CHAPTER 5

RESULTS AND DISCUSSION

5.1 INTRODUCTION

In the previous chapter the research design was explained as a survey study using a quantitative research design.

In this chapter, the researcher will present the findings regarding the research problems set forth in1.2.4. The researcher set out to investigate the following (cf 1.3):

- The confidence of Life Orientation educators in their knowledge of teaching Life Orientation.
- The confidence of Life Orientation educators in their knowledge of adolescent development
- The confidence of life Orientation educators in their skills to teach Life Orientation effectively.

All the above aims were fulfilled. This will be discussed in the next sections.

5.2 RESULTS

5.2.1 Demographic data

The demographic data and other information of the respondents are represented in Table 1. The factors and other information are gender, age, years of teaching experience, experience in teaching Life Orientation, training received by respondents, the type of training required, if respondents required training and who should offer them training.

Table 1 Demographic background of respondents

Factor		**Frequency (F)**	**Percent (%)**
Gender	Male	16	32
	Female	34	68
Age	25-30 years	3	6
	31-35 years	3	6
	36-40 years	8	16
	41 + years	35	70
General teaching experience	1-5 years	3	6
	6-10 years	4	8
	11-15 years	8	16
	16 years and above	35	70
Experience in LO teaching	1-2 years	17	34
	3-4 years	20	40
	5-6 years	8	16
	7 years and above	3	6
LO training received	Yes	12	24
	No	37	74
Training offered by	I did not receive training	31	62
	N G O	1	2
	Government	13	26
	Private studies	3	6
	Others	1	2
Is training required in LO	No, I have enough training	3	6
	No, I am not interested	4	8
	Yes, I need training because my training was insufficient	15	30
	Yes, I need training because I never had training	28	56
Type of training required	Workshop or seminars now and then	8	16
	Year long upgrading courses, e.g.: certificate courses	24	48
	Undergraduate or post graduate courses specializing in LO	13	26
	Others	4	8
Who should give training	Universities	13	26
	Department of Education	22	44
	NGO's	2	4

In Table 1 all 50 educators responded to the items. Regarding gender, 68% of the educators teaching Life Orientation and involved in the investigation were female and 32% were male. The implication to that may be that teaching used to be a career pursued by females. Another reason might be because Life Orientation is psychological and it involves the accompaniment of learners towards a responsible adulthood. Females rather than males have that initial bonding with a child at birth and it might be the reason why they are drawn to this learning area.

Regarding age: The worrying factor is that 70% of the respondents in the sample are above the age of 40 years. It seems that teaching is a profession for older people. The setback might be these people may retire and will leave a gap in the system where we need young educators are needed to be involved to assist learners in the teaching of Life Orientation. However, it should be kept in mind that the sample was not randomly selected and is not representative of the population of Life Orientation educators.

Experience in Life Orientation: The results indicate that the majority of the respondents (40+34=74%) in the sample had one to four years of experience teaching Life Orientation. They are therefore not very experienced.

Training received in Life Orientation: The results revealed that 74% of the Life Orientation educators in the sample did not receive training and only 24% of them did receive training.

Training required: 86% (30+56) of the Life Orientation educators in the sample indicated that they required training. Some of the Life Orientation educators had training but they feel that their training was not sufficient. It seems that many Life Orientation educators require training in order to develop confidence in their teaching.

Table 2 represents the confidence of the Life orientation educators in the sample, their knowledge of the content of Life Orientation. This table illustrates the data from testing null-hypothesis one. In this regard it should be noted that if 25% or more of the educators are

uncertain of their knowledge. This is significant since all educators should be certain of their knowledge.

5.2.2 Null-hypothesis

A significant number of Life Orientation educators have no confidence in their knowledge of Life Orientation content.

To test this hypothesis frequencies and percentages were calculated and educators' responses are indicated in Table 2.

Table 2 Confidence of educators concerning Life Orientation content

Item	Very uncertain	Somewhat uncertain	Total uncertainty	Somewhat certain	Very certain	Total certainty
How to implement LO efficiently	19(38%)	14(28%)	33(66%)	16(32%)	1(2%)	17(34%)
Learning outcomes in LO	18(36%)	17(34%)	35(70%)	10(20%)	5(10%)	15(30%)
How to incorporate religious education	13(26%)	28(56%)	41(82%)	7(14%)	2(4%)	9(18%)
All concepts of LO	11(22%)	26(52%)	37(74%)	12(24%)	1(2%)	13(26%)
Content of LO in general	16(32%)	14(28%)	30(60%)	13(26%)	6(12%)	19(38%)
How to identity relevant concepts for each learning outcome	13(26%)	31(62%)	43(86%)	5(10%)	1(2%)	6(12%)
Decision-making skills	10(20%)	15(30%)	25(50%)	18(36%)	7(14%)	25(50%)
Conflict resolution	12(24%)	9(18%)	21(42%)	23(46%)	6(12%)	29(58%)
Interpersonal relationships	8(16%)	14(24%)	24(48%)	18(36%)	10(20%)	28(56%)
Cultural diversity	11(22%)	20(40%)	31(62%)	15(30%)	4(8%)	19(38%)
Coping skills	9(18%)	19(38%)	28(56%)	18(36)	4(8)	22(44)
Physical education	6(12%)	17(34%)	23 (46%)	20(40%)	7(14%)	27(54%)
Career education	7(14%)	16(32%)	23(46%)	18(36%)	9(18%)	27(54%)
Personal development	8(16%)	13(26%)	21(42)	23(46%)	6(12%)	29(58%)
Health related topics	9(18%)	7(14%)	16(32%)	23(46%)	6(12%)	29(58%)

Educators were most uncertain about the factors that involve the content of Life Orientation. 86% of Life Orientation educators are uncertain about how to identify relevant concepts for each learning outcome and 82% were uncertain about how to incorporate Religious Education in the teaching of Life Orientation.

74% of educators are uncertain about all concepts of Life Orientation and 70% of Life Orientation educators are uncertain about the learning outcomes of Life Orientation.

Educators (66%) are uncertain about how to implement Life Orientation effectively. 62% are uncertain about cultural diversity as part of Life Orientation, whereas 60% of Life Orientation educators are uncertain about the content of Life Orientation in general.

With regard to coping skills 56% of Life Orientation educators are uncertain, 50% are uncertain about decision-making skills; 48% are uncertain about interpersonal relationships. Life Orientation educators are uncertain about physical education i.e. 46%, and 46% also are uncertain about career education. 42% 0f Life Orientation educators are uncertain about personal development and conflict resolution. With regard to incorporating health related topics in their teaching, 32% of life Orientation educators are uncertain.

The educators seem to be struggling with incorporating Religious Education since they are expected to grasp all the different religions so as not to discriminate or promote one at the expense of the other (as enshrined in the Bill of Rights). Another reason that leads to high uncertainty with this item might be, people are conservative about their particular religious practices hence it is difficult for educators to understand fully how to incorporate it.

The results indicate that the Life Orientation educators are more uncertain with regard to the content of Life Orientation. This might be due to different concepts incorporated in the teaching of Life Orientation. Outcomes-based approaches tend to favour the training side of the system and do not transfer easily into an education field which deals with abstract, non-discrete forms of knowledge and complex skills not measurable (De Clerq 1997:139). The question is whether educators of different backgrounds, educational philosophies and approaches can agree how to interpret and monitor the achievement of outcomes in a similar manner (De Clerq 1997: 140). According to the results it seems educators are not equipped to interpret the content of Life Orientation.

The null hypothesis is not rejected for null-hypothesis one. This means that a significant number (of more than 25%) educators have no confidence in their knowledge of Life Orientation content.

Table 3 represents the confidence of educators in their knowledge of adolescence.

5.2.3 Null-hypothesis 2

A significant number of Life Orientation educators have no confidence with regard to their knowledge of adolescents.

Table 3 indicates the educators' responses. Frequencies and percentages were used to test this hypothesis. If 25% or more educators are uncertain of their knowledge of adolescents, this will be seen as significant.

Table 3 Confidence of educators concerning knowledge of adolescence

Item	Very uncertain	Somewhat uncertain	Total uncertainty	Somewhat certain	Very certain	Total certainty
The developmental stage of adolescence	5 (10%)	13(26%)	18(36%)	22(44%)	10(20%)	32(64%)
Factors influencing adolescents' scholastic achievement	10(20%)	21(42%)	31(62%)	12(24%)	7(14%)	19(38%)
Factors that influence adolescents' emotional well-being	8(16%)	20(40%)	28(56%)	17(34%)	5(10%)	22(44%)
Factors that influence adolescents' behaviour	14(28%)	15(30%)	29(58%)	16(32%)	5(10%)	21(42%)
Factors that influence adolescents' social development	14(28%)	14(28%)	28(56%)	16(32%)	6(12%)	22(44%)
Factors that influence adolescents' familial relationships	12(24%)	20(40%)	32(64%)	13(26%)	5(10%)	18(36%)
At risk adolescents	16(32%)	16(36%)	32(64%)	14(28%)	4(8%)	18(36%)
Physical changes that occur during adolescence	12(24%)	5(10%)	17(34%)	22(44%)	11(22%)	33(66%)
Factors that lead to depression during adolescence	8(16%)	20(40%)	28(56%)	16(32%)	6(12%)	22(44%)
The effect of divorced on adolescents	10(20%)	17(34%)	27(54%)	17(34%)	6(12%)	23(46%)
The influence of peer pressure on adolescents	11(22%)	11(22%)	22(44%)	17(34%)	11(22%)	28(56%)
How adolescents' energy can be channelled	13(26%)	15(30%)	28(56%)	19(38%)	3(9%)	22(44%)

The educators are most uncertain about factors that influence adolescents' familial relationships (64%), risk factors (64%) and factors that influence adolescents' scholastic achievement (62%). Educators seem to lack confidence in the area of innate psychological information. These items need a person with a sound psychological background which seems to be lacking with these Life Orientation educators.

A significant number of educators were also uncertain about all the aspects of adolescence. In rank order these were: Factors that influence adolescents' behaviour (58%), factors that influence adolescents' emotional well-being (56%), factors that influence adolescents' social development (56%), factors that lead to depression during adolescence (56%) and how adolescents' energy can be channelled (56%). 54% of Life Orientation educators are uncertain about the influence of divorce on adolescents, 44% are uncertain about the influence of peer pressure on adolescents, 36% are uncertain about the developmental stages of adolescents and 34% about the physical changes that occur during adolescence.

The possible reason for educators to show certainty with regard to the physical changes that occur during adolescents (66%) and developmental stages of adolescents (64%) is that these items are observable and do not necessarily require a sound psychological background.

The results of Table 3 indicate that many educators seem to be uncertain of their knowledge of adolescents in relation to items that require psychological information. Another reason for educators to lack confidence in this regard might be due to cultural background. The respondents were all Black and culturally Blacks are not uncomfortable about talking to adolescents about matters relating to their personal development. Educators should be aware of the importance of developmental stages of adolescents so that they can ensure optimal growth of adolescent learners (Gouws 2004:29).

It is therefore against this background that the null hypothesis cannot be rejected. In other words, a significant number of educators have no confidence in their knowledge of adolescent. If Table 2 and 3 are compared, it seems that educators have more confidence in their knowledge of the adolescent than their knowledge of Life Orientation content, since the greatest percentages in Table 2 are 64% and 62% compared to 86% and 82 % of Table 3.

Confidence of educators with regard to their skills in implementation of Life Orientation is represented in Table 4 below.

5.2.4 Null-hypothesis 3

A significant number of Life Orientation educators have no confidence with their knowledge of skills to present Life Orientation.

The responses of educators are represented on Table 4 and the hypothesis was tested by using frequencies and percentages. Once again, a percentage of 25% or more is seen as significant.

Table 4 Confidence of educators concerning Life Orientation skills

Item	Very uncertain	Somewhat uncertain	Total uncertainty	Somewhat certain	Very certain	Total certainty
How to sympathize with Learners	14(28%)	17(34%)	31(62%)	13(26%)	6(12%)	19(38%)
How to communicate effectively with learners	8(16%)	16(32%)	24(48%)	19(38%)	7(14%)	26(52%)
How to show empathy to learners	11(22%)	20(40%)	31(62%)	14(28%)	5(10%)	19(38%)
How to treat learners' problems with sensitivity	3(6%)	26(52%)	29(58%)	10(20%)	11(2%)	21(42%)
How to assist learners with study skills	4(8%)	23(46%)	27(54%)	17(34%)	6(12%)	23(46%)
How to respect decisions made by learners	7(14%)	17(34%)	24(48%)	18(36%)	8(16%)	26(52%)
How to teach learners to accept responsibility	11(22%)	12(24%)	23(46%)	21(42%)	6(12%)	27(54%)
How to exercise patience with adolescents	3(6%)	23(46%)	26(52%)	19(38%)	5(10%)	24(48%)
How to guide adolescents towards responsible Choices	5(10%)	23(46%)	28(56%)	13(26%)	9(18%)	22(44%)
How to encourage learners' decision-making skills	11(22%)	18(36%)	29(58%)	14(28%)	7(14%)	21(42%)
How to teach learners interpersonal skills	7(14%)	26(52%)	33(66%)	9(18%)	8(16%)	17(34%)
How to listen appropriately to adolescents	14(28%)	18(36%)	32(64%)	14(28%)	4(8%)	18(36%)
How to assist learners with learning disabilities	15(30%)	21(22%)	36(72%)	9(18%)	5(10%)	14(28%)
How to help learners resolve their personal problems	14(28%)	17(34%)	31(62%)	15(30%)	4(8%)	19(38%)
How to assess learners' Distress	19(38%)	16(32%)	35(70%)	13(26%)	2(4%)	15(30%)
How to assess learners with learning barriers	16(32%)	22(44%)	38(76%)	6(12%)	5(10%)	11(22%)

In the following items i.e. how to assess learners with learning barriers (76%), how to assist learners with learning disabilities (72%), how to assess learners' distress (70%) educators revealed that they are most uncertain. Their high level of uncertainty may be attributed to lack of knowledge and understanding of diagnostic assessment practices as advocated by the Inclusive Education model (Department of Education, 2002:17).

Educators are also most uncertain about how to teach learners interpersonal skills (66%), how to listen appropriately to adolescents (64%), how to help learners resolve their personal problems (62%), how to sympathize with learners (62%) and how to show empathy to learners (62%). All these items require counselling skills which seem to be lacking among Life Orientation educators.

A significant number of Life Orientation educators were also uncertain about their Life Orientation skills. In rank order these were: How to treat learners with sensitivity (58%), how to encourage learners' decision-making skills (58%), how to guide adolescents towards responsible choices (56%), how to assist learners with study skills (54%), how to exercise patience with adolescents (52%), how to respect decisions made by learners (48%), how to communicate effectively to learners (48%) and how to teach learners to accept responsibilities (46%), The null-hypothesis is accepted based on the above reasons. This means that a significant number of educators are uncertain of the skills needed to present Life Orientation.

The above indicates that many Life Orientation educators are uncertain about the skills to present Life Orientation. As Life Orientation was introduced with the Curriculum 2005, the reason might be educators do not have enough knowledge in terms of lack of resources needed to implement the curriculum effectively (refer to paragraph 2.2.1).

Arguably educators have found a one day workshop in an entirely new pedagogy insufficient to train an educator adequately in a radically different assessment and techniques and moreover, at the same time to equip her/him to teach it (Vally & Spreen 1998: 13). Many complaints also cited by educators at OBE workshops conducted by this researcher on behalf of the Department

of Education was the training received focused too much on theory instead of on practical implementation. Life Orientation educators seem to lack counselling skills to guide and assist learners. It is against this background that the null-hypothesis is accepted.

Table 5 represents the significance of difference in average Knowledge of Life Orientation content between different groups of educators. The groups are of different:

- Gender
- Age
- Teaching experience
- Experience in teaching Life Orientation and
- Training in Life Orientation

5.2.5 Null-hypotheses 4

H04: *Different groups do not differ significantly in their confidence in their knowledge of Life Orientation content.*

To test this hypothesis, *t*-Test and analysis of variance were executed. Table 5 indicates the responses of educators and the averages were used.

Table 5 Difference in average knowledge of Life Orientation content

Aspect		Averages	SD	DF	t or F-Value	Significance
Gender	Male	2.3417	.62438	48	.294	p>0.05
	Female	2.2887	.58152			
Age	25-30 years	2.1778	.50479	3	.570	P > 0.05
	31-35 years	2.4889	1.20984			
	36- 40 years	2.0935	.42059			
	40 years +	2.3619	.58282			
Teaching Experience	1-5 years	2.1778	.31505	3	1.940	p> 0.05
	6-10 years	1.7667	.50332			
	11- 15 years	2.6018	.58634			
	16 years +	2.3105	.58810			
Experience in LO teaching	1-2 years	2.2941	.65152	4	.777	p> 0.05
	3-4 years	2.2940	.47394			
	5-6 years	2.5583	.77002			
	7 +	1.9333	.59255			
Training in LO	Yes	2.4389	.55520	47	.884	p> 0.05
	No	2.2634	.60934			

No significant differences were found between the different groups regarding their confidence in their knowledge of Life Orientation content, since $p > 0.05$. The null hypothesis may thus be accepted. However this may be due to the relatively small sample.

When the averages of the other groups are studied, the following interesting facts can be noted:

- The male educators in the sample had more confidence in their knowledge of Life Orientation content than the female educators (an average 0f 2.3417 compared to 2.2887):

- Educators in the age group 31 to 35 years had the most confidence in their knowledge of Life Orientation content compared to the other age groups (2.4889 is greater than the other averages);

- The educators in the sample with 11 to 15 years of teaching experience had the most confidence in their knowledge of Life Orientation content in comparison to the other groups (2. 6018 is greater than the other averages);

- The educators with 5 to 6 years of teaching experience in Life Orientation as such had the most confidence in their knowledge of Life Orientation content compared to the groups (2.5583 is greater than the other averages);

- Those educators who had training in Life Orientation also had more confidence in their knowledge of Life Orientation content than the others (an average of 2.4389).

The responses of educators in this table indicate that different groups of educators differ regarding their confidence in their knowledge of Life Orientation content. The male educators seem to be more confident than females with regard to their confidence of Life orientation content. The implication may be that female educators need more training with regard to the knowledge of Life Orientation content.

The responses of educators indicated that different age groups differ with regard to their knowledge of content. The responses also indicated that different groups differ with regard to their teaching experience in relation to content of Life Orientation.

5.2.6 Null-hypothesis 5

H_{05}: Different groups do not differ significantly in their confidence in their knowledge of adolescence.

To test this hypothesis *t*-Test and analysis of variance were calculated. The results appear in Table 6.

Table 6 Difference in average knowledge of adolescent development

Aspect		Averages	SD	DF	t or F-value	Significance
Gender	Male	2.3125	.82916	48	-.410	p>0.05
	Female	2.4069	.72380			
Age	25-30 years	2.4167	.50000			
	31-35 years	3.0833	1.37689	3	1.092	p>0.05
	36-40 years	2.1771	.58999			
	41 years +	2.3881	.72871			
Teaching experience	1-5 years	2.2222	.61426			
	6- 10 years	2.0417	.42219	3	1.170	p>0.05
	11-15 years	2.7917	.84163			
	16 years +	2.333	.75705			
Experience in Lo teaching	1-2 years	2.2990	.76323			
	3-4 years	2.4583	63089	4	1.560	p>0.05
	5-6 years	2.7917	.88976			
	7 years+	1.9444	.41107			
Training in LO	Yes	2.7639	.72460	47	2.016	p=0.05
	No	2.2860	.70998			

No significant differences were found between most of the different groups regarding their confidence in their knowledge of adolescence, since $p > 0.05$. The null-hypothesis may thus be accepted in these instances. However, this may be due to the relatively small sample.

For the significance of the difference between educators that had training and those that did not have training, the null-hypothesis may be rejected. Those educators who had training, had significantly more confidence in their knowledge of the adolescent than those who did not receive any training (p=0.05).

When the averages of the other groups were studied, the following can be noted:

- The female educators in the sample had more confidence in their knowledge of adolescence than the male educators (average of 2.4069 compared to 2.3125);

- Educators in the age group 31 to 35 years, had the most confidence in their knowledge of adolescence compared to other age groups (3.0833 is greater than the other averages);

- The educators in the sample with 11 to 15 years of teaching experience had the most confidence in their knowledge of adolescence in comparison to the other groups (2.7917 is greater than the other averages);

- The educators with five to six years of teaching experience in Life Orientation had the most confidence in their knowledge of adolescence compared to the other groups (2.7917 is greater than the other averages).

The responses of educators in the sample indicate that different groups differ regarding their knowledge of adolescence. The female educators seem to be more confident with regard to knowledge of adolescence than the male educators. It therefore implies that male educators will require more in-service training in this regard, than the female educators.

The responses indicate that different age groups differ regarding their knowledge of adolescence. Educators between the ages of 31 to 35 seem to be more confident with the knowledge of adolescence than the other age group.

5.2.7 Null Hypothesis 6

H06: different groups do not differ significantly in their confidence in their knowledge of Life Orientation skills.

To test this hypothesis, *t*-Tests and analysis of variance were calculated. Results appear in Table7.

Table 7 Difference in average knowledge of Life Orientation skills

Aspect		Averages	SD	DF	t or F-value	Significance
Gender	Male	2.2539	.56156	48	-.521	p>0.05
	Female	2.3569	.68951			
Age	25-30 years	2.4167	.50000	3	1.092	p>0.05
	31-35 years	3.0833	1.37689			
	36- 40 years	2.1771	.58999			
	41 years +	2.3881	.72871			
Teaching experience	1-5 years	2.2222	.61426	3	1.170	p>0.05
	6-10 years	2.0417	.42219			
	11 -15 years	2.7917	.84163			
	16 years +	2.3333	.75705			
Experience in LO	1-2 years	2.2990	.76323	4	1.560	p>0.05
	3-4 years	2.4583	.63089			
	5-6 years	2.7917	.88976			
	7 +	1.9444	.41107			
Training in LO	Yes	2.5469	.63073	47	1.333	p>0.05
	No	2.2604	.65208			

No significant differences were found between the different groups regarding their confidence in their knowledge of Life Orientation skills, since p> 0.05. The null-hypothesis may thus be accepted in these instances. However, this may be due to the relatively small sample.

When averages of the other groups are studied, the following can be noted:

- The female educators in the sample had more confidence in their knowledge of Life Orientation skills than the male educators (an average of 2.3569 compared to 2.2539);

- Educators in the age group 31 to 35 years, had the most confidence in their knowledge of Life Orientation skills compared to the other age groups (3.0833 is greater than the other averages);

- The educators in the sample with 11 to 15 years of teaching experience had the most confidence in their knowledge of Life orientation skills in comparison to the other groups (2.7917 is greater than the other averages);

- The educators with five to six years of teaching experience in Life Orientation as such had the most confidence in their knowledge of Life Orientation skills compared to the other groups (2.7917 is greater than the averages);

- The educators in the sample with Life Orientation training had more confidence in their knowledge of Life Orientation skills than the others (an average of 2.5469 compared to 2.2604)

The responses of educators indicate that female educators as compared to their male counterparts are more confident with regard to their Life Orientation skills. Training of educators may be urgent with regard to male educators as they seem to be lacking Life Orientation skills. The responses of educators also indicated that different age groups differ with regard to Life Orientation skills.

The summary of all six tables i.e. Table 2, Table 3, Table 4, Table 5, Table 6 and Table 7 will be discussed below.

5.2.8 Summary of results

KNOWLEDGE OF LIFE ORIENTATION CONTENT
TABLE 2 AND TABLE 5

The results of Table 2 and Table 5 indicate that educators are most uncertain about factors that deal with the curriculum structure. The following aspects indicated a high percentage with regard to the content of Life Orientation i.e. concepts of Life Orientation, outcomes to be incorporated

in life Orientation as well as religious education as part of Life Orientation curriculum. The implication is that educators require training with regard to the curriculum of Life orientation. However, male educators seem to be more knowledgeable with regard to Life Orientation content as opposed to their female counterparts (*see* Table 5).

KNOWLEDGE OF ADOLESCENCE

TABLE 3 AND TABLE 6

The results of Table 3 and Table 6 indicated that there is more uncertainty with regard to knowledge of adolescent. Educators' response indicated that they are uncertain about how to identify aspects that may have an influence to a learners' scholastic performance. The implication to this might be that some factors that have a bearing to low scholastic performance of learners are risk factors that learners are subjected to, and or the relationships in the family. But due to lack of confidence in that regard educators find it difficult to help learners sufficiently. It appears as though educators mainly understand the end product of the problem but fails to evaluate the causal factor whenever they deal with adolescents. It is therefore against this background that it is necessary for educators to receive more training in order that they could effectively work with adolescents.

LIFE ORIENTATION SKILLS

TABLE 4 AND TABLE 7

Table 4 and Table 7 indicate that educators seem to be uncertain with Life Orientation skills. There are aspects that indicated high uncertainty with regard to Life Orientation skills, such as assessing learners with learning barriers. It will therefore mean that educators lack the skills to identify such learners in their classrooms. It is therefore vitally important for such aspects to be

given more attention since inclusive education stresses that all learners should be accommodated in all schools. No learner should be discriminated on the basis of his or her disability as enshrined in the policy. It therefore requires of educators to be equipped with necessary skills to guide them with regard to the problems they encounter. That means educators need training to be able to perform their tasks more effectively.

THE DIFFERENCE IN AGE, TEACHING EXPERIENCE AND LIFE ORIENTATION TEACHING

With regard to age aspect, the age group of 31-35 years is more knowledgeable about the content of Life Orientation, knowledge of adolescents and skills to implement Life Orientation. It seems the educators within this age range are at best equipped and hence more confident to implement Life Orientation. Another reason for this might be that when OBE was introduced, these educators were more exposed to training as they were still new in the field and actively involved in teaching.

As age goes beyond 35years, their general teaching experience beyond 15years and their experience in teaching Life Orientation beyond 6years their confidence seems to decrease. It appears that educators who have been long in the system become less interested in teaching as they mellow with time. They seem to experience burn outs the reason for educators to be less enthusiastic about their work might be that they are tired of the changes that are imposed on them by the government.

In all the tables there is a clear indication that all educators who received training in Life Orientation are more confident than their counterparts. If all educators receive training in Life Orientation, they will become more conversant with knowledge of Life Orientation content, adolescence and Life Orientation skills.

5.3 CONCLUSION

The responses of the educators in the sample clearly indicated that, although educators are teaching Life Orientation, there is a need for intensive training. In chapter 6 conclusions, recommendations and limitations of the research will be discussed.