

An Investigation of the Challenges Experienced by High School Teachers in Implementing the Life Orientation Curriculum in Selected Fort Beaufort District High Schools, Eastern Cape of South Africa

Toyin Mary Adewumi

*Faculty of Education, University of Fort Hare, PB X1314, Alice 5700, South Africa
E-mail: toyinadewumi28@gmail.com*

KEYWORDS Interpretivist Paradigm. Life Orientation. National Curriculum Statement. Qualitative Design. Support

ABSTRACT This paper investigates the challenges experienced by teachers in implementing the Life Orientation curriculum in selected high schools in the Fort Beaufort District in the Eastern Cape, South Africa. The research described in this paper is located within the interpretivist paradigm in which a qualitative research design was used. Data was collected through individual and focus group interviews held with 48 participants comprising of teachers, principals and learners in six high schools. Data analysis was done by clustering common themes and writing stories to uncover the main issues that arose. The paper reveals inadequate training and the challenge of learners turning against lessons taught as part of the challenges experience in teaching Life Orientation. The researcher concluded that the subject is not being handled properly despite its importance and recommends that the Department of Education provide support to meet the urgent needs of teachers in the high schools.