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| Participant: | L |
| Researcher: | Elizna Grobler |

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| Researcher: | So thank you for joining my research regarding the social construction of work integrated learning from a postgraduate perspective. I just want to give you a bit of background about myself. I am also working in HR and I'm in my second year of doing my masters. So hopefully after three months I have completed my master's degree and then you're then I can just focus on my career. So once again, thank you for joining. |
| Participant L: | My pleasure. |
| Researcher: | As I said, I will protect your identity. So everything that you will be saying will be kept safe and your identity won't be given away. So yeah, I just want to also explain a bit more about my study. So I'm not sure if you all familiar with the term work integrated learning? |
| Participant L: | I am. |
| Researcher: | Okay, I'm just going to provide a definition as well. So basically work integrated learning refers to approaches and strategies where theory is combined with practice, within a purposely designed curriculum, and it stretches further than traditional education, since it normally allows students to receive exposure to real world work environments. So basically, the title of my study is the social construction of work integrated learning as community engagement from a postgraduate perspective. So basically what it entails is how did the students experience their form of work integrated Learning, and for the IOP students, I am focusing on the community project. So I would just like to know from you, what did you have to do for your community project last year? |
| Participant L: | For our community project, we conducted, a , what do you call this, a, where we taught students and grade nine learners because when they choosing subjects, most of them don't know which career paths they should take which subjects are needed, because they don't have like that information, especially in communities whereby, like they don't conduct tests on them to see where their strengths lie so they can be able to choose subjects. So we were educating them with regards to which subjects you can choose to go in which career so that when they go choose their subjects, because we heard from the school that most learners choose change subjects, almost 80% of the students change subjects when they get to grade 10 to different subjects because they don't have the knowledge to to basically choose the subjects they want or choose the subject they are going the career in which they go into. Because most of our parents, most of our parents in black-based communities always tell us to go for math and science, you will choose any career we want. Which is untrue, because you might choose maths and science, but you it's not our strengths and most of us like myself, I didn't like maths, but my parents told me to that and science and I didn't pass it very well. And then actually we'll go in the math and science stream. |
| Researcher: | Okay, that's very interesting. It sounds like a very interesting project to do. So you did touch a bit on that the learners didn't know what subjects you choose and then it's a theme within your communities that you do not always know what to do after school. So did this play a big role as to why you chose your specific target market for the community project? |
| Participant L: | I believe so. I think in grade nine, as learners as, not as learners as because I'm already past grade nine as well. Most students think "No, I'm just going to choose this and this subject." And then when you get home your parents to tell you to do like choose maths and science. You don't have a choice or things like that. And I think that our parent as well, because we wanted to do a follow up to also educate the parents about subject choices that maths and science don't, if you don't pass Well, you wouldn't get the career that you want. And they don't know about that. They just tell you to choose nets and science, you know. So I think that education helped them a lot to know that what also what an APS is for is in grade nine learners don't know what a APS score is. I don't think that the LO teachers, the life orientation teachers, tell them about that because life orientation, they have to do a lot in one year. And teachers don't get to get to those things about subject choices, about career choices about the different subjects, because even the life orientation teacher when we were asking, yeah, plus I was I've been meaning to tell them that but I didn't have this specific or this enough information that you conducted that you will be presenting to the learners. So I think it will be also an eye opener to them. |
| Researcher: | Okay, and I take it that you did a lot of research regarding the different subjects and the different career paths that students can choose? |
| Participant L: | Yes, I we did we me and my group conducted with different universities, requirements, which subjects are needed because most people don't know that. Even with math literacy, if you pass well, you will still be going into the career that will most mostly tell us that no, you only need math for this which is untrue. So we did do a lot of research in terms of that. |
| Researcher: | Okay, and tell me a bit what did you learn from the from the community project in terms of competencies and skills? |
| Participant L: | Competencies skills within myself or within the group? |
| Researcher: | So let's say within yourself that can perhaps help you in your own career going forward. |
| Participant L: | I think one of them would be public speaking because I wasn't good at that. Standing in front of learners and also being able to articulate the information you want to bring forward to them without, cause learners are especially grade nines, they're still distracted, they still want to make jokes, they still want to live, laugh and things like that. So I learned to be firm, which is good because now I'm out in the field that I'm in and able to be firm to my fellow colleagues, when job needs to be done and in order to complete specific tasks. So I think, to be firm as well as to speak publicly in a crowd of people to present and be able to engage in in in conversations that I am needed, basically. |
| Researcher: | Yes. Okay. No, that's very good to hear. And would you say that the community project obviously it helped you to engage directly with the community, but did it allow you to engage with industry partners and with industry partners. I mean, you did engage with multiple universities but didn't allow you to engage with other IOP professionals or other IOP companies? Perhaps? |
| Participant L: | Not really. I didn't engage with IOP individuals, or in the people's in my industry, I basically engaged with teachers and even the school counsellor. Yes, we were able to speak to the school counsellor. I think she helped us a lot in terms of our research, what the kids needed. What do they lack in the school because she's in the school. So there was someone who was able to help us do our research properly, but in terms of my career, no, not really. |
| Researcher: | Okay. And would you say that it is something that is perhaps lacking from the community project and that you would like to engage a bit more with the IOP industry partners to build your own network as well? |
| Participant L: | I think I think in my, in our situation in our our community project. We, I don't think we get a lot of IOPS, industrial psychologists in education field, you mostly get your educational counsellors, your educational psychologists, and things like that. I think maybe during your honours, it would be something maybe if you want to do your research in terms of schools and how IOPs are needed in schools, that would be one of the one of them would be advantageous to an individual who would like to go into that. But I think it was more educational, educational on our side, to know that okay, learners don't know these things. And we, we like giving out the specific information because there is a need because, you know, during our community project, you needed to do a needs assessment, to know what is the need and things like that, I think in terms of IOP, it wouldn't be one of them. It would be one as part of IOP would be being a counsellor. So we the counsellor didn't basically knew the needs that the learners needed. So I think in terms of that, if you want to be a counsellor, it would be advantageous. |
| Researcher: | Okay, okay. And tell me a bit. How did you find the school where you've conducted your community project? |
| Participant L: | One of the group members used to go to that school so she, she told us that how she found out into doing industrial psychology was that one of her friends was telling her "No. Why don't you choose this subject?" because she was coming she was doing her first year in at [a certain University, studying a specific course] or something like that. And she explained to us that she didn't like it, but she took it because her parents were like, no, go into the science field. You will excel in that but she didn't like it. So she dropped out. You see, it's that the narrative and the information that we receive from our parents that is that we are misinformed. So with that, with her case, in her situation, we're able to choose the specific school that we went to. |
| Researcher: | Okay, that's very interesting. Thank you for sharing that. And are you currently working now? |
| Participant L: | I am currently working, yes. |
| Researcher: | Okay. And would you say that the community project equipped you for the world of work and please elaborate on your answer. |
| Participant L: | As it is, yes, it equipped me for in the world of work, as I previously mentioned that I'm able to address individuals in my team in the staff in terms of how to articulate, how to bring forward information that I need to fill out, because I'm typically an introvert. I am not good at public speaking and I'm not I wasn't good not I'm not good. I wasn't good. I used to be very, very shy. I used to, uh, but now I'm able to, you know, stand in front of a crowd and address, address them, you know, it equipped me enough to be able to address members of my team and things like that, yes. |
| Researcher: | Okay. And in terms of your experience that you have gained now in the world of work, how do you think can the community project be well adjusted to make sure that it aligns with industry standards so that when the students have completed the honours, they will be ready for the world of work? |
| Participant L: | I think in terms of IOP cause, with us, they gave us specific topics that we can go into and choose a topic that might be advantageous, advantageous, advantageous for us. For us, I think in terms of career wise, it would be best to, for example, put us up with companies that are into in industrial psychology and psychometry and counselling as well, that they can help us they can equip us in terms of the community project, and I'd say to also, help us interact with people in our fields so that we grow our, our network, as those who want to go into industrial psychology. I mean, the, in order to be able to know more about what needs to people that can help us, you know. I know that [certain South African University] has this because obviously when you do your psychometry or industrial psychology you need hours. I know that they help them with the hours, they help them network, so that they can get the hours that they need to help them network so that they see they have with the people they They network with the people that are industrial, industrial psychology based. |
| Researcher: | Yes. Okay, no, I gave that so basically, you would make a suggestion that it should be a bit more IOP focused, and not only on the community. |
| Participant L: | I think it can be IOP based but it should be. It can be community based but it can also be industrial psychology because not many people know what industrial psychology is. |
| Researcher: | Okay, so, do you think perhaps let's say you still did the same community project, but the university provided you with a mentor that can guide you to help have these career discussions with the students or with the learners, do you think that would be beneficial? |
| Participant L: | I think with our supervisor, she was helpful in terms of how we conducted our research and things like that, but there was no I believe maybe they are trying to give us a spot to be able to not be spoon fed. If you understand me, so they trying to give us that leg to stand on to be able to be like okay, this was our but I think maybe we needed more help more pressure and things like that because I think that we only the emails that we send to her were like three, four or five. If I am not mistaken with regards to our community project. So I think they is a need for help. Because obviously it's your first time conducting a community project you don't know where to start and things like that. |
| Researcher: | So okay, no, I completely get that. So I just have one last question for you. I just want to know how did you find out about IOP and what inspired you to become or to study towards becoming an industrial psychologist? |
| Participant L: | My story is very funny. So with me from a young age, I wanted to do psychology, go into clinical psychology and and I'll always say you know what, I am someone that is able to, to listen to propose people's problems and you know, I am someone who's very sympathetic. I think I can go into psychology, but when I got to varsity and then you get this kind of thing. Especially my parents were telling me that if you do psychology, you will sit at home, you wouldn't have a job. So I compromised with them. I told them that okay, I'm gonna do industrial psychology, industrial psychology. If I don't pursue a career further, I will go into HR and HR is something that is growing. Yeah, and a lot of companies in a lot of yes, a lot of companies, businesses are in need of HR to handle their business accordingly. And according to the law, so it's like don't worry, I will get a job. Hence I will tune in and then I begin to fall in love with industrial psychology, you know, psychology in the workplace because people don't know that. People go through things in the workplace and that's why maybe they're not performing well. And that's what I learned basically, that they go through the so if you have an industrial psychology in the workplace, they are able to detect that basically enemy able to help the individual out. And that individual is able to be a successful employee that will be able to function well in the workplace. |
| Researcher: | Okay. And you've mentioned previously that not everyone is familiar with industrial psychology. How did you? You did mention now that you wanted to find a compromise between psychology and something else, but how did you stumble upon IOP specifically? |
| Participant L: | I like to tell those people the story that IOP chose me. Well, when I was in matric, I didn't get the best of results. So I did a bridging course at [a University doing a specific course]. So they said that the only spots left in the programme was [Type of Degree] and I think it was a [Type of Degree]. So I went into [Type of Degree] and after that programme, you're able to choose a course that you want to go into. So when I saw psychology, I was like, okay, this one is the best one for me. And then I learned more about it when I got to go through the course in the classes, the lectures, I mean, and things like that. |
| Researcher: | Okay, and then the love for IOP started. And your love for IOP started. No, that's great to hear. Thank you for sharing your story. Are you currently doing your Masters this year? |
| Participant L: | No, I decided to take a break. Because if this was a bit hard for me, yes, but I think next year I'm going to pursue my master's degree. |
| Researcher: | Okay, well, all the best and thank you so much for your time. I really appreciate it. I know it takes a lot to participate in research, but should you decide to do your masters and you also require participants and I fit the criteria and then you are more than welcome to ask me as well to participate in it. |
| Participant L: | Thank you very much. I really appreciate it. |
| Researcher: | No problem. I'm going to switch off the recording now. |