting Dean of Research

07 December 2016

Appendix II: Application for permission to conduct academic research in schools at Sibasa circuit

APPENDIX II



LIMPOPO

PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION
VHEMBE DISTRICT

CONFIDENTIAL

DEPARTMENT OF EDUCATION
VHEMBE DISTRICT
2017-11-16
PRIVATE BAG X 2250 SIBASA 0970 TEL: 015 962 1313/4 FAX: 015 962 6039
LIMPOPO PROVINCE

REF: 14/7/R
ENG: MATIBE M.S
TEL: 015 962 1029

DAMA N.G
P.O.BOX 2888
THOHOYANDOU
0950

**APPLICATION FOR PERMISSION TO CONDUCT RESEARCH IN SCHOOLS AT
SIBASA CIRCUIT.**

1. The above matter refers.
2. You are hereby informed that your request for permission to conduct research titled, "An assessment study of the role of Life Orientation teachers in promoting career guidance and counselling of secondary school learners in the Vhembe District of Limpopo Province, South Africa" has been granted.
3. We appreciate your commitment to ensure confidentiality, anonymity and voluntary participation of your research subjects.
4. Kindly inform the circuit manager and the principal of the above mentioned school prior to your interactions with your research subjects.
5. Wishing you the best in your study.


DISTRICT DIRECTOR


DATE

APPLICATION FOR PERMISSION TO CONDUCT RESEARCH IN SCHOOLS AT SIBASA
CIRCUIT1

Thohoyandou Government Building, Old Parliament, Block D, Private Bag X2250, SIBASA, 0970
Tel: (015) 962 1313 or (015) 962 1331, Fax: (015) 962 6039 or (015) 962 2288

The heartland of southern Africa - development is about people!

Appendix III: Permission to conduct Academic Research

APPENDIX III



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

SIBASA CIRCUIT

Sibasa Circuit Office

P/Bag X2166

SIBASA 0970

Tel.No. 015 963 2062

Fax. 015 963 2931

Enq: - Maladze A

Tel: 015 963 2062

Cell: 083 995 4843

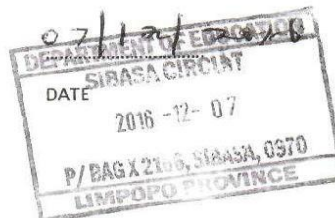
07/12/2016

DAMA N.G

PERMISSION TO CONDUCT ACADEMIC RESEARCH: YOURSELF

1. The above matter has reference.
2. I hereby wish to acknowledge receipt of your letter in which you are requesting to be permitted to conduct academic research in the schools.
3. Our office hereby notifies you that your request is approved provided you do not interrupt teaching and learning activities.
4. Thanking you in advance.

CIRCUIT MANAGER



Appendix IV Consent For Life Orientation Teacher

APPENDIX IV

CONSENT FORM: LIFE ORIENTATION TEACHER

I-----the Life Orientation teacher at

----- give consent that I agree to participate in the research under the title: An assessment study of the role of Life Orientation teachers in promoting career guidance and counselling of secondary school learners in the Vhembe District of Limpopo Province, South Africa.

- I understand that my participation in this research is not obliged; that I have a right not to answer certain questions, and that I can withdraw from the study/participation any time.
- I understand the purpose and know about the benefits that this research entails.
- I understand that the information provided will be kept confidential and only be used for the purpose of this study.
- I understand that the study involves the role of Life Orientation teachers in promoting Career Guidance and Counselling of secondary school learners; therefore with respect to publication, communication, and dissemination of results, their participation will remain anonymous.
- I hereby agree to the tape recording of my participation.

I studied all the above information and understand my participation in this regard.

I therefore freely consent and voluntarily agree to participate in this research

Name (printed) -----

Date: -----

Signature -----

Appendix v: Consent Form for learners

APPENDIX V

CONSENT FORM (LEARNER)

I hereby agree to participate in An Assessment study of the role of Life Orientation teachers in promoting Career Guidance and Counselling of secondary school learners in the Vhembe District of Limpopo Province, South Africa.

- I understand that my participation in this research is not obliged; that I have a right not to answer certain questions, and that I can withdraw from the study/participation any time.
- I understand the purpose and know about the benefits that this research entails.
- I understand that the information provided will be kept confidential and only be used for the purpose of this study.
- I understand that if all possible, feedback will be given to my community on the results of the completed research.
- I understand that the study involves the role of Life Orientation teachers in promoting Career Guidance and Counselling of secondary school learners; therefore with respect to publication, communication, and dissemination of results, my participation will remain anonymous.
- I hereby agree to the tape recording of my participation in the study

I studied all the above information and understand my participation in this regard.

I therefore freely consent and voluntarily agree to participate in this research

Name (printed) _____

Date: _____

Signature of the participant _____

Appendix VI: Interview schedule for teachers

APPENDIX VI

INTERVIEWS SCHEDULE FOR TEACHERS

MAIN/CENTRAL QUESTION	GUIDING QUESTIONS	POSSIBLE INTERVIEW QUESTIONS
What is the role of Life Orientation teacher in promoting Career Guidance and Counselling for learners in secondary schools?	➤ As LO teacher what is your role in promoting Career Guidance and Counselling for learners in secondary schools?	• What is your understanding of the role of Life Orientation teachers in promoting Career Guidance and Counselling for learners in secondary schools?
	➤ How do LO teachers promote Career Guidance and Counselling for learners in secondary schools?	• How do you assist learners in dealing with career issues? • How do you get access to career information?
	➤ What is the level of training for Life Orientation teachers who implement Career Guidance and Counselling for learners in secondary schools	• Were you trained professionally to teach Life Orientation and which training did you receive? • Do you think you are well trained to provide Career Guidance and Counselling to learners?

		• If not what are the areas you need to be equipped on? • Do you have the knowledge and skills required to assist learners to make the right career choice? • If not, specify the knowledge and skills you need? • How often do you receive on-going workshop to ensure quality Career Guidance and Counselling to learners? • What kind of support do you need to provide effective Career Guidance and Counselling to learners?
	➤ What are the challenges faced by Life Orientation teachers when promoting Career Guidance for learners in secondary schools	• Does Life Orientation curriculum prepare learners for proper career choice? • What are some of the problems which affect you in the promotion of Career Guidance and Counselling for learners? • What have you done to try and solve this problem?

	➤ Which strategies can be implemented by Life Orientation teachers to improve Career Guidance and Counselling for learners in secondary schools?	• Do you need any training on how to provide effective Career Guidance and Counselling to learners? • What do you think the government should do to address the problem? • What are your suggestions and recommendations to improve the implementation of Career Guidance and Counselling in schools?

POSSIBLE INTERVIEW QUESTIONS FOR LEARNERS

• What career are you intending to follow post matric and were you exposed to different career choices by Life Orientation teachers in your school?
• What is your understanding of the role of Life Orientation teachers in promoting Career Guidance and Counselling for learners in secondary schools?
• Does your Life Orientation teacher assist with Career Guidance and Counselling?
• Can you please tell what factors influenced how you have made your career choice and the extent of this influence?
• What are the challenges faced by learners when making subject and career choices?
• What are your suggestions and recommendations to improve the implementation of Career Guidance and Counselling in schools?

Appendix Vii: Personal Information of Life Orientation Teachers

Thank you for taking your time to answer this questions. Please note that your response will treated as strictly confidential and feel free to answer these research questions to the best of your knowledge. The information provided is for research purposes only. You have the right to remain anonymous and you are free not to answer any question that you feel uncomfortable about.

[This will be self-administered, by the researcher]

1. Gender of participant

Male	1
Female	2

2. Position

--

3. Academic qualifications

--

4. Life Orientation training/workshop attended

--

5. Level of experience as Life Orientation teachers

--

Appendix Viii: Questaview For Life Orientation Teachers

Thank you for taking your time to answer this questaview. Please note that your response will treated as strictly confidential and feel free to answer these research questions to the best of your knowledge. The information provided is for research purposes only. You have the right to remain anonymous and you are free not to answer any question that you feel uncomfortable about.

1. What is your understanding in terms of your role in promoting Career Guidance and Counselling for learners in school?

2. How do you assist learners in dealing with career issues?

3. How do you deal with learners who are doing subjects that are not linked with future career?

4. How do you get access to career information?

5. In your opinion, what do you think are the factors influencing learners to choose a career?

6. Do you have the necessary skills required to assist learners to make the right career choice? If not what kind of support is required?

7. Are you well capacitated to promote Career Guidance and Counselling? If not what kind of support is needed?

8. Do you think well-informed learners perform better in school than those not informed and motivate your answer?

9. Do you sometimes organise parental meetings to discuss issues on career decision making their children and how often?

--

10. What are the challenges that affect you when you promote career Guidance and Counselling for learners in your school?
--

--

11. Do you sometimes discuss your challenges with senior management and explain how it has assisted in promoting Career Guidance and Counselling?
--

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12. What do you think the Department of Education should do to assist you in addressing the problem?

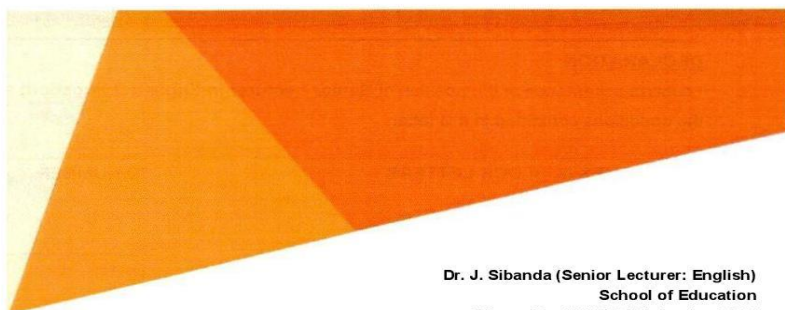
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13. What are your other suggestions and recommendations to improve the promotion of Career Guidance and Counselling?

--

Thank you and wishing you success in your school

Appendix IX: Editor's Certificate



Dr. J. Sibanda (Senior Lecturer: English)
School of Education
Private Bag X 5008, Kimberley, 8300
North Campus, Chapel Street, Kimberley
E-mail: Jabulani.Sibanda@spu.ac.za
jsibanda@gmail.com
Website: www.spu.ac.za
Tel: 27534910142
Cell: 0845282087
12 January 2018

TO WHOM IT MAY CONCERN

I hereby confirm that I have proof read and edited the following PhD thesis using Windows 'Tracking' System to reflect my comments and suggested corrections for the author(s) to action:

**AN ASSESSMENT STUDY OF THE ROLE OF LIFE ORIENTATION TEACHERS IN PROMOTING
CAREER GUIDANCE AND COUNSELLING OF SECONDARY SCHOOL LEARNERS IN THE VHEMBE
DISTRICT OF
LIMPOPO PROVINCE, SOUTH AFRICA**

BY

NKHANGWELENI GLORIA DAMA

Although the greatest care was taken in the editing of this document, the final responsibility for the product rests with the author.

Sincerely

SIGNATURE

12. 01. 2018

DATE