

**THE IMPACT OF CAREER ORIENTATION IN THE LIVELIHOOD OF RURAL HIGH
SCHOOL LEARNERS: A CASE OF SELECTED HIGH SCHOOLS IN NYLSTROOM
CIRCUIT, WATERBERG DISTRICT, LIMPOPO PROVINCE**

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DECLARATION WITH REGARD TO INDEPENDENT WORK

I, **SETHOLE CHARLIE POKEDI** identity number _____ and student number _____, do hereby declare that this research project submitted to the Central University of Technology, Free State for the Master of Education (Post Graduation Studies), is my own original work; and complies with the Code of Academic Integrity, as well as other relevant policies, procedures, rules and regulations of the Central University of Technology, Free State; It has never been submitted in any form for any qualification before in any tertiary institution.

8 MARCH 2023

SIGNATURE OF STUDENT

DATE

DEDICATION

This work is dedicated to my late mother, Alsina Tlou Sethole and my father Rueben Sethole, who raised me through unbearable circumstances until where I am today. You made sure that your children are treated equally with love. I also dedicate the research to my whole family. Lastly, I dedicate this research to the Lord who gave me the strength and wisdom to finish this research.

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ABSTRACT

This study analyses how career orientations can help rural high school learners to become more self-directed and flexible in developing their careers in today's dynamic world of work. The motive of this study is to address the impact of career orientation in the livelihood of rural high school learners in Waterberg District. Career counsellors are needed in schools to guide the way learners subjectively make sense of their self-perceived talents and abilities. The study used a qualitative approach to obtain information about how career orientation can change the lives of rural high school learners. The purposive sampling technique was used to choose rich information from rural high school learners and teachers, councillors, and the surrounding employers/educational institutions in Waterberg District. Data analysis was done through inductive thematic data analysis where themes and categories emanated. The outcome of the study considered the fundamental aspects to develop career paths, career orientation programs, changing the mind set and the impact of career orientation in rural high schools. The outcomes of this study might help in dealing with persistent educational obstacles like broader educational equity and public funding for developmental career orientation programs that face many youth and adults in rural communities. It is recommended that policy developers establish career orientation models that would benefit the livelihood of rural high schools. The product of the study will be shared with all four schools, nearby employers, and the Department of Education, Waterberg District in Limpopo province.

Keywords: Career orientation; rural high school learners, achievement gaps, mindset, career opportunities, career counselling.

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LIST OF ACRONYMS

ABET	Adult Basic Education and Training
CSR	Corporate Social Responsibility
DBE	Department of Basic Education
EAC	English Across Curriculum
E-Learning	Electronic Learning
EPWP	Expanded Public Works Programme
FET	Further Education and Training
GEC	General Education Certificate
GETC	General Education and Training Certificate
ICT	Information and Communication Technology
IT	Information Technology
LED	Local Economic Development
LO	Life Orientation
MDG	Millennium Development Goals
NSFAS	National Student Financial Aid Scheme
SA-SAMS	South African School Administration and Management System
SDG	Sustainable Development Goals
SGB	School Governing Body
SMT	School Management Team
STEM	Science Technology Engineering and Math
STF	Systems Theory Framework
SWOT	Strengths, Weaknesses, Opportunities and Threats
TC	Tele-Centres
TVET	Training and Vocational Education and Training

CHAPTER 1

ORIENTATION AND BACKGROUND

1.1 INTRODUCTION

Career orientation refers to the way in which people view and approach their career, which is assumed to be an essential driving force behind their career choices and career self-management behaviour (Grote & Hall, 2013:265). In essence, contemporary career orientations encompass a variety of attitudes and preferences that help people to become more self-directed and flexible in managing their careers in today's dynamic world of work (Gubler, Arnold & Coombs, 2014b:23; Gubler, Arnold & Coombs, 2014a:641; Wiernik & Kostal, 2019:280). This is to re-direct the career focus of the rural high school learners. Career orientation seeks to capture the way learners subjectively make sense of their careers. It encompasses one's self-perceived talents and abilities, career values, and motivations. Rodrigues, Guest, Oliveira & Alfes, 2015:23) argued that career orientation develops students in the last years of high school and guide one's career choices. Fit between career orientation and employment settings lead to higher work-related outcomes. Tschopp, Unger and Grote (2015:7) examined the impact of career orientation on the static and dynamic relationships between student turnover intention and job satisfaction.

The effects of thriving on career satisfaction, career commitment, and career engagement were mediated by career orientation. The positive effect of thriving on career resilience and the resilience-mediated effects of thriving on career satisfaction, commitment, and engagement were stronger when achievement orientation was higher. Matulčíková and Breveníková (2020:1044) implied that thriving-enabling practices might be beneficial among highly achievement-oriented students. Professional orientation has been associated with learning motivation and study performance, and has been seen as a predictor of work satisfaction. Rural high school learners' expectations to higher institutions were defined in terms of nurturing expertise in career orientation.

1.2 BACKGROUND OF THE STUDY

Career orientation is core in the curricular implemented in South Africa. It addresses socio-economic situation of the rural setting. In South African schools, Life Orientation teachers are responsible for teaching career and career choices, but they were never trained for that. Miles (2015:23) stated that career orientation may prepare learners in transition from high school to tertiary institutions and working space. Baruch (2014:2702) emphasised that contemporary careers systems are characterised by a boundaryless career environment and dynamic labour markets. New career attitudes and orientations emerge, and their evaluation is challenging. Draaisma, Meijers and Kuijpers (2018:27) indicated that the guidance that is provided in the Netherlands, as well as in other Western countries, focuses for the most part on helping learners towards their academic achievement. Dabula and Makura (2013:89) said most of the South African learners' careers are inadvertent, and influenced by parents or outside people, especially rural high school learners that never receive career orientation and counselling. The stampedes occur year in year out in different South African universities (Polgreen 2012:5). In Waterberg District, the Career Exhibition and Information Association conducts exhibitions throughout the area, inviting various schools to attend.

1.3 PROBLEM STATEMENT

Most of rural high school learners do not access higher institutions or job opportunities. Providing all learners with effective college and career counselling services is a cornerstone (Neale-McFall & Owens, 2016:5). They are faced with lack of career orientation at schools. Some rural high school learners drop out of school before completing their matric due to lack of motivation and poor socio-economic backgrounds. Lack of parental interest in educational activities discourages learners' participation (Lusse, Notten & Engbersen, 2019:201). In most rural high schools, learners struggle to choose subjects of interest due to the lack of resources, leadership network, information exchange between schools, and the voice in policy development (Association of African Universities, 2013). The appropriate career topics for rural learners should also be revised and the qualification of teachers considered. The Department of Basic Education (DBE, 2011) is doing less in fortifying career orientation in the South African Curriculum. Guidance was an

ancillary subject in the curriculum framework of the old Teachers' Training Colleges. It was never taken very seriously to date. Swisher and Dennison (2016) highlighted the troubling gaps in educational opportunities between the low-income learners and more affluent peers. Giuliani et al. (2017:871) added that it has been tracked that rural high school learners experience unpreparedness for Higher Institutions. That is why we have fewer graduates from rural communities. Prior to expressing their aspirations for their rural life and career, the youth first raised the issue of unfulfilled primary needs: access to education, health care, and lack of infrastructure in their villages (Weda & De Villiers, 2019:1013). The rural teachers are conflated with a wide range of contextual variations, community amenities, geographic or professional distances, and technology access. Steyn and Kamper (2015:263) emphasised that institutions of higher education have wavered their interest in and commitment to rural teacher education, though there is a growing awareness of the need to attend to the experiences of learners in rural communities and the educators who teach them.

The above justifies how career orientation can change the livelihood of rural high school learners. Theobald et al. (2020:6476) agreed that innovative strategies need to be implemented to address the achievement gaps in rural high schools.

1.4 RESEARCH QUESTIONS

1.4.1 Main Research Question

What is the impact of career orientation in the livelihood of rural high school learners?

1.4.2 Research Sub-Questions

- How can career orientation change the livelihood of rural high school learners?
- What career orientation programmes are available in the livelihood of rural high school learners in Nylstroom circuit?
- What career orientation framework can play the most significant role in the livelihood of rural high school learners in Nylstroom circuit?

1.5 RESEARCH AIM

The main aim of this study is to offer rural high school learners an educational basis to enhance chances for career or work opportunities. It is also to signify that career orientation will assist learners with guidance for the future.

1.6 RESEARCH OBJECTIVES

The following are the objectives of this study:

- To identify the impact of career orientation in the livelihood of rural high school learners in Nylstroom circuit.
- To explore how career orientation can change the livelihood of rural high school learners in Nylstroom circuit.
- To identify career orientation programs available in the livelihood of rural high school learners in Nylstroom circuit.
- To draw a career orientation Framework that can play the most significant role in the livelihood of rural high school learners in Nylstroom circuit.

1.7 RATIONALE FOR THE STUDY

Education directly influences the South African productivity, living standards, and competitiveness in the global economy (Van der Heever, Chauke & Hoque, 2015:1). The employable population is necessary for a country's economic growth. Career patterns in South Africa remain skewed in favour of the privileged minority, and the majority of black persons continue to receive inadequate education and career orientation. Swisher and Dennison (2016:842) showed that learners raised in disadvantaged communities have unrealistic occupational aspirations. This may be because they lack exposure to a variety of occupations, and do not fully understand how the barriers in their lives will make it difficult to attain a professional career. Rural high school learners should be guided to attain their desired careers (Bayat, Louw & Rena, 2014:183). The current lack of career guidance in South African schools, particularly in disadvantaged communities, negatively influences the students' hope

for the future. Rural high school learners have limited role models to consider, and experience and observe failure.

The study addressed the achievement gaps of rural high school learners and how to empower their communities to reach relevant career opportunities. It will consider the framework that should evaluate rural high school learners' livelihood (Chen & Chang, 2018:1614). There is a more positive impact of integrated curriculum, with strengthened knowledge, interest, and career orientation towards related fields. The curriculum development may bring changes in rural communities.

1.8 PRELIMINARY LITERATURE REVIEW

A preliminary literature review shows that poor career opportunities are something that is disturbing in rural communities. Given the importance of supporting newly qualified teachers in a rural setting, advanced training is key. There has been little improvement in rural learner performance (Du Plessis & Mestry, 2019:40). As the teaching environment is the major factor in determining learner performance, the government should provide adequate financial and human resources in rural schools (Susanti, Damris, Maison & Tanti, 2020:2047). An active School Governing Body (SGB) must participate in rural schools to monitor teaching and learning. Rural high schools offer less, present fewer electives like Art and Computers, and have fewer advanced placement offerings. DeFeo and Tran (2019:5) stated that progress has to be made to train teachers in advanced career guidance to direct learners in choosing the correct subjects for appropriate career paths (variety of gateway subjects are offered in rural schools). It takes a servant's heart and dedication to teach in rural schools (Lohmann, White & Johnson, 2019:151). What is missing from the past studies is the comprehensive and structured programme of partnership to expand career aiding resources and information exchange between institutions-learning in the latest wave of education (Di Giulio & Defila, 2017:630).

For rural high school learners to adapt is merely to understand the benefits of e-learning to prepare them for online classes. Tawafak, Romli and Arshah (2019:1) pointed out that vulnerable learners should create positive attitudes and enough time to overcome challenges in e-learning. What is salient is to initiate basic courses in computer literacy for the rural high school learners (Barker & Harris, 2019:876). The

Department of Education should make provision for strong internet connections in rural high schools to enhance participation in online matters without interruptions and hindrances. Mabaso (2017:48) emphasised that twenty first century skills development is significant for employability, economic development, and globalisation.

The digital innovation in remote schools affects a great change around the community (Finnerty, 2013:103). Technology prepares rural high school learners for academic opportunities. Bjerede (2018:2) recommended personnel to be trained to deliver 21st century skills. Swisher and Dennison (2016:843) supported that connected learning is the way to go, as learners start to have interest in that. The companies market themselves to rural students, so more outreach programmes, sponsoring of science and technological projects, more scholarships, and encouragement of the Department of Higher Education to provide information about, and improve career orientation officers' knowledge (Zuma, Mason & Maharaj, 2019:29). The study generated helpful insights for organisations and practitioners to introduce modern learning environments in rural schools (Deieso & Fraser, 2019:133). What is important is to provide greater equal opportunities for all South Africans. This is highlighting the real troubling gaps in educational opportunities between the rural learners and their affluent peers. Districts face unique challenges, including funding disparities, difficulty in procuring resources in isolated areas, broadband internet, and difficulty in retaining effective teachers. There are factors like poverty, hunger, and violence that contribute to lower performance in rural high schools. Adewumi and Mosito (2019:1703446) stressed ways to improve access to and quality of education for rural learners.

The school nutrition programme results in an increased attendance rate. It is important for school management teams to monitor teacher and learner absenteeism to accelerate performance. Rural high school learners should be given resources to take charge of their learning and teachers trained to facilitate. Wang (2018:1738) stated that rural livelihoods are enhanced through effective participation of rural people and rural communities in the management of their own social economic and environmental objectives by empowering people in rural areas, particularly women and youth, included through organisations such as local cooperatives and by

applying the bottomup approach. Focus should also be directed to other paths like agriculture for rural learners to grab the opportunity for employment (Daniels, Patridge, Kekana & Musundwa, 2013:4). There is a clear consensus on the importance of agriculture for rural livelihood through provision of employment and food security. There is a lot of de-agrarianisation in rural areas.

There is increasingly reliance on government grants as a source of income in rural areas. There is also a high share of household income. Such communities should start practising subsistence farming to survive on their own (Sati & Song, 2018:2). The growth in proportion of rural population living in urban areas is due to job hunting. There is expansion of urban land use and non-agricultural activities. Rural communities should secure their land to be arable. This will serve as legacy for their vulnerable children. Rural high school learners should resort to farming as the option to be self-employed (Pritchard, Rammohan & Vicol, 2019:89). It will reduce vulnerability; improve food security, and sustainable use of natural resources. Paul (2020:123) stated that agricultural classes can help learners who have difficulty in understanding theories and concepts in Math or Science.

It is imperative for government to introduce agriculture education programmes to create career opportunities for rural high school learners (Baiyegunhi, Majokweni & Ferrer, 2019:1). To date, agriculture classes are popular in other countries. Due to lack of educational resources in rural high schools, government and other organisations should design programmes that would align their interests with proper courses and degrees. McKay (2020:53) stressed that learners have creativity in projects and ability to design objects that can improve their lives. There is a shortage of workers to fill the open positions in the field of Science, Technology, Engineering, and Math (STEM). Career counsellors should have a strong understanding on how to promote STEM colleges and career readiness with rural gifted learners. Lane (2018:1) agreed that it is social engagement that will have a significant impact on career development of rural high school learners.

Based on the abilities of rural high school learners, more have to switch over to vocational education for their future career opportunities (Loan & Van, 2016:10). This will provide enough skilled workers for several projects ventured by foreign companies in rural areas. Entrepreneurship also remedies unemployment in rural

areas. There is a lack of an integrated learning approach, shortage of infrastructure policies of government, and university orientation of learners towards entrepreneurship (Gamede & Uleanya, 2018:15). Entrepreneurship should be introduced as a key module, and partnership between the university and organisations within the community should be formed to promote work integrated learning (Herrington & Coduras, 2019:1).

Entrepreneurship is a tool for rural high school learners pursuing careers in business creation and other related fields. Urban and Chantson (2019:948) affirmed that programmes, projects, and campaigns should be in place, focussing on economic growth, rural development, and skills to accommodate rural learners. We need real empowerment of our rural communities to pass a legacy to the vulnerable. Rural high school learners need access to quality education, employment, and recreation like all learners. It is the DBE's duty to hold government accountable and ensure that persistent inequalities are eradicated. The aim is to protect the vulnerable learners. Modiba (2017:48) pronounced that Life Orientation teachers need appropriate and professional training in career guidance and counselling to support rural high school learners in making informed subject and career choices. Jonck and Swanepoel (2012:229) stated that life orientation teachers need to take the lead in helping learners to choose the correct subjects. Rural high school teachers need training in teaching approaches and career orientation. Little has been done by government to support these rural high school learners and teachers.

Rural high school learners need thorough counselling to refrain from negative behaviours e.g. substance abuse for future focus (Radd et al., 2013:48). The involvement of other stakeholders is key for funding to help offset the disadvantages that exist in rural centres for high quality online instruction (Maharaja, 2016:50). Rural high school learners have to be taught mind-set adjustments to achieve their goals. Nealy and Marti (2019:23) urged rural high school learners to challenge their counter mind-sets and adopt positive thoughts. There must be more growth of college and university graduates in rural communities. Williams (2020:17) pleaded for offering rural high school learners the opportunity to apply and find jobs or vacancies. The research is intending to dig deeper on how best can these vulnerable learners and

teachers be assisted. Focus will be on rural skills development, economic growth, and employment.

1.9 THEORETICAL FRAMEWORK: SUPER'S CAREER DEVELOPMENT THEORY

Super's career development theory as the most widely known life-span view of career development is used in this study. The theory has developmental theories that recognize the changes that people go through as they mature, and they approach to career choice and adaptation (Freeman and Donald Super, 1993:256). Rural high school learners in this study should locate experts, leaders, and likeminded individuals in their career choice and connect with them. More on theoretical framework will be dealt with in Chapter 2.

1.10 CONCEPT SIMPLIFICATION

1.10.1 Rural high school learners

The technical definition of a rural high school learner corresponds to our general understanding of rural area (Hlalele, 2014:462). They are characterised by geographic isolation and small population size. Rural high school learners attend schools that are categorised by their small size, population density, and location (Bayat et al., 2014:183). Rural high school learners face a number of socioeconomic challenges, which limits their ability to achieve; rural high school learners are often the neglected in education. Hlalele (2014:462) stressed that these learners live in dirt floor houses, attend schools far from home, access very few job opportunities, and rarely get out of the area enough to learn about people different from themselves.

1.10.2 Career orientation

Career orientation is a career development instructional guidance programme designed to prepare learners to have a greater understanding of educational and career opportunities, options, and to assist them in making meaningful and informed career choices (Hirschi & Freund, 2014:8). It refers to the constellation of self-perceived attitudes, talents, and values that form the core of a person's occupational self-concept. It guides and influences the individual's selection of specific occupations and work settings. If someone is career orientated, they have an idea of

what type of position they want to be in down the road (timeframe can vary) and have an idea of what they need to learn or accomplish to be qualified for that position. Savickas (2012:5) emphasised that career orientation promotes loyalty and provides motivation for employees to exert extra effort.

1.10.3 Career opportunities

The English Oxford Dictionary defines career opportunity as a particular job that may be a steppingstone to loftier ambitions in future. Huyghebaert, Gillet, Audusseau and Fouquereau (2019:207) defined career opportunity as the situation in which it is possible for one to do something that you want to do for a long period of your life. Stephens, Partridge, Davis and Snyder (2021:1) said the hiring manager would ask for a description of your preferred career opportunity to see if you can articulate how the job you are seeking fits into your long-range career plans. Vocational training can lead to successful employment and career opportunities (Sunday Times, 2013). The term career opportunity is usually accompanied by career development, career options, and career prospects. Career opportunity serves as a modifier for having or following a career as specified (De Vos, Akkermans & Van Der Heijden, 2019:128). Identifying the best career opportunity is finding the right job to suit your personality (Buil, Martínez & Matute, 2019:64). Evaluating previous jobs and roles would be a good start on the road to evaluate and analyse further. If you are having trouble finding the perfect job, it might be time you went back to school to sort out your skills and qualities e.g., communication skills, organisational skills, willingness to learn.

1.10.4 Achievement gaps

Garcia and Weiss (2017:1) defined achievement gap as an academic performance disparity (as measured by educational indicators such as grades, graduation rates, standardised test scores, college admission, and course selection) between or among student groups. The groups may be defined by race/ethnicity, socioeconomic status, disability, English language proficiency, gender, and geographic location. Spaul (2013:1) said the achievement gaps are more noticeable than educational outcomes, ranging from a very few schools that perform at internationally-comparable levels of achievement, all the way down to a majority of schools, which cannot impart even the most basic numeracy and literacy skills to their pupils. The

studies have shown that learners' achievement, especially in mathematics and science, seems to be associated with the socioeconomic status of their schools (Graven, 2014:1039). For example, in a study on the effect of socioeconomic status on learner achievement, Ogbonnaya and Awuah (2019:1) found that learners in the more affluent quintile schools significantly outperformed learners in the less affluent quintile schools.

1.10.5 Career counselling

Vehviläinen and Souto (2021:1) defined career counselling as a type of advice-giving and support provided by career counsellors to their clients, to help the clients manage their journey through life, learning, and work changes. Career counselling is widely acknowledged as a lifelong process that involves not only our occupation, but our learning, our leisure, and our transitions (Zacher, Rauvola & Rudolph, 2019:173). It follows that career counselling seeks to help individuals manage all of those elements of their lives. Flouri, Tsivrikos, Akhtar and Midouhas (2015:71) explained career counselling as a proactive process that may be accessed by individuals in relation to their life/ career management, and it involves a holistic understanding of career development. Since it is an individualised process, career counselling allows practitioners to alter their attempts at kindness to best suit the diverse client base which they serve (Pulsford, 2019:14). The process of career development counselling allows practitioners numerous opportunities to offer kindnesses to clients. Maree (2017:3) stated that the attending stage serves to communicate an intense interest in their experiences. If a practitioner is communicating an intense interest in the client, it shows love and respect and it is a motivation rooted in kindness. Kindness can be imbued, or infused into the career counselling process within any of the stages of the counselling process. Hartung (2013:83) affirmed that career counselling is a vehicle to changing the mind set of our learners.

1.10.6 Mindset

A mind set refers to whether you believe qualities such as intelligence and talent are fixed or changeable traits. Dweck and Yeager (2019:481) posited that those with a growth mind-set, on the other hand, believe that these abilities can be developed and strengthened by way of commitment and hard work. For example, a growth mind set

can help you recover from illness because you believe that you can do something about the illness. Here are examples of mind-sets, “either I’m good at something, or I’m not. I feel threatened or intimidated by others.” Successful mind sets are those focused on victory, based on positive mental attitudes, empowering inclinations, and good habits. Acquiring a success mind set is the right way to dramatically increase your chance to achieve your goals. Burnette et al., (2013:655) proved those mind sets are not just important for learning new skills; they can affect the way that we think about everything.

1.10.7 Livelihood

Loison (2015:1125) refers to a person's livelihood as their means of securing the basic necessities (food, water, shelter, and clothing) of life. The word livelihood also means of keeping one alive. In this case, livelihood skills refer to capabilities, resources, and opportunities for pursuing individual and household economic goals such as income generation. Livelihood skills include technical and vocational abilities (carpentry, sewing, weaving, and gardening). Rogan (2018:90) asserts that livelihood development programmes were designed to help improve the quality of life for marginalised people by providing them with access to health care, livelihood opportunity, and protection. That is, giving them hope to constructively contribute to their communities.

1.11 METHODOLOGY AND RESEARCH DESIGN

1.11.1 Research Paradigm

The paradigm of interpretivism revealed that human belief attribution practices are governed by rich diversity of normative standards (Curry, 2020:905). It provides fresh opportunities to look at specific educational settings in order to explore, understand, and enhance teacher practice. Yoshida (2014) emphasised that we must not ignore the important social problems, particularly outcomes from the unintended consequences of human actions. Most rural communities feel inferior when approaching life in general. Rapley (2018:185) ascertained that there are diverse opportunities for everyone, if career orientation and teacher development can be strengthened in rural high schools. The research aims to change the lives of rural

high school learners around by stimulating work opportunities. The interpretivist paradigm was chosen for this study.

1.11.2 Qualitative research method

This research method provides complex textual descriptions of people's experiences. O'Leary (2014:201) emphasised that the major objective of such an approach is to collect evidence systematically using a predefined set of procedures to answer specific questions and produce results that are hidden. It will be realistically set in various rural high schools in order to gain a deeper understanding from learners and teachers (including school management team), and councillors (Rudestam & Newton, 2015:27). The research focuses on data collection in participants' natural contexts. Every participant, including the researcher is valued during this study. The focus is on structuring and interpreting information from participants.

Yin (2013:1) attested that the research should test the beliefs, opinions, emotions, and the relationship of stakeholders. The tangible points have to be raised to get correct answers. The research basically seeks facts on breaching the achievement gaps in the rural high schools. Personal knowledge is needed to integrate the data.

1.11.3 Research design

The case study design was selected for this study and will be developed by interviewing the rural high school learners to change their mind set and identify the barricades towards studying. Akcam, Guney and Cresswell and Creswell (2018:40) posit that a case study sinks into the activities and processes to collect different data inquiry plan.

1.11.4 Data collection techniques

The following techniques will be used to collect data: field notes (with the aid of tape recorder), focus group in-depth interviews, and face-to-face interviews. McGrath, Palmgren and Liljedahl (2019:1002) agreed that interviews with follow up questions guides the interactions between the researcher and the participants. Through follow up questions, participants give a fuller version of information.

1.11.4.1 Face to face interview

This method is a continuum of formality around interviewing (formal interviews, taped and transcribed) (Schaeffer, 2021:181). Interviews are often used to obtain the interviewees' perceptions and attitudes to the issues (Au, 2019:58). The questions must be structured to find facts on how best we can change the livelihood of rural high school learners to reach relevant career opportunities. The community leaders, councillors, and teachers were interviewed on their experiences and how best we can help our rural high school learners.

Eskom, Exarro, Waterberg Wildlife, and Lepalale TVET College officials were interviewed in a respectful manner and maintained boundaries at all times. The interview focussed on how rural high school learners can be assisted or enticed to their institutions/workplaces. Collaborative interaction of different stake holders can assist in sharing future options and labour market opportunities for these rural communities. In total, 13 participants were interviewed, 4 rural high school teachers, 4 community leaders (councillors), 5 surrounding employers, and 1 educational institution (Eskom = 1, Exarro = 1, Waterberg Wildlife = 1, Hotel Manager = 1, and Lepalale TVET College = 1).

1.11.4.2 Focus group discussion interviews

Focus groups consist of a number of individuals invited to discuss their views on the research topic (Lupton & Maslen, 2019:11481). The focus will be on rural high school learners. The researcher will be asking relevant and open questions (shortlist of questions, ideas, and thoughts on the topic). Interaction is encouraged through collaboration and debate stimulation. An in-depth interview was conducted in four rural high schools with 80 learners ($n = 80$). It will be 40 Grade 11 learners, and 40 Grade 12 learners from four schools. There were 20 learners from each school.

1.11.4.3 Field notes

Data will be collected in the course of qualitative research work by observing participants and their events. Notes emerged from what was seen, heard, and interpreted during the interviews and observations (Sanjek, 2019:92). The researcher's notes will emerge from interviewing rural high school learners, teachers,

councillors, and surrounding institutions. The notes should be utilised to evaluate the rural high school learners' mind set for perceptions on studying and closing their achievement gap. Follow up questions strengthened the fuller version of the course (Menken & Sánchez, 2019:741).

1.11.5 Research population and sampling

The focus group interviews were conducted in four rural high schools with one teacher of each school and one councillor of the situated schools. Usually one interview lasts for an hour or less. Ideally the interviews should be held in a location that is familiar to participants (Nikolaus, Ellison & Nickols-Richardson, 2019:3). The next thing is to contact the potential participants to invite them to the interview. The participants' recruitment was through permission application to Education District and Traditional House of that rural community. The participants have to devote time in whatever step they take, and cutting unnecessary time-consuming ones (Johnson & Johnson, 2019:161). The small sample of four rural community leaders (population) was under cross-sectional survey to collect data. Longitudinal survey can be used by returning to particular individuals to measure the impact of an intervention on the direction of rural high school learners (Alabdullah & Daniel, 2018:639). In the questionnaires and interview open questions began with what, why, how, or describe, to elicit rich quality information. Ames, Glenton and Lewin (2019:1) stated that purposive sampling will choose rich information from rural high school learners and teachers, councillors and the surrounding employers/educational institutions (Eskom, Exarro, Waterberg Wildlife, and Lepalale TVET College). Non-probability sampling with a purposive technique was selected.

1.11.6 Data analysis

For focus group interviews, qualitative data analysis was used by interviewing rural high school learners from four different schools. Developing explanatory theory and coherent conclusions based on qualitative data is key (Bazeley, 2013:47). The face-to-face interview relied on the inductive approach that condenses extensive and varied raw data into brief or summary format (Belfiore et al., 2019:160). The summary findings must be transparent and justifiable. The teachers, councillors and nearby institutions must be transparent on addressing the learners' challenges on

finding employment. Verbatim transcription of interview data is best to accumulate raw information. Field notes looked for analysis and interpretation of verbal data for qualitative investigation.

1.11.7 Trustworthiness

Amankwa (2016:121) found the concept of trustworthiness as refined by introducing the criteria of credibility, transferability, dependability, and confirmability to validity and reliability. “Trustworthy protocol notes the characteristics of rigor process to document rigor and then a timeline directing the planned time for conducting trustworthiness activities”. Tuval-Mashiach (2017:126) stressed that trustworthiness, recording, systematising, and disclosing methods of analysis with enough detail will enable the reader to determine the process credible.

1.11.8 Ethical issues

Ethics may be described as moral principles that govern a persons’ behaviour or conducting of an activity (Kettunen & Makela, 2019:345). The research adhered to the ethics as prescribed by the Central University of Technology’s ethics committee. Navalta, Stone and Lyons (2019:1) approved that researchers should consider the professional ethical thoughts, doing away with data fabrication and plagiarism, non-compulsory participation, privacy, anonymity and confidentiality, avoiding harm and informed letter. The letters of request or permission to conduct research were written to relevant institutions

1.12 CHAPTER LAYOUT

Chapter One: Introduction of the Study

This chapter entails the prelude, the comprehensive background, and the reasons why this study is done. The summary of the rationale and the significance of the inquiry are given. The objectives of the study are also linked to the problem statement. Some of the important concepts are simplified.

Chapter Two: Literature Review

Chapter 2 is made up of literature review that explains theoretical paradigm, research constructs, and the relationship between variables. This part digs where the problem statement emerges. All the research questions are answered in this chapter. It also straightens the theoretical framework and conceptualisation of rural high school learners, the impact of career orientation in rural high schools, the livelihood changes of rural high school learners, counselling as a means of advice-giving and support, closing achievement gaps, changing the mind set of rural high school learners to perception study and creating career opportunities.

Chapter Three: Research Methodology and Research Design

The chapter focusses on research methodology and research design utilized in this study. It motivates the population and the sample chosen in this investigation. Data collection instruments, data analysis, trustworthiness, and ethical considerations are discussed.

Chapter Four: Outcomes, Deliberations, and Findings of the Study

Chapter 4 points out the outcomes of the study and deliberates on the findings captured from the background of the actual literature. The outcomes emerge with authenticity and integrity. All the findings are based on raw information.

Chapter Five: The Synopsis of Findings, Recommendations, and Conclusions

This chapter gives the conclusion where the findings are consolidated for coding. The findings are related to the research questions. The limitations are deliberated and recommendations are explored for change in the coming generation.

1.13 SUMMARY OF THE CHAPTER

In this chapter the introduction and the backdrop of the study is explored. The research questions are answered and the objectives focus on the future predictions of the investigation. The following chapter explains the literature and the theoretical framework that exist. The rationale and the conceptualisation of career orientation in changing the livelihood of rural high communities to reach relevant school learners,

the configuration of their mind set for study perception, and empowering their career opportunities were major in this study.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter looks at how career orientation can change the livelihood of rural high school learners. From the bleak educational background of rural communities, Wang and Dego (2013:304) provided support for career development for other underrepresented learners, and is an effective way to meet their unique career developmental needs. The previous literature gave a limited view on helping rural high school learners to paint their stairway to career opportunities. The researcher consequently thought that this research may identify strategies to address the achievement gaps of rural high school learners, and also empower their communities to reach relevant career opportunities (Glaroudis et al., 2019:480). The shaping up of the rural learners' mind set will help in perceiving their studies correctly. It is also important to realise that during the rural high school learners' journey, an evaluation framework is needed for changing their means to survive.

2.2 THEORETICAL FRAMEWORK: SUPER'S CAREER DEVELOPMENT THEORY

Super's career development theory is perhaps the most widely known life-span view of career development. Developmental theories recognize the changes that people go through as they mature, and they emphasize a life-span approach to career choice and adaptation (Freeman and Donald Super, 1993:256). These theories usually partition working life into stages, and they try to specify the typical vocational behaviours at each stage. began to formulate his theoretical conceptions, differential psychology and the trait-and-factor theory permeated vocational counselling (Freeman and Super, 1993:261). The dominant assumption was that differing abilities and interests were crucial in determining occupational choice and success. For this reason, vocational counselling was seen primarily as a process of helping individuals match their abilities and other traits with those required by accessible occupations (Super, 1953:187).

By applying the matching model, practitioners of vocational guidance assisted their clients in choosing the "right" vocation, that is, the one that is well matched or congruent with an individual's abilities, interests, and personality traits. Super

(1953:189). recognized the valuable contribution of the trait-and-factor theory and the matching model to vocational theory and guidance practice. But he also believed that they were too static and insufficient in explaining the complexities of vocational behaviour.

Super (1953:172) proclaimed that occupational choice should be seen as an unfolding process, not a point-in-the-time decision. Therefore, he proceeded to supplement the trait-and-factor approach by constructing a comprehensive career theory in which (a) career development is seen as a lifelong process unfolding in a series of developmental stages and (b) career selection is not a one-shot decision but the cumulative outcome of a series decisions. Super complemented the traditional individual-difference approach to vocational guidance with three additional perspectives: (1) developmental perspective focusing on the life course of vocational behaviour and stressing continuity in career development, (2) phenomenological perspective emphasizing the role of self-concept in the development of an individual's career, and (3) contextual perspective bringing forward the importance of multiple social roles and their interaction across the life span.

Developmental Perspective: Understanding Careers in The Life Span. While traditional vocational guidance focused on occupational choice and the prediction of occupational success at some later point in time plus the need to understand and predict a career. Super's career development theory outlines a career as a sequence of occupations, jobs, and positions held during the course of a lifetime, including also prevocational and post vocational activities. (Freeman and Super, (1993:262) asserted that what was actually needed in vocational guidance was a career model, which takes into account the sequence of positions that an individual occupies during her or his working life. Interest in understanding careers led Super to look into peoples' career patterns, which portray one aspect of vocational development—the sequence of changes in occupational level and field over a period of time. Although initially “set out” by the individual's parental socioeconomic level, patterns are also determined by individuals' abilities, personality traits, and the opportunities to which they are exposed. The analysis of career patterns supported the view that the life cycle imposes different vocational tasks on people at various times of their lives (Graham, Stead, Mark and. Watson,2016:42).

Super (153:180) believed that a young person should be mature enough to benefit from career assessment and counselling. In adults, where recycling through career stages is less dependent on age. Super (153:181) suggested that readiness for career decision making should be referred to as career adaptability. Christine (2019:20) urged that theories of career development need to explicate views of culture and provide direction for career orientation. Kass and Miller (2018:90) pointed out that to enhance career opportunities one must develop strength and capitalise on it. SWOT analysis is a commonly used tool for strategic planning (Phadermrod, Crowder & Wills, 2019:194). There are free and budget friendly courses online. Taking classes and embracing the spirit of continuous learning is a useful strategy to advance your career (Baruch, Szűcs & Gunz, 2015:3). Rural high school learners should locate experts, leaders, and likeminded individuals in their career choice and connect with them Super's career development theory serves as a light through which the inquiry was placed and attempts made to answer the research question. This implies that the impact of career orientation must be highly dependent on its exercise in rural high schools.

2.3 IMPACT OF CAREER ORIENTATION ON THE LIVELIHOOD OF RURAL HIGH SCHOOLS

Rural high school learners should locate experts, leaders, and likeminded individuals in their career choices and connect with them. Lent, Wang, Morris, Ireland and Penn (2019:690) recommended a hobby for career exploration. A hobby can be the vehicle to a new fulltime career. Career orientation presented variant pathways and patterns that play powerful roles in rural high school learners' career choice pathways. Environmental influences directly shaped the career choices of many students and resulted in career choices not directly linked to interest, and Dodge and Weldernfael (2014:7) weighed learners' perceptions of career choice in high schools, barriers prohibiting learners from engaging in a career of choice, and their general hopefulness. These findings complement studies on other underrepresented groups that illustrated the role of cultural and contextual factors in career choices that are the role of family, parental education, and family outcome expectations. Strong technological family influence on their outcome expectations and career choices can identify outcome expectations associated with local employment and job/income stability. These factors reflect the strong community culture as well as local economic

conditions. Interestingly, in contrast to Gibbons and Borders (2010:194) findings showing lower family support and lower positive outcome expectations, their network of environmental influences and learning experiences may not be sufficient to assist them with adequate, specific information to make career choice decisions. Carrico and Matusovich (2016:1) expanded the study population, vocational occupations, and longitudinal work to test planned versus actual pathways. Such support may include professional development for counsellors and career coaches as well as interventions with students and parents.

Carrico and Matusovich (2016:259) pointed to the need to both provide students with clear, explicit links between interest and careers (as in the Supportive group) to explore and leverage the local values that can supersede interest. Maree (2017) suggested that counsellors and others need to identify and work with the salient influences in their own contexts. Rural communities may offer ideal settings for such alignment because smaller populations often provide increased opportunities to know and understand their community values. Petrin, Schafft and Meece (2014:294) emphasised the need for counsellors and educators to adapt frameworks and methods to accommodate the perspectives and backgrounds of learners. Lower school enrolments may be an advantage, allowing counsellors and teachers to more easily gather such knowledge the environmental influences and specifically how family members or educators can better inform and support career choice pathways. Thus, this study's recommendations include adding specific questions related to encouragement to change a career choice (behaviour altering) or exposure to new, previously unknown career options that meet a student's outcome expectations.

Corrente (2013:1622) emphasised that future work should explore longitudinal trends because high school learners' plans do not always fully materialise. He further stated that longitudinal research is critical in exploring pathways, supports, and barriers for student persistence towards career choices. Nationally, many high school learners who were accepted and planned to attend college failed to matriculate, and this phenomenon is more prevalent among low-income students. In addition, gaps exist between learners' preferred career choices and their attained goals, and some students may have unrealistic expectations about their career goals. Boden (2011:96) showed the career goals (and possibly uncertain goals) of rural students

are shaped by local contexts in critical ways. Educators and counsellors can work with these learners to benefit by increased attention to the nuances of salient environmental factors. For the purpose of this study, interdependent elements were used for the realisation of career orientation impact on livelihood of rural high school learners. Teachers are individuals who are part of a system influenced by, among others, geographical and societal influences.

This study will provide the rationale for systemic approaches in multicultural career orientation. McMahon and Patton (2018:229) explained that career counsellors are challenged to expand their roles and levels of intervention in multicultural way. Super's career development theory reflects on effective mentoring as a valuable asset for future career. Vision makes you maintain clear reflection, focus, and future. Career planning should be aligned to career vision. The value of diligence and planning should be key. Kass and Miller (2018:90) pointed out that to enhance your career opportunities one must develop strength and capitalise on it. SWOT analysis is the way to go. There are free and budget friendly courses online. Taking classes and embracing the spirit of continuous learning is a useful strategy to advance your career.

2.4 FUNDAMENTAL ASPECTS TO DEVELOP A CAREER PATH FOR RURAL HIGH SCHOOL LEARNERS

2.4.1 Professional teacher development

Patton, Parker and Tannehill (2015:26) said closing the opportunity gap starts with the opportunity gap such as professional development of teachers in technology access in the classroom. When students in high poverty rural schools have greater access to new technologies and teachers who know how to use them, academic performance in science and math tests scores can increase. DiPaola and Wagner (2018:1) emphasised that clearly communicated teacher development process is essential for driving measurable and lasting learning for learners. Beare, Caldwell and Millikan (2018:1) supported Hawaii for using the Teacher Appreciation Week to support teachers in their tireless work to advance student learning. They go a long way to make teachers feel valued and appreciated. By doing this, they are investing in accomplished teachers. Many states support board-certified teachers with financial

incentives for working in high-need schools (rural schools). Nooruddin and Bhamani (2019:95) stated that behind every teacher is a great mentor, and behind every great mentor is a commitment to the resources and funding that allows educators to develop and hone their craft.

Every Student Succeed Act in the US is an opportunity that created comprehensive induction programmes to address the needs of new teachers, particularly in the lowest performing schools where teacher recruitment and retention are often barriers to school success. It allows districts to rethink funding for both school improvement and professional development. Ochirovna and Moiseyevna (2016:73) agreed that teachers worldwide face educational changes, which have a direct effect on their ideas of what education should be. Professional development assists teachers to deal with these changes (King & Feeley, 2014:249). The participants in the study by King and Feeley (2014:249) described in this article concurred that Continuous Professional Teacher Development is an apt tool to deal with the changes in society, education, and schooling. Quaglia and Lande (2016:32) mentioned that teachers often feel that they are not making decisions for themselves; this exclusion makes them feel disrespected. It is also recommended that teachers' participation must form part of decision-making in their daily practice.

King and Feeley (2014:249) observed that professional development is often provided by other stakeholders, rather than teachers. This provision frequently excludes teachers from making decisions which affects teacher development. Quaglia and Lande (2016:34) identified the importance of including the voice of teachers, which they define as the "teachers' ability to speak openly about opinions, ideas, and suggestions in an environment that is driven by trust, collaboration, and responsibility". When teachers' needs are addressed, development and growth ensue. Teachers often feel that something as simple as talking to their colleagues and observing colleagues during classroom teaching are effective ways to improve their own practice (Parise, Finkelstein & Alterman, 2015:1). When teachers function regularly in a collaborative learning situation, they become more effective teachers.

Macias (2017:76) recommended, "Training must be based on teachers' needs, acknowledge learning as a social process, include collaborative opportunities, provide sustainability, treat teachers as active learners, enhance teachers'

pedagogical skills and content knowledge, offer facilitation that reflects objectivity and care, focus on learning outcomes for students.” In a training and development context, the focus should be on the teacher as a holistic entity, a person with past experiences and future endeavours, as this influences the training process, and thus the outcome of training. Ochirovna and Moiseyevna (2016:73) made the point that to render any training more successful, the teachers’ professional competence and abilities, social development, and even their spiritual and emotional well-being should be considered. Masuda, Ebersole and Barrett (2013:6) stressed that novice teachers often feel overwhelmed at the beginning stages of their teaching journey.

Effective teacher development of new teachers can go far in allaying their fears and addressing areas of concern. Whereas beginner teachers will do almost anything in terms of professional development due to their awareness of their need to develop as teachers, mid-career teachers are more discriminating in terms of topics. Mid-career teachers require development based on curriculum content and teaching techniques (Masuda et al., 2013:7). The career stage that teachers find themselves in often has an impact on their development and the kind of professional skilling that they would choose for themselves. Although teachers are in different career-stages, they form part of the community of practice and they are the subjects within the teacher development activity system (Cameron & Woods, 2016:176). Mid-career and late-career teachers prefer working with their peers and are more selective and discerning in the professional development they participate in (Masuda et al., 2013:10).

2.4.2 Community (parent) involvement

DiPaola and Wagner (2018:3) mentioned that school and home have to be linked through close cooperation between the schools, parents, and community. It is one of the keys to close the achievement gap. Parent involvement has a strong, direct impact on learner achievement. Educators need to communicate both strengths and weaknesses of our students to their parents, and need to familiarise the parents with educational policies and procedures and new educational trends that they may not be familiar with. Xaba and Nhlapo (2014:424) stated that community engagement projects offer opportunities for enabling knowledge. Involvement of parents in governance enhances the success of principals’ leadership in schools.

Without effective leadership, the schools will struggle to achieve their teaching goals, and the performance of learners will be adversely impacted. A study by Mncube and Mafora (2014:109) revealed that the dysfunctionality of School Governing Body (SGBs) in South African primary schools affected learners' performance (Mohapi & Netshitangani, 2018). However, Mncube and Mafora (2014:109) pointed out some uncertainty about the roles, as the legislated functions do not provide a clear distinction between the school management team (SMT) and SGBs. The research conducted by Sibanda (2015:78) revealed that many parents feel marginalised by principals in the governance of the school. He further showed that some parents believed that they were not fairly treated at these schools as wealthy and educated parents were treated better than poor and uneducated parents. Such claims compromise the state of affairs of teaching and learning in schools and might result in poor learner performance.

Moreover, Bayat et al. (2014:353) argued, "some SGBs are not working properly because they do not have the necessary skills and they are not sure about their roles and responsibilities," and this mostly happens in rural communities. To ensure effective governance, parent governors should have sufficient power to hold the principals, who cannot or do not want to implement their performance improvement plans, accountable for quality education (Heystek, 2014:308). Moreover, Bradford, Guzmán, Restrepo and Trujillo (2019:47) showed that most non-government schools are constitutionally required to have parents as voting members of the boards and women must form 50% of the boards. Bradford et al. (2019:50) also showed that parents are an integral part of Australian school boards and as such, the Federal Department of Education and Training has developed a "Guide for Parents on School Boards and School Councils." The roles of their school boards are the same as those of countries discussed in this section, including South Africa.

Scholl and Sherwood (2014:18) emphasised that teaming, successfully working together to achieve a shared purpose; accountable, empowerment, successfully empowering people while at the same time holding them accountable for the power granted; strategic leadership, successfully articulating the cooperative's direction or purpose and setting up the organisation for movement in this direction. Whalley and Barbour (2020:102) outlined collaboration as one of the leadership practices that can

contribute to collective efficacy. Teachers' collective belief that together they can make a difference to student learning is integral (Donohoo, 2016:2). Student's achievement can be improved when teachers collaborate to overcome challenges (Ronfeldt, Farmer, McQueen & Grissom, 2015:475). Furthermore, collaboration between schools has the potential to improve equity for students, by increasing the capacity of schools to respond to learner diversity.

Chapman et al. (2016:178) concurred that collaboration requires a shared vision and purpose; and clear structures and processes, including time and resources (Taskforce on Regulations Affecting School Performance, 2014). Rincón-Gallardo and Fullan (2016:7) said effective collaboration, through inquiry and group problem solving, avoids the problem of "group-thinking," where individuals repeat and reinforce similar views; and seeks to gain deeper understanding rather than perpetuating the status. Rincón-Gallardo and Fullan (2016:5) agreed that school staff is often not prepared to interact with minority parents, and as a result, teachers' and parents' notions about parental involvement are often narrow and confined to activities like attending parent– teacher conferences, volunteering for classroom activities, fundraising, and helping with homework (Crosnoe, 2015:61). This limited view can lead to negative judgments about parents by teachers, perpetuating a cycle of discrimination and low expectations (Baquedano-López, Alexander & Hernandez, 2013:149).

2.4.3 Addressing funding disparities

Poor students see less funding in many states. The government leaders recognise the importance of education to the survival of individuals and societies in 21st century. Most policy proposals do not serve the needs of rural students and teachers. To many small rural schools, one teacher teaches multiple subjects. Most of lawmakers live in urban or sub-urban areas and do not care about rural schools (Culbertson & Billig, 2016:2017). Most of the rural districts are economically disadvantaged. All five districts in US were unable to close the gap in three content areas (math, reading, and science) because of low funding for resources. Appropriate funding worked for most rural communities. In theory, state school finance systems are designed to a) remediate disparities between local public-school districts that arise from differences in wealth and revenue raising capacity of those

districts, and b) provide supplemental resources to districts serving needier student populations or facing other cost pressures (Baker, 2014:1). However, these formulas vary widely both in the efficacy of their design and in the extent to which they are sufficiently funded to achieve design goals. Many state school finance systems attempt to explicitly compensate for differences in child poverty rates across districts, though few actually achieve progressive distributions of funding, wherein districts serving needier student populations actually sufficiently provide additional resources to meet their students' needs (Baker, Srikanth, Cotto & Green, 2020:235). Prerequisite to the analyses that follow is that money matters for the improvement of school quality. Those disparities in school funding have consequences for children, and school finance reforms mitigating these disparities can benefit those previously disadvantaged.

A robust and growing body of literature confirms that substantive and sustained school finance reforms positively affect both intermediate (test scores, graduation rates) and longer-term outcomes of those exposed to increased schooling resources for sufficient durations (Baker, 2016:1). In past decades when school funding has been increased, students have benefited from those increases (Jackson, 2020:1). The mechanism of those positive effects has been relatively straightforward. Where funding increased substantially, leading to improved outcomes, that funding was typically leveraged toward more competitive teacher wages and smaller class sizes (Baker, 2017:1).

Baker and Weber (2016:5) illustrated that states with greater investment in k12 schooling tend to leverage that investment toward increased staffing ratios, which in turn support higher achievement levels, especially for low-income children. Conversely, when school funding has been cut, students have suffered the consequences. Unfortunately, when substantial cuts were levied during the most recent recession, the cuts fell mostly on districts serving a greater share of children from families in poverty (Knight, 2017:169). Rothbart (2019:1) explored whether and to what extent state school finance reforms led to changes in racial spending gaps – given that those reforms are not designed to explicitly remedy these spending gaps.

Sosina and Weathers (2019:4) explored the extent to which changes in demographics over time relate to changes in school expenditure, focusing

specifically on Black/White and Latino/White segregation, finding that “changes in racial/ethnic segregation within a state are associated with racial/ethnic disparities in spending, even after accounting for disparities in poverty in rural communities.” The government’s educational reforms since 1994 have focused on equity and redress. Mestry and Ndhlovu (2014:1) stated that redressing historical imbalances and achieving equity are fundamental policy mechanisms in attempts to restructure South African education. This aspiration is demonstrated in many education policies including the National Norms and Standards for School Funding policy. While inequalities in resource allocation from the state have been removed, inequalities persist due to the inability of the state to provide free education to all, parents’ inability to pay user-fees, the unavailability of qualified teachers in rural schools, and unfavourable learner-teacher ratios.

2.4.4 Advanced career orientation

The intent of career guidance is to provide support to individuals throughout their entire lives, not only when they are trying to choose a career. The role of school counsellors in creating a college and career-readiness culture in their schools has been the subject (Bryan, Young, Griffin & Henry, 2015:149). However, when focusing on Latino students’ college- and career-readiness planning, school counsellors should consider both the academic and cultural barriers that exist (Taggart, 2016:5).

Academic barriers to college and career readiness, such as low academic achievement and high dropout rates, often lead to Latino students being at a disadvantage when it comes to enrolling in postsecondary institutions (Taggart, 2016:5). School counsellors are capable of serving as major resource brokers and advocates for Latino students when it comes to college and career readiness. Indeed, for low-income and minority students, school counsellors may be the only resource for college and career information (Bryan et al., 2015:150). Therefore, reality check has to be made by empowering our teachers as career counsellors. Steyn and Kamper (2015:263) agreed that teachers must be trained to guide the learners in choosing the correct subjects and realising their dreams. Rural high school learners should be equipped with recent career opportunities, for example robotics. Rabie, Visser, Naidoo, Van den Berg and Morgan (2021:48) supported that it is proper for our government and other organisations to aid our poor community

centres with resources for access to higher institutions and employment possibilities. Results from a national study exploring where students go for college information in high poverty schools indicated that students often turned to the school counsellor for this information (Gast, 2016:8). School counsellors who work in high-poverty schools with large numbers of minority students often have huge caseloads that limit the time they have to provide individual attention to students for college planning (Engberg & Gilbert, 2014). Aceves (2014:45) noted that developing family and school partnerships not only improved student outcomes but also improved parents' skills.

Aceves is a non-profit, community-based parent agency that developed and implemented a parent training programme in schools for low-income Latino families who had children enrolled in special education workshops. Meijers, Kuijpers and Gundy (2013:47) showed that a learning environment aiming at the development of career competencies and a career identity is practice-based and dialogical, and offers students growing autonomy regarding the choices they make. This strong career learning environment differs considerably from a traditional learning environment by not primarily focussing on information transfer, and not gearing them towards a standard learning-route.

A strong career learning environment is still to a large extent missing in Dutch education, including vocational schools (Hughes, Meijers & Kuijpers 2015:183). The main reason seems to be a lack of teachers' dialogical skills in combination with a professional identity that is focused on transfer of knowledge and providing feedback in a rather monological manner (Assen, Meijers, Otting & Poell, 2016:30). This professional identity is the result of internal and external dialogues, where a dynamic exchange and an ongoing process of construction takes place, that eventually results in a (renewed) professional identity (Lengelle & Meijers, 2014:52).

2.4.5 Comprehensive support for schools

Collaboration between districts and rural schools has helped provide more services at low costs (online classes). Through this one teacher can provide instruction across a number of schools. In addition, while all rural communities are not monolithic, it is found that rural communities have systemically experienced significant poverty due to the limited economic bases (Williams & Grooms, 2016:1). The lack of economic

bases and employment opportunities can lead students to develop and pursue career aspirations outside of their rural community (Howley & Hambrick, 2014:193). The limited research on college and career aspirations of rural Black students has found that these students perceived there to be more educational barriers for pursuing postsecondary education than their rural White peers. Ali and Menke (2014:175) found black, rural, male learners have lower college aspirations than their urban and suburban peers, specifically their suburban peers, regardless of socioeconomic status and academic achievement.

Means et al. (2016:543) added that rural black youth face significant systemic challenges that impede their college and career aspirations: lack of knowledge about postsecondary education, concerns about the cost of higher education, lack of community and economic infrastructures, and lack of social contacts to provide information on higher education. Cuervo (2014:217) found that the forms of social capital that support rural students' college access and/or college and career aspirations include families, school personnel, peers, community-based Sage programmes focused on college access and religious organisations (Means, et al., 2016:544).

The school-level networks and sources of social capital, such as teachers, counsellors, administrators, and coaches, were critical for rural Black learners as they developed their college and career aspirations (Kotok, Kryst & Hagedorn, 2016:107). The community-level networks and sources of social capital were a critical source of support for Black rural learners, including local college access programmes and religious organisations. Black rural learners had the support of their family members, including parents, grandparents, siblings, extended family, and family friends to pursue educational and career aspirations.

2.4.6 Motivation

Piesch, Hafner and Gaspard (2019:271) confirmed that learners' motivation is crucial for their transition from school to further education. In this study, they promoted parents' and learners' motivational beliefs and career orientation behaviour. Siemens et al. (2015:1) said matching the learners' tasks and skills increase engagement and motivation. Using theme technology choice and differentiation enhances motivation

and engagement. When you are engaged in the day-to-day activities of making a living, sometimes you need an unbiased cheerleader by your side (your partner, friend, and family). The career guidance professional can motivate you when you are stuck or having trouble in making decisions. They can give you a realistic look at what to expect, cheer you on when you feel like giving up. Teacher motivation has been a topic of interest to many researchers worldwide for a long period, although quality teaching has become the focus of many education systems across the globe. Salifu and Agbenyega (2013:1) emphasised that more attention should be given to teacher motivation as this motivation pertains to quality teaching and improved learning outcomes in schools.

Working with parents who have low educational expectations and are therefore not supportive towards the education of their children poses an additional challenge to teachers working at rural schools (Legotlo, 2014:132). Rural school teachers should prepare to work in an environment where learners drop out of schools earlier than expected and should therefore be prepared to take meaningful measures to address this rural tendency (Owusu-Acheampong & Williams, 2015:32). This demands the ability of the teachers to counsel learners and explain how important it is to complete school. This teacher intervention and understanding of learners' circumstances is essential in fostering learner motivation to remain in school (Heeralal, 2014:1795).

Teachers in Tanzania are not exempted from the stakeholders' concerns (Mwamwenda, 2014:1403). Their job underperformance may be evidenced by an increase of illiteracy among early grades children and increasing number of disciplinary cases among teachers (Kigobe, Ghesquière, Ng'Umbi & Van Leeuwen, 2019:613). Available statistics showed that there has been an increase of illiteracy and innumeracy rates in recent years (EQUIP-Tanzania, 2014) (Research Triangle Institute [RTI] International, 2014). For instance, available official data indicated that literacy rate declined. The primary school children were not acquiring age-appropriate and grade-level skills in Tanzania (Sumra, Ruto & Rajani, 2015:47). Examination results for rural schools and other educational initiatives in the country indicate that children completed a primary education cycle without acquiring basic attitudes, skills, and knowledge required to attain planned learning outcomes and pass the examination (RTI, 2014).

Intrinsic rewards make a teacher to forgo a high salary and social recognition to stay in the teaching profession (Jang, 2017:286). Intrinsic motivation is what that occurs while a person is performing an activity she/he takes delight and satisfaction in and is seen as internal rewards (Han & Yin, 2016). An individual's reaction to work is basic and that one's attitude toward work can very well determine success or failure. Motivation at a job is a positive feeling towards work, and established that in Tanzania, teachers' job dissatisfaction/demotivation may lead to absenteeism from schools, aggressive and sometimes violent behaviour against learners and fellow teachers, early exit from a teaching profession, and physical and psychological withdrawal from workplace (Ndijuye & Tandika, 2019:440).

Other effects may include poor performance of school in national examinations and international tests, extra-curricular activities, misuse of public funds, highly demoralised and discouraged work force, and students' unrest. Frenzel, Taxer, Schwab and Kuhbandner (2019:255) reported that good performances in examinations are recorded in such contexts and schools where pre-primary teachers had to annually set-up and prepare schemes of work, lesson plans, and teaching notes. Marques (2010:10) argued that available empirical evidence advocate that schools should create supportive and motivating working conditions for teachers so that they can holistically support children's development and learning. In most cases, pre-primary school teachers' are said not to actively participate in their respective extended families' social events and activities because they insignificantly contribute financially (Lyimo, 2017:1). This is due to low income received in form of salary that hardly meets their basic needs and of their extended family members.

2.4.7 E-Learning

In a 21st century, which is characterised by the pervasive influence of technology across all spheres, e-learning in classrooms offers an uncompromising alternative form of instruction, especially in the developed world where it is rapidly becoming the mainstream method of teaching and learning in educational institutions (Rosen, 2014:1). E-learning has been identified as an important feature and an innovative way of providing quality education through web-based communication, collaboration, multimedia, knowledge transfers and training, to support active learning unhindered by time and space barriers (Motaghian, Hassanzadeh & Moghadm, 2013:158).

According to Dahawy, Tooma and Kamel (2014:25), instructional methods in Accounting have rapidly changed over a relatively short period due to the influence of technology in the subject as a whole.

Patton, Parker and Tannehill (2015:29) maintained that one way to lift the learners out of poverty is to equip teachers to use technology tools in new ways that encourage learners' excitement about learning. Teacher change requires sustained effort over a long period. This is professional development. Even small changes in teachers' use of technology in the classroom can lead to changes in learners' engagement and learning. Rural principals of New Zealand have responded to challenges by seeking innovative approaches to deliver better outcomes for their learners (Stansfield, 2015:1). Innovative approaches by the school community, when faced with loss of staffing due to a fluctuating roll, was to advertise the Internet auction website for families to come to live on the island with free accommodation and job offers (McLeod, 2015:1). Along with boosting the school roll, which enabled them to maintain their second teaching position, they gained national attention and raised the issue of inequity in staffing formulae for rural schools.

Responding to the challenges of rural schools also necessitates an approach where schools' partnerships, community organisations, and the government secure better resourcing of both finances and expertise (O'Leary, 2015:1). However, this approach can bring a different set of challenges such as a loss of autonomy and a change in values. Bartholomaeus (2013:101) was of the idea that strategies such as working across schools and extensive use of technologies can help principals to counter many of the challenges of professional isolation. It was this collaboration across schools, and the use of technologies in the form of virtual learning, which is explored in the subsequent sections.

Other educational changes were in process, such as a proposed funding review for schools (Wylie, 2017:1). The funding review was aimed at scrapping the decile rating system, where schools were funded according to the socio-economic demographic of their community, and moving to a system that is based on learners' progress against the curricula, targeted funding for individual challenges such as special needs or disadvantaged backgrounds, and supplementary funding for small and isolated schools through network provision (Huettl, 2016:1854). Stuart (2018:75) emphasised

that the major schooling changes of the last three decades, there have been several government initiatives and policies focused on digital technologies and twenty-first century learning that have been instrumental in the growth of virtual learning and school networks in New Zealand.

In many African countries, e-learning implementation in classrooms has been advancing at a snail's pace. Gardner (1999:4) opined that modern-day learners should be taught using technology if they are being prepared to be problem solvers in the Fourth Industrial Revolution (4IR). Gardner (1999:5) warned that continuing to write on chalkboards does not address the needs of the current media-savvy generation, whose mind set differs from that of learners of the past. This view supports the argument made by Fosu (2017:64) that e-learning classrooms have changed how learners learn and think. It also confirms that the majority of schools do not have access to technologies. The schools that have technologies are struggling to maintain them in an attempt to keep abreast of current global trends, while some devices are lost or stolen due to a lack of security in schools.

Panda and Mishra (2013:323) confirmed when e-learning is used optimally; it can facilitate blended learning (the use of multiple platforms to convey information). Alajmi (2013:159) opined that worldwide, all societies are working towards changing to become e-learning communities. It further reveals that through e-learning classrooms, learners may develop the potential skills, knowledge, and expertise to unlock the everchanging world and become game-changers in society. Furthermore, when learners are positive about using technology in the classroom, the process of transforming teaching and learning takes place in educational settings. This change shifts teaching and learning from a traditional to a modern approach, with learners becoming more hands-on in their learning (Koch, 2014:215). Farid (2014:375) believed that knowledge of e-learning can only be available to teachers once their schools start to embark on support and implementation of e-learning. This can be done by means of acquiring e-learning devices that are needed to support the full implementation of e-learning and maintaining of classes where e-learning teaching can take place.

2.4.8 Vocational education

During the progress report on development of skills and vocational qualification and learning programmes, DBE said that the draft General Education and Training Certificate (GETC): Skills and Vocational Education and Training have been completed, and 26 draft learning programmes had been developed. A draft policy framework for children and youth with profound intellectual disability had been developed. Career and technical education has to deliver the knowledge, skills, and experiences that future farmers, mechanics, manufactures, and health care workers need to be successful in the workplace. Fatoki (2014:668) affirmed that a large number of students are diverted into vocational and technical education after Grade 9, while students who advance to upper secondary schooling are channelled into tracks that align with tertiary education and training pathways. Economic needs of rural communities seek rapid transformation and equip learners for the 21st century economy. Schafft (2015:1) argued that rethinking the purposes of education, particularly within rural contexts, may help to more clearly articulate a sensible rural education policy, and, in the process, more clearly articulate broader rural development policy.

The realisation of the United Nation's 2030 agenda for Sustainable Development Goals (SDGs) is hinged on the implementation of Technical and Vocational Education and Training (TVET) through resource adequacy, utilisation, and teaching and learning effectiveness. Goal 4 aimed to ensure that every individual have equal access to quality education and training and opportunity for lifelong learning (The United Nations, 2017). Musyoka (2018:1) believed that the aim of TVET is not just to prepare recipients for the world of work, but for further education, which is why it is so important for citizens of all nations to have access to TVET programmes. Despite the importance of TVET in promoting sustainable development, the rates of unemployment, underemployment, poverty, insecurity, and students' dropout is quite alarming, especially in Nigeria (Dhakal, 2017:51).

The reasons for the alarming rates of these social problems may be that the physical facilities and instructional resources for effective teaching and learning processes in TVET programmes are inadequately provided and rarely used, which in turn, affect students' skills acquisition required to confidently pursue entrepreneurial careers and

lifelong learning upon graduation (Edokpolor, 2018:2). The resources can be seen as tangible assets that are adequately provided by the school to be used by teachers and students for effective teaching and learning to take place in TVET institutions. Resources have been classified into the physical facilities and instructional resources. Kigwilu and Akala (2017:369) considered that physical facilities are tangible assets to be seen in TVET institutions. They include entrepreneurship resource centres, staff quarters, workshops, laboratories, equipment, lecture halls, lecture rooms, ICT centres, libraries, health-care centres, hostels, lecturers' offices, sports grounds, and structures. The physical facilities can contribute directly or indirectly to the teaching and learning processes in TVET institutions. They provide TVET institutions the environment and atmosphere for teaching and learning effectiveness to take place (Abdullahi & Yusoff, 2018:1).

Industrialised governments provide TVET through the educational system to improve the job opportunities of youth who do not possess the skills demanded of them in the labour market and the ability, funding, or motivation to pursue higher education (Eichhorst, Rodríguez-Planas, Schmidl & Zimmermann, 2015:314). Overall, a large number of empirical studies, both in developing and developed countries, showed that vocational education was found to increase participation, employability, probability of employment, and wages of the workers who received it in many countries (Tripney & Hombrados, 2013:3). In the Indian context, there have been few studies, which have used the dataset used in the present paper. Banerjee (2016) in her analysis found that participation in the manufacturing sector was found to increase across all social groups with TVET. Agrawal and Agrawal (2017:346) found evidence of higher returns to TVET compared to general education. They further found that there exists a mismatch between skills attained through TVET and the field of employment in which these people worked.

There is a need to develop an effective and innovative pro-poor and gender aware informal economy strategy to achieve decent and productive outcomes from skills development programmes (Agrawal, 2014:629). Empirical studies clearly show that public investment in the latter education branch generally yields high returns and countries with well-developed vocational training programs traditionally face higher youth employment (Deissinger, 2015:557). However, Hampf and Woessmann

(2017:225) showed that general education outperforms vocational education when it comes to long-term adaptability to a changing economic environment. Considerable attention has been paid to the question why the German system of vocational education is so different from the system of vocational education in the UK or USA. In a recent paper, Deissinger (2015:559) addressed the question whether regional governments use expenditures for vocational schools as an instrument in the interregional competition for mobile capital.

For each profession, the essential content of the apprenticeship education is settled in a nationwide curriculum negotiated among chambers of commerce and firms, labour unions, and the German national and federal government, as well as the Federal Ministry of Education and Research. The value of an apprenticeship is highly recognised in most countries, including Germany. At the same time, the support for additional investments in vocational schools among German citizens is lower than for investments in other school branches (Busemeyer, Lergetporer & Woessmann, 2017).

2.4.9 Initiating partnership programs

Larson et al. (2016:27) explained that through the introduction of new educational reforms, local leaders should meet with employers, community members, students, and educators to examine the state and regional labour market information to develop an action plan that will align programme offerings with post-secondary entrance requirements and regional labour market. (Lucarelli et al., 2014:139) emphasised that the collaboration of different stakeholders has to give support services and monetary incentives to make teachers valued and appreciated. Michael et al. (2015:741) agreed that beyond community partnership between the non-profit and private sector could be a potential approach to help meet the rural learners' career development needs. In rural Virginia, a wide range of organisations provided students with information about college applications, scholarship, and access to federal aid. They expose students to a variety of career options through trips to nearby businesses, historical sites, and tours to nearby colleges.

Beyond academics, school–family–community partnerships emphasising social justice are also effective in increasing self-efficacy among Latino youth and their

families (De La Garza & Kuri, 2014:120). For instance, in examining an urban partnership and service-learning project that was developed to improve literacy and strengthen learning communities in an urban and mostly Latino neighbourhood in Chicago, evaluators found that incorporating forthright discussions about democracy and social justice helped build a climate of trust among students, families, and community partners (De La Garza & Kuri, 2014:125). In the US, cross-sector, place-based, school community partnerships have experienced resurgence. Henig et al. (2016:1) emphasised that partnerships provide opportunities for cooperation, coordination, and collaboration to support community level educational outcomes by bringing together organisations that serve children, including early childhood, postsecondary education, health and human services agencies, non-profit and community organisations, business leaders, and philanthropic foundations.

Edmondson and Zimpher (2014:17) concurred that these efforts seek to overcome the fragmentation along the educational pathway from birth through workforce entry, as well as the fragmentation between education, medicine, and other youth- and family-serving fields and the lack of alignment in public and private investment. Henig et al. (2016:5) expressed that collaboration developed in an urban area, serves as an example of a branded approach to partnerships development resulting from codified design elements and strategies used successfully in one context, and thought to be able to be implemented in a variety of settings, including rural areas, under local leadership. Rural places have different strengths and needs than the urban areas, making the translation of partnership models to rural communities potentially problematic (Zuckerman, 2019:26).

The Strive model emphasises postsecondary education for individual human capital creation (Lawson, 2013:637). Without attention to local strengths and needs, such partnerships may contribute to the education of rural young people for jobs in urban areas, rather than for life in their own communities. (Zuckerman, 2019:28). Questions remain if such partnerships can be adapted to rural communities in ways that support community vitality. Yamauchi, Ponte, Ratliffe and Traynor (2017:9) believed that family-school partnerships including those relating to organisation and allocation of responsibilities, psychological aspects of family participation, ecological and contextual relationships, and attributes such as social and cultural capital. Dearing,

Sibley and Nguyen (2015:17) opined that newer conceptual models have extended the complexity and reach by integrating psychological and social attributes into contextual elements, and demonstrating how these mediate and how educators and families can work together to educate children.

In Hawaii, laws regarding the inclusion of families in their children's education have required school systems to address family communication, participation, and engagement for all children in schools with the No Child Left Behind and reiterated in Every Student Succeeds Act (ESSA) of 2015. Crosnoe (2015:69) posited that many schools have developed procedures to engage families, and these programmes are often evaluated based on "frequency of contact," a structural model that emphasises events such as home visits, tutoring, or conferences.

2.5 CAREER ORIENTATION AND THE MINDSET OF RURAL HIGH SCHOOL LEARNERS

Hoy (2015:1) rationalised that the goal of the study on career orientation tested the relationship between selected organisational learning and a school's growth mind set. The openness to change, faculty openness to change, and work locus of control have been shown to explain improvements in school outcomes, and compared favourably to culturally responsive teaching in schools (Negari & Donyadary, 2013:14). The organisational learning positively correlates with teacher perceptions of their school's growth mind set culture. The influence can be used in schools and teacher interventions to improve outcomes for all students (Walton, 2014:76). The overarching question is, "Is there a relationship between principal openness to change, faculty openness to change, work locus of control and school growth mind set?" Positive relationships contribute to the negotiation of meanings that must occur between the teacher and the students in order to develop meaningful learning (Clark & Watson, 2019:1412).

Meaningful learning occurs through the process of challenging assumptions. When assumptions are challenged, an individual with a disposition of openness to change begins the process of comparing one's new experiences with prior learning (Burnette & Pollack, 2013:655). If a significant difference exists, the individual deconstructs some part of prior beliefs. Through the process of reconstruction, the individual

makes corrections of erroneous or inaccurate cognitive maps of how he views his world. Claro and Loeb (2017:4) acknowledged that “motivational constructs, such as mastery goal orientation, adoption of a constructivist belief about learning, higher levels of personal interest, self-efficacy, and personal control, should be potential mediators of the process of conceptual change”. Enkavi et al. (2019:5472) also concurred that the development of meaningful learning in learners is a sound dependent measure to evaluate the quality of the school context.

Behaviour is largely a matter of communicating in culturally prescribed ways. Burnette et al. (2013:658) agreed that a teacher’s cultural responsiveness is demonstrated in his expectations of the learner and in his instructional behaviours toward the student. Professional development is indicated when lacking organisational cultures and teacher beliefs that they can help all learners in their school learn and grow. Caring about their learners is one aspect of a faculty’s caring behaviours. Cagle (2012:111) pointed out that using the growth school mind set survey teachers can quantify their beliefs about themselves and their school culture, and compare the results to their actual behaviours. The school faculty can explore possible reasons and challenge themselves to learn more if culturally responsive behaviours are not present. Engaging in difficult dialogues is one of the essential practices for changing institutional practices and building institutional capacity in excellence toward diversity (Smith, 2020:5).

Growth mind set theory is situated in motivation and learning and describes the learner’s need for a belief in establishing and maintaining a subjective sense of prediction and control over one’s experience in the world. Hanson, Bangert and Ruff (2016:244) stated that incremental mind set explained increased self-regulatory processes of goal setting that were similar to constructs of human agency. Hanson (2015:1) affirmed that the usefulness of psychosocial supports within the school environment will produce learner choice to engage new knowledge. These supports include goal alignment, feedback, resources, and skill development. These psychosocial supports are consistent with features of a school growth mind set culture (Works, 2015:15).

These are also factors used in interventions to develop effective school cultures that support all students toward developing meaningful learning outcomes (Walton,

2014:73). The mind-set of the organisation has consequences for the behaviours and perceptions of the group and individuals in the group. Learning organisation theory suggests an organisation acts as a single entity with its own goals, values, and organisational behaviours. Negari et al. (2013:16) explained that the wellbeing of the individual within an organisation depends on the alignment of the individuals' goals with the system's goals. Luttrell (2016:6) confirmed that changes in school climate were shown to leverage improvements in school outcomes.

These changes included individual agency, collaborative decision-making, recognition of the individual nature of meaning-making, openness to change, and psychosocial supports including mind set interventions (Job, Walton, Bernecker & Dweck, 2015:637). When school organisations acted according to the belief that individuals could grow and learn, this resulted in reduced stereotype behaviours, increased openness to new information, increased ability to resolve conflict, tolerance of others' behaviours, choices for learning goals over performance goals, persistence in the face of setbacks, resilience in the face of obstacles, and supported development of growth mind sets in their students (Hanson, Ruff & Bangert, 2016:203). Yeager et al. (2014:867) stated that strategies promoting the development of faculty and student agency in schools were also found useful in promoting school growth mind sets. Blackwell (2012:21) further agreed that the success of engaging in challenging dialogues about social justice and educational equity is dependent on educational leaders who can model openness to change and provide skilled facilitation of challenging faculty dialogues.

Claro, Paunesku and Dweck (2016:8664) showed that training using growth mind set interventions may increase readiness for school change initiatives through priming the belief that individuals can grow and learn. Works (2015) states that mindset interventions have been used in schools and shown to correlate with openness to new learning and a belief in the faculty's ability to help all students grow and learn (Dai & Cromley, 2014:233). Walton (2014:75) confirmed that having a growth mind set culture may contribute to factors supporting the development of culturally responsive teaching in schools, culturally responsive organisational learning, and increased multicultural organisational efficacy resulting in improved school outcomes.

Sisk et al. (2018:549) noted that principals have become the change agents in schools, leading faculty to adapt and accept changes that may be initiated from outside the organisation. Porter et al. (2020:991) approved that principals need concrete information that the change will produce positive outcomes for students in order for them to embrace change in their schools. Persistence, motivation, and effort toward goal attainment increased with an increase in the individual's perception that one's effort would produce the desired outcome.

2.6 CAREER ORIENTATION PROGRAMS FOR RURAL HIGH SCHOOL LEARNERS AND THEIR COMMUNITIES

2.6.1 Local cooperatives

Rural regions are in danger of becoming marginalised and peripheralised when public and private players withdraw from them (Fischer-Tahir & Naumann, 2013:56). Marginalisation manifests in a lack of power, investments, and innovation. In rural regions, novel ideas and developments often struggle to gain traction because of a shortage of facilitators for those ideas, insufficient involvement in new policies, or reservations about embracing change. The brain drain of young and well-qualified people is especially harmful for the innovation climate and the establishment of innovation. Lang, Ferguson and Harrison (2016:28) mentioned that social enterprises seem to be appropriate actors to promote the development of solutions to occurring problems and to foster social innovation.

Defourny and Nyssens (2013:40) said that innovation appears to be a novelty in a given setting, based on the recombination of existing elements, the transfer of ideas or solutions to or from other contexts, or inventions. Steiner and Atterton (2015:30) emphasised that social innovation, in turn, encompasses novel attitudes, practices, and rules in a societal environment that makes it possible to deal with social problems more effectively than was possible previously on the establishment of community-led social enterprises on the provision of public services, and on the contribution of social enterprises to rural development.

Eversole, Barraket and Luke (2014:245) explored the specific conditions in rural regions that enable or hinder the evolution of social enterprises. Munoz, Steiner and Farmer (2014:478) viewed rural regions as regulative, normative, and cognitive

institutional contexts, which shape entrepreneurial action and are shaped by it. Fink, Loidl and Lang (2012:34) approved that many rural regions are characterised by a “sense of community and solidarity” by dense local networks, and a “culture of selfhelp” which are beneficial conditions for rural social enterprises.

Friedrichs and Wahlberg (2016:199) concurred that the same studies also reveal barriers to the establishment of rural social enterprises, among them, the absence of a critical mass of clients, a moral compunction to avoid competition with existing businesses (even if they are performing poorly), long distances and high transport costs, the fear of change, and difficulties finding a skilled workforce. In addition, Steiner and Atterton (2015:34) confirmed that social and environmental responsibilities are important values for many rural citizens and entrepreneurs, which in turn makes rural regions a hotbed for social enterprises. The questions of how rural contexts shape social enterprises and how social enterprises affect their rural environment have been discussed in several works. De Bruin and Lewis (2015:127) pointed out that scholars broadly agree on the shaping power of the rural environment on the activities and the behaviour of social entrepreneurs, but there is less agreement on the impact social enterprises have on their environment.

Munoz et al. (2014:479) stated that community social enterprises struggle to survive without a clear governance structure and probably a leader who has both a deep understanding of local needs and expertise in public processes and discourses. Friedrichs and Lundström (2017:158) denoted that rural social enterprises appear to be driven by their environment, or initiated and developed by groups of people or whole communities, but rarely as self-determining agents operating in a strategic manner. Shucksmith and Brown (2016:663) made it clear that one consequence is a lack of knowledge about how social entrepreneurs develop and instigate innovative solutions in rural regions. By applying the social network approach, the study seeks to reveal how rural social enterprises generate and facilitate the innovative solutions that enable rural communities to address challenges in a different way than was possible before. Innovation is the result of a combination of existing elements. Grasping new ideas and insights makes it possible to develop new combinations with the potential to solve problems innovatively.

Dufays and Huybrechts (2014:214) had the theory that extensive social networks can improve the access to critical resources like credibility, power, and financial means, which are important for the implementation and diffusion of innovative ideas. Given that innovation often meets resistance, credibility accompanied by political and financial support make the diffusion of the innovation more likely. The local embeddedness of entrepreneurial action is particularly important for rural social entrepreneurs who direct their efforts to addressing social challenges in rural communities. Steiner and Atterton (2015:35) recommended that one can assume that personal involvement and enjoying the trust of local people are favourable conditions for the identification of social needs and the development of innovative solutions. Dufays and Huybrechts (2014:216) added that social enterprises are more likely to convince people to adopt an innovative idea, if they enjoy recognition and trust.

Schöning (2013:111) found that social enterprises are usually well embedded in local communities. However, local embeddedness is not necessarily an exclusively positive factor; it can also lead to problematic lock-in effects, if not accompanied by contacts extending beyond the local sphere. Bock (2016:552) was of an idea that the social enterprise establishes open technology labs in villages and small towns and pursues further activities in the field of technology education. At the beginning of its activities there was the observation that rural regions increasingly lack well-skilled people Hahn and Zamantili Nayir (2013:56) argued that although the economy is comparably strong, employers in rural areas face increasing difficulties in their search for qualified personnel.

Moreover, the social enterprise observes that young people lose their personal ties to their rural communities, since many leave their villages and towns at an early stage of their school careers due to expected better education prospects in the cities. Richter (2016:140) demonstrated how the generation of an innovation project benefits of international contacts and insights. The project focussed on the establishment of a tourist attraction and educational purpose centres. Given that, labour market integration is a major goal of the social economy policy and is intensively supported by public funds. It was reasonable to also establish the village

as a provider of employment and facilitator of the inclusion of people with weak job prospects.

Munkejord (2017:7) believed that while other players strive to combat the brain drain, the social enterprise establishes the open technology labs. It intends to create spaces for experimenting, meeting, and testing ideas that attract talented people, thus forming a hotbed for new initiatives. Rather than preventing brain drain from rural regions, the social enterprise aims to foster brain gain. The social enterprise has paved the way for the establishment of many technology labs. Gkartzios and Scott (2014:241) posited that the strongest are contacts with a local funding organisation providing grants for talented and underprivileged pupils and the local action group. Fink, Lang and Richter (2017:6) believed that entrepreneurial enterprise was involved in the foundation of local organisations and still initiates and implements many projects with them. Further contacts are maintained with the municipality, the local government, a credit union, the local business clubs, and the local employment agencies.

2.6.2 Agricultural initiatives

MacAuley and Niewolny (2016:195) reported that sustainable agriculture is among the most urgently needed work in the US, for at least three reasons. For one, we need land stewards to tackle pressing environmental issues: sustainable agriculture is critical to reducing our carbon footprint, sequestering more carbon in the ground, curbing air and water pollution, conserving water and energy, stemming the loss of topsoil and biodiversity, and restoring habitat for pollinators and other keystone species (Frison, 2016:9). We need greater supply of and access to nutritious food to curb epidemic rates of costly diet-related disease (McMillan, 2015:20). The economic development is vital in rural areas of the US, where nearly a quarter of children live in poverty (Overton, 2014:25). Meeting these pressing needs requires growing and supporting our agricultural workforce: both because the current farm population is aging, and because sustainable agriculture is knowledge-intensive work that substitutes experiential knowledge of farm ecosystems for harmful industrial inputs (Timmerman & Felix, 2015:523).

Fortunately, a growing, sizable number of US workers and youth are eager to do this work. As educators and community development professionals, authors are flooded with inquiries from aspiring farmers looking to hone their skills and start agricultural operations. Calo and DeMaster (2016:111) appreciated these people for choosing such an impactful profession and want to encourage them. But unfortunately, we know how seriously the deck is stacked against their success. Given its social value, sustainable agriculture ought to be a welcoming profession. But at present, US agriculture is decidedly unwelcoming for nearly all who work in it, and it puts new entry and sustainable farmers at a distinct disadvantage. Following land, the second highest capital investment facing US farmers is for equipment (Koenig, 2016:4). Here again, needs vary by farming system: large grain farms require expensive tractors and combines, while small direct-market produce farms require expensive postharvest cleaning and refrigeration facilities (Schiller, 2017).

Olimpi et al. (2019:102) pointed out that farmers who do not inherit family equipment are thus at a disadvantage, as are farmers seeking to transition a farm to a different farming system that requires different equipment (either to pursue more sustainable practices or new markets that will better support sustainable practices). As US agriculture has moved toward ever more expensive, high-tech, often proprietary equipment, farmers also incur greater costs to repair their equipment, which they may not legally or practically be able to do themselves (Wiens, 2015:14). Access to well-functioning equipment is particularly critical to the success of low-input ecological farms, which rely heavily on careful timing of management. Gliessman (2016:187) found that farms rely on biological diversity rather than external inputs for ecosystem services such as fertility and pest management; they host a greater variety of operations (e.g. vegetables, fruit, livestock, flowers) and a greater variety of crops and animals within those operations.

Africa has been a major destination for large-scale agricultural land investments, with previous studies estimating that it accounts more in the agricultural sector (Nolte, Chamberlain & Markus, 2016:68). The vastness and low-cost nature of Africa's arable land area, the availability of cheap labour, and the region's weak institutional framework have all been identified as the principal factors attracting investors to African countries (Sulle, 2017:517). The upsurge of land investors in Africa can also

be linked to the current agricultural transformation agenda in Africa, which aims to advance agriculture from the subsistence level to a more viable commercial level. Osabuohien (2014:155) stated that the significance of agriculture increased in the wake of the new millennium and particularly after the 2007–2008 global financial and economic crises, driven by investors seeking a more stable investment platform and by the desire of many African governments to revitalise their countries' agricultural sectors. Osabuohien, Gitau, Efobi and Bruentrup (2015:263) insisted that employment opportunities, rural development, and provision of social amenities are the promised benefits.

At the same time, agriculture has been criticised for potentially displacing smallholders, contributing to land conflicts and negatively affecting access to them, and potentially causing loss of ecosystems (Massay, 2015:374). Concerns have also focused on the potential employment effects, which have been estimated to be relatively little, while providing mainly short-term and casual jobs. Nolte and Ostermeier (2017:430) brought into view the extent to which agriculture delivers on their promises, particularly for women who are highly vulnerable to socio-economic shocks, thus, remains highly controversial and underexplored. Agricultural sector plays a prominent role in enhancing food security, income generation, and employment creation. Agriculture remains a dominant sector in most developing countries, especially in rural areas (West & Haug, 2017:670). In Tanzania, more than 70% of women earn their livelihoods from agricultural activities. Over the last decade, Tanzania has recorded high economic growth. However, it seems that limited benefits are accruable to low-income populations. Tanzania has good climatic conditions for agricultural cultivation. Engström and Hajdu (2018:1201) explained that the coastal region is characterised by tropical conditions, while along the highlands temperate conditions are prevalent.

The country's agricultural sector is dependent on natural water supplies, with limited mechanised farming or irrigation systems. The main cash crop is coffee, followed by sisal, cashews, cotton, tobacco, tea, and oilseeds. Tanzania's poor and extreme poor live in rural areas. Headey and Jayne (2014:18) agreed that rural areas, which are mainly dependent on the agricultural sector, remain largely underdeveloped with poor infrastructure and limited access to public amenities, as well as limited

established links with productive value chains and higher value crops. Herrmann, Nkonya and Faße (2018:827) said that women play an important role in agricultural activities in these areas, who are constrained by family obligations, limited access to finance, and limited ownership of productive re-sources. Danquah, Quartey and Iddrisu (2017:67) added that women are the most determined people.

2.6.3 Access to connectivity

Castells and Himanen (2014:40) declared that in the past few decades, technological advancement especially of the information and communication technologies. ICT has spread immensely across regions with profound transformational effects. In this respect, ICT have played a significant role in the economic growth and structural change (White & Selwyn, 2013:1). Through economic growth, these technologies have led to the improvement in welfare and living standards of residents through the contribution in economic growth. It was stated that the expansion of computerisation is deemed to increase pressures in terms of skill requirements among the world societies. Blank and Groselj (2015:2763) related the so called the 'network society', where he describes about the new behaviour and organisation solutions are based on the social appropriation of ICTs that is forming within societies. In the network society, the relationships of production and consumption (economic behaviour), power (socio-political), and human experience (sociocultural and environment) are powered and shaped by global digital technologies (Castells & Himanen, 2014:127).

Therefore, the diffusion of ICT among people is highly dependent on their connectedness (media literacy), economic means (command of resources), and also autonomy (basic skills) (Mendonca, Crespo & Simoes, 2015:192). Following the Sustainable Development Goals (SDGs) that has replaced the Millennium Development Goals (MDGs) in recent years; the United Nations has heightened the role of ICT in accelerating the achievement of the goals by 2030. In this notion, ICT and broadband are being utilised significantly with strong purpose to bring improvements in the communities' life in terms of business development and agricultural production, as well as education and health. Riddlesden and Singleton (2014:25) emphasised that the gap between developed and developing nations as well as rural and urban areas is still a prevalent issue that needs to be addressed when it comes to the level of ICT penetration into the societies. The notion of a digital

divide comes into perspective, where it addresses the issues of physical access to ICT, education and technological savvy, as well as cultural and socio-political empowerment.

A digital divide is an economic and social inequality in the access to, the use of, or the impact of ICT. This divide can refer to inequalities between individuals, businesses, households, or geographic areas. Blank and Goselj (2015:2764) expressed the phenomenon describing differences in access to the Internet and the information is referred to as the digital divide. However, as noted by Bednarczyk (2014:2), the digital divide is usually defined on two aspects: material and immaterial. The material plane addresses the physical access to a computer and the Internet by the person, and the immaterial plane encompasses the knowledge, motivations, and needs fulfilled by the access (Bednarczyk, 2014:10). In many countries, the digital divide is an equality problem that also reflects the poverty of certain cities/communities in many countries. For instance, Internet access has a deeper penetration among wealthier sectors than the poorer sectors of a population. Sparks (2013:27) enlightened that in some situations, low education attainment results in a low income and lesser opportunities for Internet access.

Hence, the following groups are most vulnerable to digital exclusion: the older adults, pensioners and the retired, people with low education, the unemployed, farmers and residents of rural areas, those who are poor and living on welfare, and the disabled. Prieger (2013:483) revealed there are also a generational gap and evidently, a lack of infrastructure as a key issue to understanding the situation of digital divide, especially for areas between the urban and the rural. In some cases, there are communities who are lacking the skills on digital literacy skills, or they are simply unable to afford a digitally enabled device or a contract for an Internet service provider (Rashid, 2016:306). This strengthens the association between financial exclusion and social exclusions that closely affect the process of digital divide. In this respect, many countries including Malaysia have taken various actions to reduce the digital gap between communities. Kos-Labedowicz (2017:3)) is of the idea that governments have taken various initiatives to reduce the digital gap by implementing tele-centres (TC) in many locations.

The introduction of the TC was expected to develop the rural areas and their population through the adoption of ICT, leading residents to more similar levels of exposure and learning opportunities, just as for those communities living in the urban areas. Welch (2013:283) noted that in some rural areas, farmers can actually access information on market prices or other services, and workers can obtain information on available jobs through info kiosks or even with the help of mobile phones. Skerrat (2013:1719) articulated the recognition of the fact that the Internet has become important part of today's life, governments have to intensify efforts to provide broadband Internet access throughout the countries.

2.6.4 Creation of jobs by corporate companies

Zhou, Luo and Tang (2017:339) stated that Corporate Social Responsibility (CSR) which is applied so often in business life can be described by a business attitude. The objective is to introduce a novel CSR programme, which offers deeper insight into the current trends and directions and leads from the business-oriented towards a more value-oriented CSR. For generations, it is an important factor in the job search that the would-be employer regards corporate social responsibility important. The voluntary contribution of the youth gives a significant basis for this programme. In the fights during the current structured unemployment - which is a global problem - the companies face serious challenges for obtaining and retaining new staff. Zeman (2018:1699) opined that the members of a certain generation change their workplaces more often than the others. Their loyalty is weak; their employee attitude cannot be described with allegiance.

The CSR programme can be a serious appeal for the new generation. Ghoul, Guedhami and Kim (2017:366) presented the novel solutions to retain the workforce and increase satisfaction, introduces false credits about social responsibility, and provides a low-budget solution for innovative CSR solutions. Many European people are worried that the globalisation may lead to job losses; social injustice as well as lower environmental, health, and data protection standards. The younger generation also feels that their relations to people living in other countries may contribute to the improvement of their quality of life. According to Ghoul et al. (2017:367), CSR is linked with improved access to financing in countries with low equity and credit

markets, greater investment, and lower insolvency risk in countries with more limited business freedom.

Often the companies try to suit their structures, organisations, and styles to their employees. The new generation will not respect the authority; respect is not based on title or position; all the colleagues must earn their respect. Zhitomirsky-Geffet and Blau (2016:682) suggested that many of the career goals and expectations among Millennials are 'supersized' unrealistic, and disconnected between reward and performance. Kolnhofer-Derecskei, Reicher and Szeghegyi (2017:107) concluded that the members of this generation are more mobile both in choosing a workplace and a place to live. Ng and Parry (2016:1) testified that they are less tied to their workplaces, besides finding a good job, they are also attracted to the high level of welfare, and they long for an active community and social life. Most of the youth collect information and try to learn as much as possible about the company where they apply to (Szoboszlai, Velencei & Baracska, 2014:235). It is predestined in their socialisation process because they carry out even their purchases like this. The mission of the company, the working conditions, the community within the company where they have to work are important factors for them.

According to Global (2018:28), almost half of the youth think that corporate management is not committed to support the improvement of society. In their opinion, the companies should pay attention to creating jobs, innovation, career and life fulfilment of their employees as well as the positive impact on society and the environment. They can see that their own employers give priority mostly to generating profit, selling products and services as well as to finding new methods to increase efficiency. They would consider much more important if their employers paid more attention to the issues of employment and creating new jobs as well as to questions affecting the whole society, like education, health, mass communication. When looking for jobs, it is important for the younger generation to seek a workplace with a trusted brand and they also check whether the organisation they apply can to do any kind of social or pro bono activity.

Gyenge, Buresch and Kozma (2013:284) were of an idea that the opportunities of alternative working arrangements, green workplace and conditions of commuting are also highlighted. They are looking for ergonomically comfortable workplaces;

employers offering challenges and an inspiring environment. Stankiewicz and Lychmus (2017:95) agreed that many corporate executives are rather sceptical regarding the occasionally overheated manifestation of young workers. In their opinion, there are a variety of ways to tackle social and environmental issues without having thousands of young people struggling and stuttering through start-ups.

Lim, Sung and Lee (2018:11) confirmed that the work may serve some social and environmental objectives and there are a lot of opportunities for this. More companies start to recognise that their enterprise (the world of business, profit and work) is not a hermetically closed area but it is closely connected and is in constant interaction with its environment (natural and social) (Zhang, Yang & Zheng, 2018:1492). The competitive environment and competitors definitely make necessary efficiency and strategy or the so-called management whose goal is not merely to control (Gyenge et al., 2013:185). The objectives and values of companies managed by responsible and committed leaders would include, apart from maximising profits, social, human rights and environmental aspects for sustainable growth in communities. Le Ha Nhu and Velencei (2018:333) agreed that there are several areas of corporate social responsibility.

The internal activities may enhance the emotional connection of employees to the company and increase the value of company image. The organisation of training, communication of the secure job, and actions related to change management belong to this area. The external corporate dimensions strengthen the brand value, client relations, and client image of the company. Zhang et al. (2018:1494) indicated that high-need for status customers exhibit a more positive attitude than low-need for status customers. The activities related to environmental protection, joint campaigns with partners and suppliers, and activities organised in the micro-environment of the company or in smaller settlements can be considered (Lim et al., 2018:12).

Nowadays it is not enough to think at a corporate level, because the organisation and planning have become a strategic area; the companies' presence in creating jobs plays an important role in their growth and expansion. Job management offers many advantages to companies connected to the chain. Due to organisational techniques and a high degree of coordination, work sharing and capacity utilisation improves. Zhou et al. (2017:340) noted that the corporate responsibility enhances

the loyalty of employees, partners and clients to the organisation. It integrates the company tasks into the policy of sustainable development considering economic, social, and environmental aspects. It increases the conditions of long-term value creation and ensures financial success. Kolnhofer-Derecskei et al. (2017:108) mentioned that good pay and benefits, work balance, and challenging work are rapid chances for success. The career expectations of the new generation are manifested differently in their career ladders, their needs and motivations are not really altering their earlier imaginations.

2.7 LITERATURE REVIEW

A preliminary literature review showed that poor career opportunities are something that is disturbing in rural communities. Cebrián, Grace and Humphris (2015:79) had a theory that young people in (higher) education constitute the key (business) leaders, decision-makers, and citizens of future society. University and college students therefore need to develop the skills and competences to live and work in an increasingly globalised world, climate-threatened future, and sustainability-oriented economy (Lambrechts et al., 2018:561). Cebrián and Junyent (2015:2768) approved that coping with the growing complexity and uncertainty of global sustainability issues, often described as super wicked problems, are of the idea that youth requires specific skills and competences. Ploum, Blok, Lans and Omta (2018:113) added that it related to systems thinking, anticipatory thinking, diversity, emotional intelligence, strategic management and action, and normative aspects, as well as frustration tolerance and dealing with uncertainty.

In the current timeframe, critical and interpretational competences play an important role as well (Lambrechts & Van Petegem 2016:776). Yet it can be argued that the prevailing educational system has partly contributed to widening the global climate crisis through unidirectional and individualistic worldviews which promote unsustainable values and practices. Lambrechts et al. (2018:777) argued that “the ecological crisis concerns how we think and the institutions that purport to shape and refine the capacity to think.” UNESCO’s Decade of Education for Sustainable Development (DESD) put forward a new purpose for education to replace the traditional informational approach. The core vision of the DESD was to engage all stakeholders in critical, holistic, and fore-sighted education and learning, and to

encourage multi-stakeholder and intercultural dialogue and collaboration, promoting a pathway towards positive and sustainable societal change (Hoover & Harder, 2015:175).

2.7.1 International perspective

Baqadir, Patrick and Burns (2011:551) emphasised the importance of addressing the current skills gap in the workforce and young graduates to enable them to adjust to major shifts in the global market towards sustainability. Barth (2013:16) submitted that young people therefore need to be empowered through knowledge, skills, and competences that enable them to contribute to the consultations, decisions, and actions shaping their future quality of life and career prospects. Lozano et al. (2013:10) indicated that with current transitions towards new (green, sustainable, bio based, circular) economic models and important transformations in job requirements and tasks, the role of education and learning for sustainability in empowering young people is being increasingly emphasised.

Di Giulio and Defila (2017:630) affirmed that today's higher education graduates will need to manage these transformations in their future lives and workplaces. Active SGBs must participate in rural schools to monitor teaching and learning. Mula et al. (2017:798) attested that rural high schools offer less, present fewer electives like Art and Computer, and have fewer advanced placement offerings. The government is trying to introduce this across the country, including rural schools. Limited progress has been made to train teachers for advanced career guidance to direct learners in choosing the correct subjects for appropriate career paths (variety of gateway subjects are offered in rural schools). It takes a servant's heart and dedication to teach in rural schools (Katz, 2013:9). What is missing from the past studies is the comprehensive and structured programme of partnership to expand career aiding resources and information exchange between institutions-learning is the latest wave of education.

Bjerede (2018:1) recommended personnel to be trained to deliver 21st century skills. It is shown that connected learning is the way to go, as learners start to have interest in that. The study generated helpful insights for organisations and practitioners to introduce modern learning environments in rural schools. What is important is to

provide greater equal opportunities for all South Africans. Rios and Longoria (2021:145) asserted that this highlighted the real troubling gaps in educational opportunities between the rural learners and their affluent peers. Districts face unique challenges including funding disparities, difficulty in procuring resources in isolated areas e.g. broadband internet and difficulty in retaining effective teachers.

There are factors like poverty, hunger, and violence that contribute to lower performance in rural high schools. Vamos, Okan, Sentell and Rootman (2020:1436) stressed ways to improve access to and quality of education for rural learners. The school nutrition programme results in increase on attendance rate. It is important for school management teams to monitor teacher and learner absenteeism to accelerate performance. Rural high school learners should be given resources to take charge of their learning and teachers trained to facilitate. Wang (2018:1738) insisted that rural livelihoods are enhanced through effective participation of rural people and rural communities in the management of their own social economic and environmental objectives by empowering people in rural areas, particularly women and youth, including through organisations such as local cooperatives and by applying the bottom-up approach. Focus should also be directed to other paths like agriculture, for rural learners to grab the opportunity for employment (Daniels et al., 2013:1). There was a clear consensus on the importance of agriculture for rural livelihood through provision of employment and food security. There is a lot of de-agrarianisation in rural areas.

There is increasingly reliance on government grants as a source of income in rural areas. There is also high share of household income. Such communities should start practising subsistence farming to survive on their own (Sati & Song, 2018:2) The growth in proportion of rural population living in urban areas is due to seeking of jobs. There is expansion of urban land use and non-agricultural activities. Rural communities should secure their land to be arable. This will serve as legacy for their vulnerable children. Rural high school learners should resort to farming as the option to be self-employed. It will reduce vulnerability; improve food security, and sustainable use of natural resources. Grant (2014:11) stated that agricultural classes can help students who have difficulty in understanding theories and concepts in Math

or Science. Contextualising developmental education content within the academic or vocational subject matter can promote better learning.

Pettigrew (2018:16) said practical activities motivates in dealing with relevancy of learning. Based on the abilities of rural high school learners, more have to switch over to vocational education for their future career opportunities. Kapoor (2019:123) agreed that this will provide enough skilled workers for several projects ventured by foreign companies in rural areas. Entrepreneurship also remedies unemployment in rural areas. We need real empowerment of our rural communities to pass legacy to the vulnerable. Rural high school learners need access to quality education, employment and recreation like all learners (Ledger, Masinire, Delgado & Burgess, 2021:82). It is our duty to hold government accountable and ensure that persistent inequalities are eradicated. The aim is to protect the vulnerable learners.

Maharaja (2016:8) posited that rural high school learners need thorough counselling to refrain from negative behaviours such as substance abuse for future focus. The persistent educational obstacles that face many youth and adults in rural communities. Although these trends point to an issue of broader educational equity, public funding for developmental education programmes, especially those at community colleges is under strain (Mokher, Spencer, Park & Hu, 2020:377). Although there is currently little research regarding developmental education in rural communities, there is reason to believe these programmes hold considerable value in these places. As state legislature continues to look to higher education funding as a means to balance difficult budgets, some have questioned the need for developmental education funding when this level of education was already funded at the elementary and secondary level. Bahr (2014:5) admitted that an immediate benefit for individuals who increase their verbal and computational literacy is that additional educational opportunities become more viable, and many of these opportunities would be considered adult education activities.

Johnson, Jenkins, Zeidenberg and Kienzl (2014:294) felt that for some, this means the ability to successfully complete a high school equivalency programme. Other students would have the ability to enrol, and be successful, in vocational training to begin a career in the skilled trades or in employer-based training to advance at their current employer. Dadgar and Trimble (2014:399) believed if education is meant to

be a social equalizer, then the importance of developmental education programmes to improve rural literacy rates is clear. It also should not be ignored that there is a long tradition of research demonstrating that on average, increased education leads to higher individual earnings as well as broad benefits to society in the form of lower criminal activity, increased civic participation, and better personal health. Bailey, Jagers and Scott-Clayton (2013:18) found that developmental education produces a high societal return on investment that comes in the form of reduced crime, increased earnings, and better personal health. Given the persistent poverty in a number of rural communities, even a modest incremental increase in individuals' education levels could have considerable positive impact.

Rao, Smith and Lowrey (2017:37) emphasised that at its core, developmental education is key to expanding educational opportunity, because those who lack sufficient language and computational literacy will quickly be limited with regard to the complexity of subjects that can be studied. According to Hawley and Chang (2017:387), there is an existing body of work that has found developmental education to actually decrease the chances of completing a postsecondary degree, among other non-ideal educational outcomes, but a number of these assertions overlook the practical role and function of developmental education, especially to youth who lack adequate literacy skills. One of the primary benefits of using developmental education to improve rural literacy rates is that there are a number of likely economic benefits to the individual and the community.

Brier (2014:11) rationalized that increased literacy in reading, writing, and math can open up new employment opportunities, especially as it enables the individual to better complete the application and interview process. Boylan and White (2014:5) found that lower levels of youth literacy can lead to fewer work hours, more frequent unemployment, and lower wages when compared to adults with higher literacy. As the national economy continues to shift toward service and technology industries, even in areas such as advanced manufacturing, the number of jobs available to individuals lacking adequate English and mathematical literacy will continue to decline. Turk, Nellum and Soares (2015:1) found that completing developmental education courses does not have a significant effect on earnings. However, such studies overlook the financial realities of going from lacking basic literacies to having

attained them, such as being able to access consumer credit, apply for jobs, or complete reports and forms. Hodara and Xu (2016:781) discovered that taking developmental reading and writing credits contributes to increased employability and earnings.

It must also be noted that improved financial circumstances do not always come in the form of wages; they can also come in the form of better medical benefits that reduce out-of-pocket expenses or as increased job-scheduling flexibility that can reduce childcare costs. Arendale (2014:28) insisted that as increased literacy opens up new employment opportunities, individuals may improve their personal financial situation. There is also an important connection to make between improving developmental education in rural communities and the growing skilled-labour shortage playing out across the country. Attewell, Lavin, Domina and Levey (2014:153) maintained that these shortages are most acute in middle-skill occupations, which require some postsecondary training but less than a bachelor's degree.

Middle-skill occupations facing labour shortages include construction (inclusive of carpenters, plumbers, electricians, and masons), advanced manufacturing, and computer/network technician (West, 2013:6). Fields such as medical/lab technician, nurse assistant, rail transportation, and machining are projected to be especially vulnerable to the aging of the Baby Boomer generation (Levanon, 2016:1). There are also serious concerns regarding an aging agricultural workforce that also lacks the necessary infusions of new workers and how a labour shortage would impact food infrastructures (Grubb, 2013:1). Although the labour supply-demand gap estimates range in size, predictions indicate labour-supply shortages totalling in the millions, which will have a constricting effect on national economic growth (Merisotis & Phipps, 2014:63). One strategy for combatting these shortages is to make postsecondary training opportunities possible for those who would otherwise be unable to participate, including those in need of developmental education. Perin (2014:265) asserted that transferability of knowledge and skills are critical.

It is imperative for government to introduce agriculture education programmes to create career opportunities for rural high school learners. To date agriculture classes are popular in other countries. It is really working for them. Ploum et al. (2018:115)

pronounced that due to lack of educational resources in rural high schools, government and other organisations should design programmes that would align their interests with proper courses and degrees, e.g. most rural learners have creativity in projects and ability to design objects that can improve their lives. There is a shortage of workers to fill the open positions in the field of science, technology, engineering, and math (STEM). Career counsellors should have a strong understanding on how to promote STEM college and career readiness with rural gifted learners. Lane (2018:1) agreed that it is social engagement that will have a significant impact on career development of rural high school learners.

2.7.2 African perspective

According to Modiba (2017), rural high school learners are taught by teachers who are incompetent in teaching strategies and career guidance. Life Orientation teachers need appropriate and professional training in career guidance and counselling to support rural high school learners in making informed subject and career choices. Sathekge (2014:1) ascertained that rural high school teachers need training in teaching approaches and career orientation. There is lack of integrated learning approach, shortage of infrastructure policies of government, and university orientation of students towards entrepreneurship (Gamede & Uleanya, 2018:1). Entrepreneurship should be introduced as a key module, partnership between the university and organisations within the community should be formed to promote work integrated learning. Policies of government and universities that can enhance entrepreneurship from undergraduate level should be made and implemented. Entrepreneurship is a tool for rural high school pursuing careers in business creation and other related fields. For rural high school learners to adapt is merely to understand the benefits of e-learning to prepare them for online classes.

Our vulnerable learners should create positive attitude and enough time to overcome challenges in e-learning. What is salient is to initiate basic courses in computer literacy for the rural high school learners. Department of Education should make provision for strong internet connections in rural high schools to enhance participation in online matters without interruptions and hindrances. Mabaso (2017:1) emphasised that 21st century skills development is salient for employability, economic development, and globalisation. The digital innovation in remote schools

effects a great change around the community (Sabzian & Gilakjani, 2013:67). It is therefore crucial for LO teachers to be trained in computer technology because a lack of computer training often accounts for teachers' low self-confidence when they need to initiate computer activities or tasks. Sabzian and Gilakjani (2013:69) recommended that technology prepares rural high school learners for academic opportunities. Given the importance of supporting newly qualified teachers in a rural setting, advanced training is key. There has been little improvement in rural learner performance.

Du Plessis and Mestry (2019:1) emphasised that as a teaching environment is the major factor in determining learner performance, the government should provide adequate financial and human resources in rural schools. The South African government has programmes, projects, and campaigns in place, focussing on economic growth, rural development, and skills, but still rural high school learners do not have access to that. Little has been done by government to support these rural high school learners and teachers. This research is intending to dig deeper on how best can we assist these vulnerable learners and teachers. Focus will be on rural skills development, economic growth, and employment. Mtemeri (2017:10) acknowledged that guidance counsellors and educators have given various definitions of rural adolescents from time to time, in terms of physical, mental, social, and emotional maturity. Osakinle and Adegrooye (2018:73) supported that it includes the period of mental, emotional, and social maturity as well as physical maturity. They are students in senior secondary schools in Nigeria and in Abia State.

2.7.2.1 Impact of career orientation in the livelihood of rural high schools

At an adolescence stage, people make their career related decisions which could have an impact and consequences on the individuals' vocational future, psychological wellbeing, and even health (Abubakar & Muhammad Mande, 2015:35). The skills needed to make appropriate career decisions are central to the psychological adjustment of the students. While some adolescents do this with ease, others may have difficulties in making appropriate career choices (Aldefer, 2014:569). Career choice decision making is not an early task, yet at one time or the other individuals are faced with the task of making a choice in career, preparing for it, starting, and making progress in it. The choice point is undoubtedly the most critical

stage. This is because making a wrong career decision can mar one's happiness in life as this could result to career maladjustment. Inappropriate career decision made may spell doom not only for the individual but also the entire society (Odoh et al., 2017:21).

As a result, the need to equip students with appropriate career-decision making skills becomes highly imperative. Parental demographic variables predict career choice and preference of in-school high school students. Career is a person's course or progress through life (or a distinct portion of life). Career is a chosen pursuit, a life of work or success in a profession occupied by a person throughout his/her lifetime. Ezeani (2013:18) maintained that career plays a very fundamental and significant role in the life of the individual not only because it determines the pattern of income but also affects the individual's personality and concepts in life. Some persons may retain or remain in the same occupation through their life span, while others may have a series of life occupations (Aldefer, 2014:571). Therefore, career can be seen as a product of career preference. Career preference may be defined as the aspect or types of work that people show more interest in and will most likely improve in it that is, work people like doing or like to do; for example, some might prefer to be self-employed rather than work in an office.

Catherine (2016:279) stated that in Nigeria, many youths go into unsuitable careers due to ignorance, inexperience, peer pressure, parents' and teachers' influence, and they may also prefer the prestige attached to certain jobs without considering mental abilities and personality traits.

Braza and Guillo (2015:78) added that many learners are unsuited for their careers as they usually find themselves in a job where they could not satisfy their needs. When this occurs, they are likely to become frustrated and constitute nuisance to themselves and the society. Such individuals are not likely to contribute meaningfully to the society and ultimately become liability to the nation. It is also a decision making in a confusing situation, which occurs during the senior year of secondary school level. Walsh and Osipow (2016:287) observed that adolescence could be present with negative feeling when engaging a wrong career path without congruence with his/her talent.

This may include dissatisfaction and this is the most unsettling disadvantage of choosing the wrong career. Bett (2013:477) demonstrated that the constant sensation of being in the wrong place will eat away at an adolescent's peace of mind and may not allow him/her to sleep well until he/she make some life changing decisions, or fail. This could be the most disappointing outcome of choosing a wrong career. Abasi and Sarwat (2014:413) showed that career decisions tend to pose problem for students in the contemporary society, since it determines the kind of profession that they intend to pursue in life. That is why it is not uncommon for students to get into careers that are not quite suitable to their abilities. Yu (2013:545) emphasised the use of career information in career problem solving and decision making. According to this theory, career problem solving is a cognitive process that can be improved through a process known as communication, analysis, synthesis, valuing, and execution (Waller, Wheaton & Asbury, 2016:1). Career problem solving starts with an individual realising that there is a problem that needs to be solved and communicate the problem with the relevant person, usually a career counsellor or guidance teacher. The individual identifies the specific problem and conceptualises it in a structured way (Letlape, 2019:37). A course of action is formulated through the help of a counsellor; the action plan is evaluated and measured to determine the possibility of its success and failure, before the action plan is implemented.

One of the main concerns that career counsellors and counselling psychologists have are clients who are not good at decision making. Individuals are confronted daily by many decisions. Some people are able to make decisions easily, while this may not come naturally for others. Oztemel (2016:112) believed that the majority of people will experience difficulties and encounter indecisiveness that would require professional assistance. Indecisiveness is an individual's amount of persistent struggle and delayed decision making (Lundgren & Scheckle, 2019:51). There are two types of career indecisions; namely developmental and chronic indecision.

Developmental indecision refers to a lack of information about self and the world of work, whereas chronic indecision is a persistent inability to decide about one's career. Sultana (2014:5) ascertained that counselling begins with assessing an individual's readiness to make well-reasoned career choices, which includes the use of their cognitive and affective capabilities to make those choices. Wood and Dahl

(2015:467) further emphasised that decision making is also based on the level of readiness of an individual – and that to assess the level of readiness, a high level of self-knowledge, willingness to explore the world of work, a motivation to learn and engage in decision making process, as well as and an awareness of negative thought patterns and how these hinder problem solving is of outmost importance.

2.7.2.2 Changes in the livelihood of rural high school learners

According to Suegnet, Wood and Neethling (2015:121), there are different areas or life spaces that help make a person who they are, and that situate an individual according to a his/her social context across the life span. Talib et al. (2015:37) proposed nine main life roles as most common; namely parent, homemaker, worker, citizen, leisure, child, spouse, student, and pensioner. Talib et al. (2015:39) suggested that these roles are being played out in the home, community, school, and workplace. The life space concept suggests that people involved in our lives have a great impact on who we are. A job as a hairdresser might have a different meaning for an unemployed young adult, who plays significant roles that include homemaker, parent, and spouse relative to the meaning it may have to a graduate, whose significant roles include student, child, and entrepreneur.

An understanding of roles, including the identification of important roles assumed at a given point in time, is crucial in understanding how the social context impacts on career development. Khoo et al. (2015:1) pointed out the various traits of career maturity as planning, accepting responsibility and awareness of various aspects of a preferred vocation. Kazi and Akhlaq (2017:187) investigated the career maturity of the Grade 9 students and found that vocational maturity of the Grade 9 students was based on their knowledge of an occupation, planning, and interest on the career, and these factors made the ninth-grade student more successful as young adults.

Zafar (2019:1) accepted that the nature of the career pattern is determined by the socioeconomic level of the individual, mental ability, education, skills, personality characteristics, and career maturity, as well as opportunities to which he or she is exposed. Quona, Torre, Japita and Moneva (2019:421) warranted that the factors we often have no control to determine the course of our lives; although anyone can attain any goal if he or she tries hard enough. Success in coping with demands at

any given time in one's life career stage depends on the readiness of the individual to cope with the demands. Kaneez and Medha (2018:30) further suggested that this theory can be used as a basis for career counselling, with the focus on the development of career maturity.

We learn that assessments are crucial in the discovery of self and in providing information about self. The personality, work environment, learning experiences, and career information of an individual must be linked to career choice to ensure accurate self-knowledge and career satisfaction. Also, the important lesson from these theories is that understanding our current roles and our life stages shapes the career decision we make. Ahmed, Sharif and Ahmead (2017:1) stated that positively developing career self-concept through role models currently in the working world, observations, mental and physical growth can lead to positive career outcomes. LO was implemented in South African high schools to guide learners to make informed choices about their health, environment, subject choices, further studies, and careers (DBE, 2011).

LO has the potential to be significant in shaping the future of learners, but it does not receive the attention that it deserves. LO has both positive and negative aspects that should be scrutinised; it is a remarkable idea in theory, and is faced with several challenges that hinders its effectiveness; such as the learning area, which is broad in scope, it is scientifically difficult to measure its outcomes, and it has limited time and resources (Shalem & De Clercq, 2019:243). More so, there is a need for better training of teachers, motivating teachers, and imparting a stronger personal value in learners. Career development interventions are activities that empower learners to make, implement, and benefit from career decisions (Miles, 2017:209). The most common career development interventions include career guidance and counselling, vocational assessments, and computer assisted career guidance systems. The assets approach to career development, which has not been widely used, emphasises the importance of moving away from traditional career counselling to facilitating counselling for committed learners to make them responsible for the career decisions they make.

This approach can be effective, because we live in a world where a few of the learners are ahead of their teachers in term of technology and intellectual capacity.

According to Whiston, Goodrich and Wright (2017:175), the three critical career interventions that are of great impact to learners are counsellor support, values clarification, and psychoeducation (exploring the process of making and working towards decisions). Nyamwange (2016) testified that career guidance through inviting guest speakers or career experts was considered as one of the aspects of career guidance practised in secondary schools. Biswas (2017:1) found on the status of career guidance practised in public secondary schools that some schools were inviting guest speakers who had experience on career issues.

These guest speakers are invited to inspire learners, to give information on career opportunities and their requirements and to bridge the gap of teacher-counsellors. Biswas (2017:4) established that heads of school used to invite guest speakers and career experts to share career information with learners. This was done to ensure students received proper career information, which could assist them in choosing their future career with no regrets. Also the study revealed that the visit done by guest speakers and career experts helped students to correct misconceptions they had before on various careers.

2.7.2.3 Career orientation programs available for rural high school learners

Aman (2016:74) implied that inviting guest speakers was done to ensure learners received appropriate career information from the right personnel that could help them meet their career aspirations. Nicolao (2014:1) confirmed that schools had a role of helping their students to achieve their career dreams by inviting and allowing career visits of different learners in order to share career knowledge, skills, and experiences with secondary school learners who were preparing themselves to enter the world of work. The guest speaker's visit in different schools is significant since it provides awareness to students on different career aspects thus enabling to achieve their career aspirations. These findings are contrary with those of Vaghela (2019:42), which revealed that students were denied career visits to enhance their career aspirations in their schools. This happens due to the fact that most of school time tables are occupied and it became difficult to interrupt other school routines. Career Aspirations Peer guidance was regarded as a process which involves training students in schools to help their fellow students acquire information about different career aspects.

Mtemeri (2017:1) revealed that peer guidance in schools, provide help to learners facing various problems relating to career issues. Students are believed to have the ability to raise or to lower each other's determination through support and encouragement. (Paras, 2017:49) indicated that through peer guidance, students share information with each other and they draw on each other's experiences when they discuss matters in a friendship perspective. Shuma (2017:1) has shown that peer guidance was introduced in schools in order to help learners who were afraid of consulting their teacher-counsellors and other teachers whenever they were in need of help. Tesha (2020:1) implied that secondary school learners interact easily with their fellow students about career matters. This is due to the fact that most students shared the same culture; hence they were able to understand each other compared with their teacher counsellors. Therefore, peer guidance in schools seems to work best because learners have more time to stay together than the limited time of their teacher-counsellors and the tight school time table.

Mtemeri (2017:6) stated that peers should be prepared with career guidance skills to help their classmates in career guidance matters. It further indicates that teacher counsellors may plan a training programme that will direct learners to help their fellow classmates. Gomez (2014:1496) indicated that in few schools, which had peer guidance, peers were chosen with consideration of their good behaviour despite the challenges they were facing such as peer guidance devaluing, opposition, and discouragement from other learners and shortage of time.

2.3.2.4 Career orientation Framework in the livelihood of rural high schools

Olamide and Olawaiye (2013:33) clarified that peer guidance as a career guidance practice is the first-hand practice, which could help learners to achieve their career aspiration. Therefore, schools should put much emphasis on peer guidance in order to ensure their learners' career aspirations. Enhancing Career Aspiration through Career Seminars Career guidance is the aspect which helps learners to understand their world of work. Amani and Mkumbo (2018:1) affirmed that it becomes effective through various practices like conducting career seminars in secondary schools for the aim of helping learners meet their career aspirations. It revealed that schools had established career guidance seminars to learners where teacher-counsellors share knowledge, skills, and experience with learners.

Loan and Van (2015:135) indicated that through career seminars, learners were advised about the marketable career and ways to become successful in the future. Yaqoob, Arif, Samad and Iqbal (2017:2261) added that learners' knowledge need to be enhanced with career seminars, which could help them receive the first-hand career information. Also, learners should be provided with the career information material through which they could read and obtain useful and directive career information. Ibrahim, Wambiya, Aloka and Raburu (2014:301) indicated that career seminars were conducted with learners to enable their potential, help learners in coming up with personal career goals, and inform learners on various opportunities.

Biswas (2017:2) revealed that career seminars enable learners to set their career goals, list down various careers based on their capability and make career plan about what they want to do after completing their studies. Wong (2016:113) confirmed that career seminars in schools need special attention since they prepare the youth who are expected to be a future work-force of the country. Therefore, heads of schools and teacher-counsellors should ensure career guidance is practised in their schools by arousing learners' awareness on its usefulness as well as the expected future goals.

Ibrahim et al. (2014:303) emphasised that career guidance programmes should be integrated in the school time table for teachers and students to be aware of its significance.

On top of that, the government through its responsible ministry should ensure that students who are about to complete their studies are given career information by sending career experts once or twice a year in schools. Biswas (2017:4) agreed that this will help to overcome challenges of learners to choose wrong careers, which they are not aware of thus making them regret and complain endlessly. Gore et al. (2015:155) indicated that career guidance enabled learners to identify and maintain their goals by considering their career preferences.

It was indicated that learners used career guidance services to obtain appropriate information about the career they wished to pursue in the future. Mtemeri (2017:10) also showed a variety of jobs which learners preferred such as doctor, lawyer, teacher, accountant, entrepreneurs, pharmacist, journalist, and engineer. Olamide

and Olawaiye (2013:35) investigated that most students had awareness about the variety of occupations they would opt for in the future, although other learners tended to change their career preferences when they reached college or university levels. Therefore, it is the role of the school to ensure that learners are equipped with adequate career information to prepare their future life.

Gore et al. (2015:158) asserted that learners had their own career preferences based on their wishes such as doctor, lawyer, teacher, accountant, physiotherapist, journalist, media, computer, and ICT. Amani and Sima (2015:19) revealed that career guidance in schools had a significant role, which enabled learners to get assistance to achieve their future career aspirations and understand about the world of work. Boateng (2016:413) indicated that career guidance gives awareness to learners by imparting knowledge and experiences about various careers they wish to pursue after completing their studies. In most secondary schools, career guidance was rarely practised.

These findings are in line with curriculum for ordinary level secondary education in Tanzania, which directed that students need career guidance to choose suitable careers after completing their studies. African Educational Trust of 2016 declared that guidance services are mainly for providing help to students in making choices and a selection of a suitable career after completing studies. Furthermore, career guidance helped learners to know the credentials required for one to qualify for a particular career. On the other hand, Tesha (2020:1) indicated that the use of career guidance services in schools made learners successfully get adequate information about different careers which they were not aware of before.

Biswas (2017:2) asserted that career guidance has a role of providing learners with information pertaining to various careers by ensuring that adequate information, skills and knowledge are provided to learners. Amani (2013:185) pointed out that, career guidance aimed to create awareness to students towards their future success. Therefore, learners should adhere to career guidance services in order to meet their expected career aspirations. Yaqoob et al. (2017:2265) concurred with the current study by revealing that career guidance is very important programme to students' life as it paves way for them to achieve their future career.

Career guidance services provided in schools help students to meet their expected career choices after acquiring valuable career information, skills, experience, as well as self-awareness about the world of work. Vaghela (2019:45) concluded that the government, through its responsible ministry of education, should ensure career guidance is made meaningful to secondary school students and not an additional programme. Minga (2018:1) pointed out that special consideration should be given to career guidance and counselling in schools due to the fact that it complements with other subjects on influencing students' career aspirations. Moreover, the government should ensure enrolment of professional teacher-counsellors who are well equipped with career knowledge, skills, and experiences in schools.

2.8 SUMMARY OF CHAPTER

The chapter presented the literature consulted from the international and African context. It involved the theoretical frame work in which the impact of career orientation in rural high schools was emphasised. This was the review of empirical studies on global and local levels, closing achievement gaps, changing of mind set, how learners and their communities can reach career opportunities, conceptual framework, and summary of the chapter. From this literature reviewed, it showed that career orientation in rural high schools plays a significance role towards learners' livelihood change. It was also realised that most of these learners aspire to a particular career after completing their education to find jobs. The study indicated that for learners to fulfil their career opportunities, parent involvement and career orientation need to be considered. The research methodology and research design are discussed in the following chapter.

CHAPTER 3

METHODOLOGY AND RESEARCH DESIGN

3.1 INTRODUCTION

This chapter deals with basic assumptions and issues at the paradigmatic level, where the appropriate sources of empirical evidence are determined (Creswell & Creswell, 2018). The research methodology, paradigm, and research design used in this investigation are furnished in this chapter. The researcher used different methods to consolidate information to know how career orientation can change the livelihood of rural high school learners.

3.2 RESEARCH PARADIGM

The paradigm of interpretivism revealed that human belief attribution practices are governed by rich diversity of normative standards (Curry, 2020:905). It provides fresh opportunities to look at specific educational settings to explore, understand, and enhance teacher practice. Yoshida (2014:107) emphasised that educators must not ignore the important social problems, particularly outcomes from the unintended consequences of human actions. The researcher believes that reality to be studied contains people's practical experiences changed into meaningful, justifiable, and rational livelihood. Morgan (2014:1045) stated that pragmatism as a paradigm for social justice emphasises the practical rather than the philosophical aspects. It closes the gap by connecting experiences and inquiry to current issues. It provides promising new directions for understanding the nature of social research. Dammak (2015:1) believed that the social world can only be understood from the point of the individuals who are part of the ongoing action being investigated. Most rural communities are in deep poverty and feel inferior when approaching life in general. Rapley (2018:185) showed that there are diverse opportunities for everyone, if career orientation and teacher development can be strengthened in rural high schools. The research hopes to change the lives of rural high school learners around by stimulating work opportunities.

3.3 METHODOLOGY

3.3.1 Qualitative research method

This research method provided complex textual descriptions of people's experiences. O'Leary (2014:201) indicated that the objective of this approach is to collect evidence systematically using a predefined set of procedures to answer specific questions and produces results that are hidden. It was realistically set in various rural high schools to gain a deep understanding from learners and teachers (including school management team) and councillors. Rudestam and Newton (2015:281) pointed out that the research focuses on data collection on participants' natural contexts. Every participant, including the researcher, is valued during this study.

The focus was on structuring and interpreting information from participants. Huang et al. (2019:20) attested that the research should test the beliefs, opinions, emotions, and the relationship of stakeholders. The tangible points were raised to get correct answers. The research basically sought facts on breaching the achievement gaps in the rural high schools. Personal knowledge was needed to integrate the data.

3.4 RESEARCH DESIGN

3.4.1 Case study

The research design refers to the overall strategy that you choose to integrate the different components of study in a coherent and logical way, thereby ensuring you effectively address the research problem (Clipperton et al., 2020:6). It constitutes the plan for collection, measurement, and analysis of data. Leavy (2017:236) thought of research design as building a structure of plan for the investigation, just as architects work with many different general types of structures. The case study was developed by interviewing rural high school learners, teachers, councillors, and nearby employers to change their mind set and identify the barricades towards studying or employment. Wang et al. (2016:310) said case study sinks into the activities and processes to collect different data inquiry plan. For the value of this study, a qualitative case study was chosen and different research techniques like focus group and face-to-face interviews were used to create the best outcome.

3.5 DATA COLLECTION

3.5.1 Data collection techniques

The following techniques were used to collect data: field notes (with the aid of tape recorder), focus group in-depth interviews, and face-to-face interviews. Roberts (2020:3185) agreed that interviews with follow up questions guide the interactions between the researcher and the participants. Through follow up questions, participants gave the fuller version of information. Ikpeze (2015:29) confirmed data collection methods are important, because how the information collected is used and what explanations it can generate are determined by the methodology and analytical approach applied by the researcher. It was imperative to draft the plan to schedule times and venues for the interviews. The researcher was flexible for whatever disappointments could arise. Therefore, Schafer and Navarro (2016:3) agreed to the following:

3.5.2 Planning the advanced interview

Determining the optimal time and venue to conduct an interview is based on an assessment of the scope and intensity of the interview topics. Will the interview objectives be best achieved when the interviewee is tired and worn down or fresh and robust?

3.5.3 Time of the day and location to conduct interviews

Morning - Typically, people are alert during the morning hours and are more attentive to details. Morning interviews also provide the interviewer with sufficient time to conduct in-depth inquiries.

Afternoon - During the late afternoon interviews, people are physically and mentally fatigued. However, afternoon interviews can be problematic in that the interviewee may have to pick up children from day-care or school. Many interviews are rushed or prematurely end because the interviewee wants to go home on time.

Evening - Most people are mentally and physically fatigued at the end of the day. An evening interview at the interviewer's residence may be appropriate. One advantage

of an evening interview is that the respondent may respond more freely without the presence of peers or co-workers.

3.5.4 The interview venue

The interview location sends a message to the participant, and the interviewer should wisely choose an interview setting that is consistent with the interview objectives and the location that enables the interviewer to control time, agenda, and the environment as much as practical. However, in this research study, any time was acceptable. The institutions are far apart from each other and the researcher had to carry the recorder, field notes journal, and the interview plan for the desired time. That was why the researcher particularised interviews as an information collection strategy.

3.5.5 Face-to-face interviews

Teherani et al. (2015:669) said interviews are used to gather information from individuals one-on-one, using a series of predetermined questions or a set of interest areas. Interviews are often recorded and transcribed. They can be structured or unstructured; they can either follow a tightly written script that mimics a survey or be inspired by a loose set of questions that invite interviewees to express themselves more freely. Wright et al. (2016:97) acknowledged that interviewers need to actively listen and question, probe, and prompt further to collect richer data. Interviews are ideal when used to document participants' accounts, perceptions of, or stories about attitudes toward and responses to certain situations or phenomena. Interview data are often used to generate themes, theories, and models.

This method is a continuum of formality around interviewing (formal interviews, taped and transcribed). Interviews are often used to obtain the interviewees' perceptions and attitudes to the issues (Stalmeijer, McNaughton & Van Mook, 2014:923). The questions were structured to find facts on how best we can change the livelihood of rural high school learners to reach relevant career opportunities. The community leaders (councillors) and teachers were interviewed on their experiences and how best we can help our rural high school learners.

Eskom, Exarro, Waterberg Wildlife, and Lepalale TVET College officials were interviewed in a respectful manner and maintain boundaries at all times. The interviews were based on how rural high school learners can be assisted or enticed to their institutions/workplaces. Collaborative interaction of different stake holders assisted in sharing future options and labour market opportunities for these rural communities. Twelve (12) participants were interviewed as follows; 4 rural high school learners, 4 rural high school teachers, 1 community leader (councillor), 2 surrounding employers, and 1 educational institution (Eskom = 1, Exarro = 1, Waterberg Wildlife = 1, Hotel Manager = 1, and Lepalale TVET College = 1).

3.5.6 Focus (discussion) group interviews

Stalmeijer et al. (2014:930) said focus groups are used to gather information in a group setting, either through predetermined interview questions that the moderator asks of participants in turn or through a script to stimulate group conversations. Ideally, they were used when the sum of a group of people's experiences may offer more than a single individual's experiences in understanding social phenomena. Focus groups also allowed researcher to capture participants' reactions to the comments and perspectives shared by other participants, and are thus a way to capture similarities and differences in viewpoints. Teherani et al. (2015:670) stressed that focus groups consist of a number of individuals you have invited to discuss. It was four rural high schools with 80 learners ($n = 80$). It will be 40 grade 11 learners and 40 grade 12 learners from four rural high schools. There were 20 learners from each school.

3.5.7 Field notes/Reflexivity

Sutton and Austin (2015:226) emphasised that field notes and fieldwork do represent an individualistic, pioneering approach to acquiring knowledge. Data was collected in the course of qualitative research work by observing participants and their events. Burkholder (2013:43) reported that field notes can make repressing contradictions in this balancing act more difficult. The researcher had to know the participants, become their friend, their confidant, and at the same time stand on the side and observe. Thompson (2014:247) agreed that observations allow us to investigate and document what people do, their everyday behaviour views on the research topic.

The focus was on four groups of rural high school learners. The researcher asked relevant and open questions (short list of questions, ideas, and thoughts on the topic). Interaction was encouraged through collaboration and debate stimulation. An in-depth interview was conducted to try to understand why they do it, rather than focus on their own perceptions or recollections. Field notes were ideal when used to document, explore, and understand as they occur, activities, actions, relationships, culture, or taken-for-granted ways of doing things.

Burkholder (2016:907) showed the number of observations required, depended on the research question, and overarching research approach used. Notes were made from what was seen, heard, and interpreted during the interviews and observations. The researcher's notes emerged from interviewing rural high school learners, teachers, councillors, and surrounding institutions. The notes were used to evaluate the rural high school learners' mind set for perception study and closing their achievement gap.

Follow up questions strengthened the fuller version of the course.

3.6 RESEARCH POPULATION AND SAMPLING

Moser and Korstjens (2017:271) presented a sampling plan as a formal plan specifying a sampling method, a sample size, and procedure for recruiting participants. A qualitative sampling plan describes how many observations, interviews, focus-group discussions, or cases are needed to ensure that the findings will contribute rich data. Palinkas, Horwitz and Green (2015:533) agreed that purposive sampling is a nonprobability technique and is widely used for identification and selection of information-rich cases related to the phenomenon of interest. One interview lasted for an hour or less. Ideally, the interviews were held in a location that is familiar to participants. The researcher contacted the potential participants to invite them to the interview. The participants' recruitment was done through permission application to Education District and Traditional House of that rural community.

The participants were devoted to time in whatever step they take, and cutting unnecessary time-consuming ones. Robinson (2014:25) noted that participants have to be knowledgeable on the phenomenon and can articulate and reflect, and are motivated to communicate at length and in depth. According to Patton (2014:283) the

researcher should review the sampling plan regularly and adapt when necessary, and “The small sample of rural community (population) will be under cross-sectional survey to collect data”. Purposive sampling was used to choose rich information from rural high school learners and teachers, councillors, and the surrounding employers/educational institutions (Eskom, Exarro, Waterberg Wildlife, and Lepalale TVET College). Yin (2013:321) stated that longitudinal survey can be used by returning to particular individuals to measure the impact of an intervention on the direction of rural high school learners.

3.7 DATA ANALYSIS

For focus group interviews, qualitative data analysis was used by interviewing rural high school learners from four different schools. Developing explanatory theory and coherent conclusions based on qualitative data is key (Bazeley, 2013:371). The face-to-face interview relied on the inductive approach that condenses extensive and varied raw data into brief or summary format (Thomas, 2003:2). The summary findings were transparent and justifiable. The teachers, councillors, and nearby institutions were transparent in addressing the learners’ challenges on finding employment. Verbatim transcription of interview data was used to accumulate raw information. Field notes looked for analysis and interpretation of verbal data for qualitative investigation.

3.8 TRUSTWORTHINESS

Amankwa (2016:121) found the concept of trustworthiness as refined by introducing the criteria of credibility, transferability, dependability, and conformability to validity and reliability, and stated, “Trustworthy protocol notes the characteristics of rigor process to document rigor and then a timeline directing the planned time for conducting trustworthiness activities”. Nowell, Norris, White and Moules (2017:106) stated that to be accepted as trustworthy, a qualitative researcher must demonstrate that data analysis has been conducted in a precise, consistent, and exhaustive manner. For trustworthiness, recording, systematising, and disclosing methods of analysis with enough detail will enable the reader to determine the process credible.

3.8.1 Credibility

Credibility refers to the truth of the data or the participant views and the interpretation and representation of them by the researcher (Polit & Beck, 2010). Credibility is enhanced by the researcher describing his or her experiences as a researcher and verifying the research findings with the participants. A qualitative study is considered credible if the descriptions of human experience are immediately recognised by individuals that share the same experience (Cope, 2014:89).

To support credibility when reporting a qualitative study, the researcher should demonstrate engagement, methods of observation, and audit trails. Credibility is defined as the confidence that can be placed in the truth of the research findings (Macnee & McCabe, 2008:388). Credibility establishes whether or not the research findings represent plausible information drawn from the participants' original data and is a correct interpretation of the participants' original views (Cope, 2014:89). A qualitative researcher establishes rigour of the inquiry by adopting the following credibility strategies: prolonged and varied field experience, time sampling, reflexivity (field journal), triangulation, member checking, peer examination, interview technique, establishing the authority of researcher, and structural coherence.

3.8.2 Transferability

Transferability refers to findings that can be applied to other settings or groups (Cope, 2014:89). A qualitative study has met this criterion if the results have meaning to individuals not involved in the study and readers can associate the results with their own experiences. Wierzbicki (2018:21) agrees that researchers should provide sufficient information on the informants and the research context to enable the reader to assess the findings' capability of being "fit" or transferable. However, the criterion of transferability is dependent on the aim of the qualitative study and may only be relevant if the intent of the research is to make generalisations about the subject or phenomenon. Transferability refers to the degree to which the results of qualitative research can be transferred to other contexts with other respondents. According to Bitsch (2005:65), the researcher facilitates the transferability judgment by a potential user through 'thick description' and purposeful sampling. This means

that the researcher provided a detailed description of the enquiry and participants were selected purposively. It facilitates transferability of the inquiry.

3.8.3 Dependability

Dependability refers to the constancy of the data over similar conditions (Cope, 2014:89). This can be achieved when another researcher concurs with the decision trails at each stage of the research process. Through the researcher's process and descriptions, a study would be deemed dependable if the study findings were replicated with similar participants in similar conditions (Cope, 2014:90).

The researcher had the stability of findings over time. Dependability involves participants evaluating the findings and the interpretation and recommendations of the study to make sure that they are all supported by the data received from the informants of the study (Creswell & Creswell, 2018:41). Dependability is established using an audit trail, a code-recode strategy, stepwise replication, triangulation, and peer examination or iterator comparisons (Donald, Jacobs, Razavieh & Sorensen, 2010:1).

3.8.4 Conformability

Confirmability refers to the researcher's ability to demonstrate that the data represent the participants' responses and not the researcher's bias or viewpoint (Polit & Beck, 2010). The researcher demonstrated confirmability by describing how conclusions and interpretations were established, and exemplifying that the findings were derived directly from the data. Wierzbicki (2018:22) agreed that in reporting qualitative research, this can be exhibited by providing rich quotes from the participants that depict each emerging theme.

Conformability refers to the degree to which the results of an inquiry could be confirmed or corroborated by other researchers. Conformability is "concerned with establishing that data and interpretations of the findings are not figments of the inquirer's imagination, but are clearly derived from the data" (Tobin & Begley, 2004:255). Studies suggested that confirmability of qualitative inquiry is achieved through an audit trial, reflexive journal, and triangulation.

3.8.5 Authenticity and Integrity

Authenticity refers to the ability and extent to which the researcher expresses the feelings and emotions of the participant's experiences in a faithful manner (Polit & Beck, 2010). By reporting in this descriptive approach, readers grasp the essence of the experience through the participant quotes. Cope (2014:89) proposed primary and secondary validity criteria for critiquing qualitative research. Primary criteria include credibility, authenticity, criticality, and integrity, with credibility and authenticity being similar to the criteria proposed by Wierzbicki (2018:24). Criticality refers to the researcher's decision process and critical appraisal of the evidence and interpretations. The researcher resorted to critical reflection to uphold valid interpretations of the data. Prolonged engagement and building rapport and trust, triangulation (across sources, methods, and other researchers), good interview techniques, safeguarding participants' identity, researcher's self-analysis, and navel-gazing were taken into consideration.

3.9 ETHICAL CONSIDERATIONS

Ethics may be described as moral principles that govern a persons' behaviour in conducting an activity. The researcher adhered to the ethics as prescribed by the Central University of Technology's ethics committee. The researcher made the permission application to Central University of Technology, Waterberg District, and Department of Education in Limpopo for commencement of field work. The following professional ethical thoughts were considered:

3.9.1 Data fabrication and plagiarism

Juyal, Thawani and Thaledi (2015:77) defined fabrication as "making up data or results and recording or reporting them;" falsification as "manipulating research material, equipment or processes, or changing or omitting data or results such that the research is not accurately represented in the research records," plagiarism is "the appropriation of another person's ideas, processes, results, or words without giving appropriate credit." Martin (2013:1008) stated that plagiarism and data fabrication or falsification is the mounting problems encountered by editors.

‘More common are problems, where the boundary between acceptable behaviour (attempting to exploit the results of one's research as fully and widely as possible) and unacceptable behaviour (in particular, misleading the reader as to the originality of one's publications) is rather indistinct’. The researcher cited correctly from the original sources and wrote exactly what came from the authors. Plagiarism is a threat to the research world; therefore, we have to be honest in our investigations.

3.9.2 Voluntary participation

Kılınç and Firat (2017:1476) emphasised that voluntary participation enhances research validity and reliability. The participants were free, flexible, and independent in their own environment. The heads of institutions were notified to confirm the availability of informants. The researcher had the details of participants so that we can start building the rapport for the coming process. When meeting with participants, the contents of the informed consent letter were read clearly that participation is willingly. One could withdraw anytime they wish.

3.9.3 Privacy, anonymity and confidentiality

Novak (2014:36) emphasised that confidentiality and anonymity are ethical practices designed to protect the privacy of human subjects while collecting, analysing, and reporting data. Confidentiality refers to separating or modifying any personal, identifying information provided by participants from the data. By contrast, anonymity refers to collecting data without obtaining any personal, identifying information. Sieber and Tolich (2012:153) stated that the researcher gathers information from participants, and it is this information that becomes the data to be analysed.

Coffelt (2017:230) explored that in a confidential study, the participant is known by the researcher, a situation that commonly arises during an interview. The interviewer knew the name of the participants and may know the address or identifying information. The researcher had the responsibility to protect the participant from harm by altering any personal, identifying information that may be revealed during the interview. The researcher assigned pseudonyms to the participants. The researcher is expected to respect their participants for rapport building. This is elaborated on the privacy practices of anonymity and confidentiality by explaining the

rationale to protect privacy, and discussing some unique circumstances with participants.

3.9.4 Avoiding harm

The researcher had the moral commitment to protect the participants from any physical or emotional harm during the study. Moss, Uluğ and Acar (2019:86) emphasised the importance of conducting fieldwork without harm to the future. The informants were taken on board about the possible risks and benefits as mentioned in the consent letters.

3.9.5 Informed consent

No participant was forced to take part in this research, it should be voluntary (Utz et al., 2019:973). The heads of institutions were contacted to confirm the availability of participants. The informed consent letters must be clear that participation is from your own will and they could pull-out at any time they wish (Utz et al., 2019:974). The participants had to be contacted in time, before the interviews. On appointment, the researcher introduced himself to participants and agreed on suggested a time and venue when and where the interviews have to take place. Before the interviews, participants signed the consent letters that showed the title of the study, motive of the study, data collection instruments, and potential benefits of the study. It is also salient to be given permission by participants to record the interview process before commencement. The participants were guaranteed that the information obtained from them was only used for this study and nothing more. The synopsis of the study was communicated to participants after completion of the research.

3.10 SUMMARY OF CHAPTER

The chapter entailed the methodology, data collection techniques, and investigative design used in the study. The qualitative and interpretative method as a case study was used in this study. Ethical considerations cemented the trustworthiness of the investigation. The following chapter focuses on data collection and interpretation.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

Chapter 3 concentrated on the discussion concerning research design and methodology as well as data collection methods. Chapter 4 focuses on the presentation of data, the analysis of the research data obtained from the participants, and relevant documents. The analysis is based on the data collected using various methods such as interviews throughout the study.

The researcher divided the participants into two groups; the first group were teachers and learners. They were interviewed at their various schools. The second group of participants was a community leader (councillor), surrounding employers, and a higher educational institution. This group of participants was interviewed face-to-face. The inductive thematic data analysis method was used to organise data and develop themes and subthemes.

4.2 BIOGRAPHICAL INFORMATION OF PARTICIPANTS

The researcher collected data from different participants on the impact of career orientation in the livelihood of rural high school learners. Different data collection techniques like interviews, notes taking, observation, and voice recording were used. The interviews were based on how rural high school learners can be assisted or enticed to their institutions/workplaces. Thirteen (93) participants were scheduled for interviews as follows; 4 rural high school teachers, 4 groups of school learners i.e. 80 learners, 4 community leader (councillor), 5 surrounding employers, and 1 educational institution. The biographical information of participants was put as follows: school teachers (ST), group of school learners (GSL), community leaders (CL), potential employers (PE) and Higher Education Institution (HEI). The researcher was identified as (R). The table below shows the background and biographical information of participants. It also indicates the school, ages, experiences, and gender of participants.

4.2.1 Summary of Participants

Table 4.1: School Teachers

Participants	Gender	Experience	School	Age
ST 1	F	15	A	40
ST 2	M	12	B	32
ST 3	F	13	C	38
ST 4	F	25	D	50

Table 4.2: Group of School Learners

Participants	Gender	Grade	School	Age
GSL 1	M/F	11	A	16-20
GSL 2	M/F	11	B	16-20
GSL 3	M/F	12	C	17-21
GSL 4	M/F	12	D	17-21

Table 4.3: Community Leader

Participants	Gender	Experience	Institution	Age
CL	F	6	A	42

Table 4.4: Potential Employers

Participants	Gender	Experience	Company	Age
PE 1	M	9	A	30
PE 2	F	10	B	26

Table 4.5: Higher Educational Institution

Participants	Gender	Experience	institution	Age
HEI	M	7	A	35

4.3 PRESENTATION OF FINDINGS

The results of the study relate to the impact of career orientation in the livelihood of rural high school learners in Nylstroom circuit (Waterberg District). The researcher started to interview school teachers (ST), group of school learners (GSL), potential employers (PE) and Higher Education Institution (HEI). It was unfortunate that the researcher could only reach one community leader as their schedules was always tight. Their major reason was that communication protocols were carefully adhered to.

During the study four themes and the related subthemes emerged. The visual presentation of the themes is outlined below.

4.4 EMERGING THEMES

The following themes emerged from the data collection:

Theme 1: The impact of career orientation in the livelihood of rural high school learners.

Theme 2: Fundamental aspects to develop a career path for rural high school learners.

Theme 3: Career orientation programs that can change livelihood of rural high school learners and their communities.

Theme 4: Career orientation framework can play the most significant role in the livelihood of rural high school learners.

4.4.1: Theme 1: Impact of career orientation in the livelihood of rural high school learners

Subtheme 1.1. Knowledge of career orientation concepts

*Researcher (R): What do you understand with regard to career orientation concepts?
E.g. career counselling.*

In response to the question posed to find information on the knowledge of career orientation concepts, GSL1 indicated that they are not conversant with career

orientation terminology. Most of the participants respond in their mother tongue instead of English.

GSL1: *We know nothing about these concepts. “mathishere ga se bare botse selo ka dilo tseo”, (teachers never told us about these). “Ga re tsebe gore di gona kamo textbook” (we don’t know whether the concepts are there in the textbook).*

GSL2: *Some of the concepts I can remember. Ms A taught us about them. Career orientation is having knowledge about different careers. Career counselling is giving advice. Career opportunity is chance you get to work. I don’t know what achievement gap is. Achievement gap is what you don’t know. Rural high school learners are leaners from the farms. I don’t know what mind set means. May if you can explain to us.*

GSL3: *“Career counselling ke go advisa gore diopportunity tsa gao ke tse so le so..., mmmm” (Career opportunities is to advise that your opportunities are like this) “Mindset ke ntho ele ya gore ke ya mo ene motswadi a re dira so.ga o dira dilo tse so o kgona go kerea mereko o mo so, yes. opportunity engwe le ngwe e we kereang go for it.... you will never know where your future” (Mindset is the parent says do this, you do it. Do things that will enable you to get job).*

GSL4: *We don’t know what you are talking about. Meneer, we know nothing about careers. Hahahaha !!!!! career orientation is what we want. Sir, most of us did not apply online because nobody helps us with that. There are tablets here, they are not used. Counselling is when you share your problems.*

When the researcher considered what the learners mentioned in their responses, it is plain that teachers do not take other subjects like Life Orientation seriously. Career orientation is part of Life Orientation as subjects. Conceptualisation is key in every subject because it forms part of content comprehension. One participant mentioned that he does not know what we are talking about. It also gives us a clear indication that some teachers are not attending their classes regularly. Most participants responded in their mother tongue instead of English. Teachers do not adhere to the (EAC) English Across Curriculum approach.

Subtheme 1.2. Value of career orientation in rural schools

Researcher (R): How is the introduction of career orientation as a subject going to change the livelihood of rural high learners?

During the interviews, participants were happy that career orientation be part of the curriculum in their school. Learners mentioned that principals and teachers do not take Life Orientation seriously. In fact, career orientation is directly linked to Life Orientation as a discipline. They also cited that they have a problem of choosing relevant subjects.

GSL1: *Yes, we need career orientation because we don't know where to go next year. We are not taking life orientation seriously because our principal and teachers do not take it seriously. Ga re kgone go balance disubjects ka gore ga go na yo a re thusang (We cannot balance subjects because there's no one to help us).*

GSL2: *Some of us don't know which career to choose. It will help us with career opportunities. it can help us to apply to universities and choose the career you want. Some of our friends chose subjects they were not sure of. we just start to apply being in grade 12. We are the maths and science class. We want better jobs in future hahaha!!*

GSL3: *It helps you make correct decisions and choose the correct subjects. You must choose your own things. we must not choose subjects that you are not good at. Its true we have subjects like tourism, hospitality and consumer studies.*

GSL4: *"Career orientation e ka re thusa go hwetsa mmereko" (Career orientation can help us find jobs). Meneer we don't know what will happen to us. When we finish here we work in the farms.*

When teachers are asked about the importance of career orientation in school, the responses are positive. One mentioned that it has to start from the lower grades so that learners have a clear vision of where they are heading. It was also mentioned that there are rare skills or careers that are in high demand in South Africa.

ST1: *Sir career orientation is very much important because it guides leaners on what typical jobs they can choose in future. Moreover, these rural leaners we have here.*

some of our learners are gifted in hands but they don't know where to go in the next years. They cannot perform in the main stream, such learners can mend furniture and build houses. Some learners do not perform in the classroom, but handwork... miracles.

ST2: *Ok I think basically if we start it will drastically change our learners' thoughts of careers. Some of our learners are choosing careers that are not in the market. They are rare useless for me. People chose human resource, business admin etc., they are not of today's world of work.....hey, we are working hard as teachers for learners to reach their expectation. The subjects that our learners choose don't much the current reality of life today. and this won't mitigate the high level of unemployment today. Also minister of higher education emphasised that some careers are not in demand in south Africa. ok, we normally advise learners to choose subject that suit your personality and ability. Sir I also passed physical sciences and maths but I realised when I passed matric that I chose something that is not in me. i realised that I enjoy socialising. Yes, that's why I'm a teacher today because I socialise a lot, hahaha!! this was an eyeopener for me.*

ST3: *Mmmm ok thank you, career orientation is not replacing life orientation. In fact, most of our learners don't know what they want up until grade 12 sitting here I don't think we are doing enough. they don't know what their future looks like. our learners must know what is out there in the world. Learners will be exposed to all careers in the world. Career orientation will make learners to look at themselves i.e. selfintrospection. They are able to know which path to take going forward. Career counselling key because we can have those people in our schools like doctors, entrepreneurs to come to our school to advise learners directly. Remember, learners choose subjects from grade 7, 8, 9.....so it's important that career orientation starts at that stage. The learners start new subject in FET, it shows learners are confused from the beginning. If you want master the subject start with it from lower grades.....eeeeh!! the teachers must start advising learners correctly on choices of subjects. give learners that spirit of future exciting jobs.*

ST4: *Yes, I think it can help learners to choose subjects and jobs related to these subjects. The other thing is the correct choice of subject's career. Learners must check their personalities and interests when choosing different careers. Mm, you*

can't be a teacher or a priest o le shy, mm? the correct choice of subjects from grade 10 is important ka gore ngwana o kgona go tswelela ka subjects tseo go fihla tvet college or university. Teachers and learners should know the policy of changing of subjects in the FET phase. All subjects have their own careers at the end of the day.” O ka na wa ba in agriculture, tourism etc. wa kwishisha?” (You can be in agriculture, tourism etc., do you understand?)

CL1: *Not sure.....research must be conducted concerning the effectiveness of LO.*

Ways need to be found to measure the long term effects of LO. Or...I can say it produces relevant required skills to open doors for learners to become what they wish to be in their lives.

During interviews, participants indicated that teachers have to focus on newly introduced subjects that match the current market. Learners have to take what they learned in the classroom to the world of work. It was also interesting to hear that the correct subject choices build one's future.

PE1: *This must form the basis of teaching as a career...look man ...we want teachers that are hands on. Mmmm...career orientation should actual be introduced in grade 8 going forward...its where learners have to decide on what career to follow. They have to internalise choices of subjects to the core...choices of subjects go with the future...look that's Physics with laboratory...ha. We need vibrant teachers...teachers are old who know nothing...knowledge gap man. We need those that know about the current jobs in the market.*

PE2: *Hmm...I grew up in the rural area sir.... but I endured you know. I later got career orientation from this mentor who really advised me to go back to school. I later understood how important career orientation is. I was always eager to know in this career path. Do what you want to do...do anything that comes your way. Learners should volunteer for work in order to scratch ...you know...search for suitable job until you get it.*

HEI: *Eeeh...let me start like this...the career orientation can help leaners understand what they learned in the classroom to take it further to tertiary. This will make them be responsible for every action they take.....understand great vision for the future or*

the next few years. They are still learners let them relate to reality. Career orientation will make them make theory into practice. Assist them to collaborate with the real world with real solutions. Learners should have responsibility for their future.

Given the value of career orientation, one may understand that most of the participants appreciate its insertion into curriculum. In this regard, teachers and learners found it necessary for the correct choice of subjects in schools. It was also mentioned that learners have to choose subjects that are in the current market. The minister of higher education indicated that learners must not apply for careers that are oversubscribed. Most participants urged that career orientation should start as early as Grade 7. This would enable learners to strengthen their efforts in subjects of their own choice. HEI also indicated that career orientation will assist them to collaborate with the real world and real solutions. Learners should take responsibility for their future. Therefore, it is critical that teachers are workshopped on career orientation.

4.4.2: Theme 2: Fundamental aspects to develop a career path for rural high school learners.

Subtheme 2.1. Closing the achievement gaps in rural high schools

Researcher (R): How can we close the achievement gaps in rural high schools?

Almost all groups indicated that teachers are not punctual and do not attend classes regularly. It was really diminishing to hear that some learners are sharing textbooks during Covid-19. Some participants mentioned that there is no connectivity, libraries, and laboratories. Learners are forced to do subjects they do not like because of limited streams. On the other side, one learner from School B indicated that gangsters are rife. There are also tablets in school A but they are not used. The learner from school A said some teachers do not have subject knowledge, especially in particular topics.

GSL1: *“Mathishere batla klaseng ga re atumela go ngwala ditests, hahahaha” (teachers come to the classrooms when it’s time for writing tasks) “mathishere batlo go betha wena” (teachers will give you a hiding) mmm.” Joo nna re tshaba go bethwa ke bommam le bomeneer” (we are afraid to be beaten by*

our teachers). Aha...our teachers ga ba ruti niks!! (simply means teachers are totally not teaching the learners). We are using old textbooks i.e. the textbooks we have don't have enough information. Some learners do not have textbooks, they are sharing. "Alright, mathishere ga ba re thsware go swana, ba re roga bare tseela fase" (alright, teachers are not treating us the same, they insult us, they also belittle us). There are no laboratory and library. The school is doing maths and science meneer, its bad. "Ga re na mo re dirang diexperiments" (we don't have a place to render experiments). Subjects in our school are different from others. Some of us, disubjects tse bomaths di a re palla, man (subjects like Maths are difficult for some of us). "Ga go na network mo gabo rena, ke mathata" (There's no connectivity around our village, it's really hard). "Re sokola le go reka data gore re kgone go researcher mo internet"(we also struggle to buy data to research through internet).

GSL2: Sir we have the laboratory but we don't use it. We cannot do well in chemistry because we can't do practical. Hey, chemistry is a challenge for some teachers. The school outsource some outside teachers to help with chemistry. some of the classrooms are very hot for us..... it makes it hard to learner. Sir, we don't have WiFi at school in order to get information from internet. Hello sir some of the achievement gaps are personal matters from home e.g. coming to school late and so on, you know. Some of our friends can't study at home because of some drunkards. Ja, the other thing is we are not catered during extra lessons. We stay in the classrooms for long time.

GSL3: "Ahh.... tse dingwe tse ke go se bale" (Basically we don't study). "Some teachers ne basa attende declasses tsa bona" (Some teachers do not attend their classes). "O no tsena ka mo klasseng a sa hlalose selo, a ngwala fela mo chalkboard, especially English and maths." (They just enter the classroom without explaining anything, just write on the chalkboard, especially English and Maths). "Nagana ba expecta gore re phase bjang, niks" (How do they expect us to pass, just imagine, nothing? "Other teachers be ba se na taba go thusa some learners ba go struggler" (Some teachers did not bother to assist struggling learners). "The other thing ke be ke dira disubjects tseo di mpallang, like Maths" (The other thing I was doing difficult subjects like Maths). I later chose Tourism and Consumer Studies and my marks started to go high. "Ke nagana gore bana ba bantshi ba bolaya ke go tsea

subjects tse wrong “(I think most of the learners choose wrong subjects). “Ntho engwe ke go hloka laboratory le library mo sekolong sa rena joo ke masetlapelo” (The other thing is the unavailability of laboratory and library in our school...its bad news).” We are so many in the classroom that we can’t breathe, motho gaka phinya we are all dead.” (Our classrooms are overcrowded to the point that if someone can fart, we are all dead). It’s tough. “Some teachers and learners batla lata mo sekolong” (Some teachers and learners are not punctual). “Go na le bana ba go tsamaya ka digange, ba hlabana ka dithipa” (Some learners joined gangs, they stab each other).” Ba tshwenya le bana ba se nang molato” (They temper with innocent learners). “Go sleg mo sekolong” (Its bad in our school). “Ba bang ba tella principal le mathishere, joo ...mmm” (Some undermine the principal and the teachers).

GSL4: *Meneer, we don’t have a library. We have only one stream in our school. The government should provide library and playgrounds for our schools so that learners should be far away from social ills. Ahhhh.....there are tablets here at school, but they are not used. Gauteng is using tablets what about Limpopo?*

During interviews, the teacher from School A indicated that there are limited streams that channel learners; therefore, it is difficult for learners to choose their favourite subjects. To add to that teachers choose subjects for learners. Some teachers stay adamant to teach the subject they are not good at. It brings us to principals who do not allocate subjects correctly. On the other hand, parents do not attend school matters. It was also mentioned that principal of School A does not share duties with SMT (School Management Team) members. Most participants indicated that school committees are not functional. Participants also complained about some teachers who do not make an effort in their duties.

ST1: *The problem is, we have two streams i.e. Maths and Science and general. “Most of them ba palelwa ke mst, its terrible meneer” (Most of them are not good in Maths and Science, it’s terrible sir). Some teachers choose subjects for the leaners...its frustrates them. Gaba lebelele gore interest ya ngwana e mo kae. Most of the teachers do not take much effort to teach these learners. Most of the teachers are not from here ...they don’t care about these poor learners. Lower classes are not taught.... mmm...that’s true. Some teachers stay adamant to teach the subject he/she is no good at.....jooo.....it’s a problem. The school has to outsource for*

assistance in that subject. The principal is also not fair in subject allocation. Parents do not attend school forums.... it's a problem...Teachers don't assist learners with careers and applications. Parents are working far from home ...so learners start taking drugs and having sex at early stage....it starts from primary.....yes. There are no libraries, laboratories...and classrooms are not sufficient due to increasing number of learners. There are no camps because our school is not safe to sleep over. The time table for extra classes is there ...not functional. Sir there's no unity here..no one support or motivate us...you're on your own..harthi principal does not share responsibilities with HoDs or teachers...circulars don't reach us.....he locks the office..literally. Other subjects and programs are undermined...bo SBST. It's the one that can change the behaviour of our learners.

ST2: Wi-Fi...I don't know if learners have access to it. But it seems learners are not much into it. Yes...sometimes you find the teacher is not competent in particular topic.... ask for assistance. Overcrowding is a problem...eish. I don't know...we have few teachers. I think we need resources like textbooks in grade 10 and 11...some share. Library is there but books need to be updated.... its small it doesn't match the school capacity.

ST3: Jooo...there's overcrowding in our school. Most learners come late to school...hey ..there's a lot here. Some teachers are behaving out of their profession. There is no unity in our school...undermine the principal...these other teachers. No parent involvement.... they just don't come to school...nothing. No there's no professional development from the Department. Even the workshops are not enough Lets have weekly workshops for full capacitation. Teachers must specialise in their subjects. Wi-Fi is not in order...you have to go around to get it. Honestly...no learner has access to even computers. Computers are here for SASAMS only. Do you think gadgets will be used correctly here...whooo...? I doubt. Also SBST is not functional.

ST4: No, most of our teachers are not capacitated, especially in career guidance. It's like.... I sometimes present at the workshops instead of the subject advisor doing that. It's just our learners are a particular type of peoplethey are afraid to meet with other learners.... they are isolated.....and the environment is also isolated. They are unique. I'm being straight, mmmm. I'm a full resident ya this community. And I know people who work here satisfy their sexual needs with these kids. They use

money to capture these learners, primary, secondary.... it's the same. If you interfere, parents tell you to mind your own business. Police are doing nothing about it. Many learners ...its poverty.....that's why the abuse. If they can merge this school, there'll be lots of drop outs because of distance.

CL1: *Mmmm.....quality teaching is essential to give students the foundational literacy and numeracy on which lifelong learning depends. Teachers should set benchmarks and track progress to build time for student's self-reflection. Its critical to develop relationship with parents. And also, students should personalise learning to open their minds and avoid assumptions. Schools should introduce texts and topics that are culturally relevant.*

Reflecting on the other responses of participants, it was admitted that most teachers are not punctual and do not attend classes regularly. Effective teacher development will do in terms of teacher behaviour, curriculum content, and teaching techniques (Masuda et al., 2013:7). It was mentioned that parents do not attend meetings. DiPaola and Wagner (2018:3) mentioned that school and home have to be linked through close cooperation between the schools, parents, and community. Some participants indicated that teachers are not trained in career guidance. So it is imperative that teachers receive advanced career orientation. The role of school counsellors in creating a college- and career-readiness culture in their schools has been the subject (Bryan et al., 2015:149). Learners' motivation is crucial for their transition from school to further education. Listening to some responses, connectivity is a crisis in most rural schools. In a 21st century, which is characterised by the pervasive influence of technology across all spheres, e-learning has been identified as an important feature and an innovative way of providing quality education. The majority of participants lamented on the lack of libraries, laboratories, and overcrowding. There is a need for government to build infrastructure so that teaching and learning can take place. In the response of the other participant some learners are sexually molested by certain community members. I guess this is also contributing to poor learner performance. The department of social development need to intervene in this matter.

4.4.3: Theme 3: How career orientation can change the mindset of rural high school learners

Subtheme 3.1. Empowering rural communities

Researcher (R): How can we empower rural communities?

The participant from School A indicated that computer training for the community will benefit them with IT (Information Technology) skills. One participant brought in ABET (Adult Basic Education and Training) for the literacy of their community.

GSL1: *“Gore batho ba rena ba kgone go bereka.....re leme...hahaha” (so that people can work...must plough)!*

GSL2: *The only job available for our parents is EPWP. “Ba fiela mo srateng le mo dikolong” (They are sweeping the streets and in schools). The municipality is doing nothing for our community. People are fighting for jobs in the municipality.....jooo.*

GSL3: *“Aaaah.... wa tshwana” (It’s the same). “Ga go na se nka se bolelang” (There’s nothing I can say). “Mmusho o k aba zama ka ABET and other things” (Government may try Adult Basic Education and Training).*

GSL4: *Selo seo se ka thusang ke mebereko gore batho ba kgone go thus.....hahaha. Go na le batho ba go tima mollo mo rena. O ka re b aka hira batho ka moka....ba re thuse go dira dilo online. Ba rute batho ka computer gore batwadi ba re thuse go apply on line. The other people must share information with us.*

During the interview, Teacher A emphasised that parents must know their rights. The principal of School B does not organise meetings. On the other hand, one participant suggested ICT (Information and Communication Technologies) walk-in centres for parents to be equipped with computer skills. ABET was also mentioned by Teacher D.

ST1: *Mmmmm.....parents must know their rights because the principal does not call any parents’ meetings. They must know how the school run. Abet school is the only solution.*

ST2: *Yes...there must be ICT walk in centres...yes for parents to be equipped with IT skills. This will enable them to help their kids with applications etc.....mmmm. The parents should get exposure of new careers to encourage their children to advance fourth industrial revolution.*

ST3: *I don't know.... I don't know what I can say.... hey.*

ST4: *Jooo.....this community about 93-96% is illiterate.....it's a problem. Maybe something like ABET can assist.....some teachers may help in teaching them. Some learners who work as teacher assistants have only matric.....but it's something.... Better than nothing hahaha!!*

During the interviews, one participant mentioned that education is a powerful tool for alleviating poverty. It was also stressed that farming can be another means of making money. The other one said that casuals from the community are hired at their institution. The other participant mentioned that communities are trained for collaborative businesses. Participant A said that ICT centre development can help for fourth industrial revolution.

CL1: *Oooo.....the community has to live with today's changes. Development of a growing mindset and setting goals is key for the public. Inspirational people like Mayors, councillors or graduates may encourage the community to be involved in their children's education. Motivations are needed at least once a term when they collect learners' progress reports at school.*

PE1: *You know; education is a powerful tool for parents to ease poverty. Parents should involve themselves so much in the learners work because they hold the future. Aaaa.... rural families should stick to subsistence farming...it links people to the market. Look at these communities next to the malls...they can supply local markets like Shoprite with backyard vegetables. Money circulates within that local economy (rural). Heee. people have goats and sheep that can supply local abattoirs...or agree to build their own abattoir. It's time for rural communities to access internet.... we are in the digital world.*

PE2: *Let me start this way, our place hires most of the nearby people...rural people. As I said we have nearby farm that hired many of them. We also offer the Christmas*

activities for the disadvantaged children. We also hire casuals to stop poverty around here. Funding students who are interested in hospitality. Unfortunately, our business is in the bush.

***HEI:** You know at home if there is no one who gives direction the learner will be lost. The parents and learners must be out there to see what the world does. We normally do training in nearby townships and villages on business incorporation.... where we encourage partnerships among community members. We let them browse on different business ideas for implementation. A, we also provide them with funding options or different institutions that can fund them. I think also ICT centres developments can help for fourth industrial revolution approach. Hahahaha.... many parents are old school.*

Most participants indicated that connectivity is vital in rural areas so that the community can have skills to assist learners with online applications. It was mentioned that agriculturalists should visit schools to pass knowledge to parents and learners. Farming is the sustainable means for rural communities to survive. They may start in their backyards. It was mentioned that they liaise with many departments on new courses that can be introduced. Safety training in society is their priority as they work hand in hand with the Police and Military. It was also indicated that internships are registered at their institution. One participant said wildlife and tourism are programmes that are lucrative these days.

4.4.4: Theme 4: Career orientation programs that can change the livelihood of rural communities

Subtheme 4.1. Programmes available in the livelihood of rural communities

Researcher (R) Which career orientation strategies(programs) can be used to sustain balance between rural and urban communities to mitigate unemployment?

During the interview, only learner B indicated that there is a need for computer centres and more TVET colleges. It was also mentioned that clinics and school are crucial in rural communities. Some participants had nothing to say.

GSL1: *Hee...there's no work here. There's nothing in the farms. Some of us never touched the computer. We see it here at school...hahaha.... exactly. Nna I can operate a computer.*

GSL2: *We need Computer centres for our brothers and sisters. They must build institutions like Tvet college to access education. Things like clinics...more schools...ja.*

GSL3: *The building of schools...mmm.*

GSL4: *"Aaah...a ke tsebe gore ke reng" (I don't know what to say).*

During the interviews most participants indicated that connectivity is vital in rural areas so that the community can have skills to assist learners with online applications. It was mentioned that agriculturalists should visit schools to pass knowledge to parents and learners. The ICT centres were frequently indicated as a means of skills development.

ST1: *There are companies that donated furniture and Wi-Fi.... but there's no functional*

Wi-Fi.... it's useless. There's no projector here...no e-learning wa..... raloka meneer. Some mines pay tertiary fees for one vulnerable learner that passed from our school.

ST2: *On a serious note, some Agricultural veterans must visit our schools to motivate our learners. I never thought much about that.....yes...Waterberg is rich in tourism. I don't know.... but teachers must come in as counsellors to advise learners onto tourism to mitigate dropouts. We also have business people who take our best grade 12 learners for lunch and buy tablets for them...yes. For further motivation, we also invite former scholars to motivate our learners...I think it works.*

ST3: *I think more ICT centres are needed in this township. We have a lot of illiterate people here. Training of entrepreneurs around the community so that people can stand on their feet.*

ST4: *Jooooo.....yes, vocational can work. We once took our learners for agriculture at nearby farm to observe machinery. There are white and black farmers. There is a black farmer o tla mo to teach them. He showed them there and there. I wish our*

learners can be provided with resources like laptops and tablets so that they can be like others. Ooooh.... there are itablets here at school...about 26...they are there. We give grade 12 only.....they also take them home. Wi-Fi is always on. Its learners who are not applying.

Participant C mentioned that they liaise with many departments on new courses that can be introduced. Safety training in society is their priority as they work hand in hand with the Police and Military. It was also indicated that internships are registered at their institution. One participant said wildlife and tourism are programmes that are lucrative these days.

PE1: *Mmmm...initially urban schools perform better than rural schools...you know access to resources. Resources are fundamental when coming to community development. Tourism is one area that needs a lot of money to create history or heritage for our communities...sort of heritage site or lodge. Wildlife also needs collaboration of stakeholders to survive. Yes, we sport few school camps for matriculants.....career exhibitions...learnerships...eeeh.... internships. Education is societal. Adopt a school programme ...where we take care of that school holistically.*

PE2: *You know we have also shareholders who fund students who want to further their studies.... especially those in hospitality. Before I forget, certificates are offered for those who come for casual jobs...mmm. Students from different institutions are accommodated here...internships..., yes.*

HEI: *Hey...we mostly deal with engineering and entrepreneurship. Today entrepreneurship is key to curb unemployment.....especially in rural areas. Tvet colleges are funded by government...most learners undermine it.... it's where many learners can survive in skills....and be able to be self-employable. We also liaise with many departments on new courses that can be introduced. Safety training in society is our priority as we work hand in hand with the Police and Military. Mmmm.....wish we had agricultural programmes.... unfortunately, we don't have.*

Reflecting on career orientation strategies (programmes) to sustain balance between rural and urban communities, learner B indicated that there is a need for computer centres and more TVET colleges. It was also mentioned that clinics and school are crucial in rural communities. This is actually in line with what was discussed in

literature review that information technology is an innovative way of giving quality education. The development of ICT centres for communities is vital. More TVET colleges are needed for rural learners to opt for vocational studies.

Subtheme 4.2. The essential support structure for rural high school learners

Researcher (R): Which career orientation framework can play the most significant role in the livelihood of rural high school learners in Nylstroom circuit?

During the interview, Teacher B mentioned that conferences are needed to discuss real issues experienced at work. Most participants need seminars where different experts are required to enlighten or motivate them. Support is really required from different stakeholders in developing teachers and communities.

ST1: *There's nothing that give us courage. We always complain...eish! We only attend principals' meetings.*

ST2: *Aaah, I think the Department must bring teacher development for us to grow. We need advanced conferences to discuss issues around us. Jaa.....that's it.*

ST3: *Hahaha...ZCC is closed. The leader of our church gives us advice during the conferences. Conferences like this are needed to share issues at work and outside work. Invitation of social workers and motivational speakers to teach us how to cope...stress man.... stress.*

ST4: *Ahhh the only thing we attend as teachers is the curriculum meetings and I sometimes attend the principals' meetings. No serious issues...accountability only.....results haha! We do not talk about challenges in schools. We'll see going forward. Hahaha.....no police forum...no councillor, they protested against them. Municipality does not come to us... you see. There's no department that attend us.*

CL1: *We normally organise IDP meetings where we involve the whole community including few learners to air their concerns. The community meetings are also conveyed to discuss issues involving our disadvantaged children. There are a lot...hey.*

In response to this question, participant A mentioned forum that engages on running special projects to deal with real issues. On the other hand, business seminars are also held to empower their employees. Participant C's response was similar to that of PE1 because seminars were used to cascade solutions to the people affected. From career exhibitions learners and teachers receive first-hand information.

***PE1:** Mmm...we hold forums and conferences where we engage municipalities and community members in leadership. We empower councillors and we also offer counselling during those sessions. We also render special social projects involving community forum, teachers, traditional healers. Yes, we also have ethics committee meeting discussing core issues like procurement, woman in mining, recruitment and skills. Feedback is given back to the society.*

***PE2:** Ja, we normally hold important events like tourism functions.....sometimes golf function. The big bosses also hold big business seminars where they discuss the empowerment for employees. Heee...there's one employee who went abroad for one year to study food....to be a chef.*

***HEI:** The first thing we focus on is the subject choices.....jooo.... especially in rural areas where parents like to choose careers for learners. This comes in the ability and interest of the learner to have the opportunity for employment. Career seminars.....career exhibition are hosted every year in collaboration with Higher Institutions to guide learners on different careers. Yes.....PE 1 works with us to go on career tours.....mmmm.....staring from April to May....ja. We also celebrate Tvet month in July to August...Mining day. The career counselling for one on one is offered to specific learners with particular problems. Waterberg FM assists us on awareness of courses offered in our college.*

Researcher (R): How can we sustain the balance between urban and rural learners to mitigate unemployment?

When asked about sustaining balance between urban and rural learners to mitigate unemployment, one participant indicated that learners must not choose jobs. It is either formal or informal. On the other side, they should also register for learnerships and internship. What was impressive was the mentioning of project developments among community members.

PE1: *Make the rural schools upper class by uplifting their infrastructure, teacher and learner development.... engage with communities...traditional healers etc. Means of discipline in teachers, learners and parents is very key. Mmmm... project development is the way to go. We are also social facilitators through local newspapers and traditional healers. And also, we have to absorb people locally. Nothing for mahala.*

PE2: *You know we have a strawberry farm nearby; it hires many people irrespective of where you come from. Our people must stop choosing jobs.... it's not time to choose...just work and you will pass the odds. Work does not have urban or rural.... just work...hmmm.*

HEI: *It's a tough one hey.....but the need for formal and informal jobs is vital.... the only thing needed is training.... national training system...artisans. Our children must not undermine jobs.... this may be the start of your career. Youth should register in learnerships and internships. We also have the Presidential initiatives..... assistant teachers etc.*

The government should advertise more learnerships and internships to mitigate the current unemployment situation. Major conferences are needed to discuss real issues experienced at work. Most participants need seminars where different experts are required to enlighten or motivate them. Support is really required from different stakeholders in developing teachers and communities. There should be different forums that engage to deal with real issues. On the other hand, business seminars should be held to empower employees. From career exhibitions learners and teachers receive first-hand information about different careers. Reflecting on sustaining balance between urban and rural learners to mitigate unemployment, one participant indicated that learners must not choose jobs. It is either formal or informal. What was impressive was the mentioning of project developments among community members. That is, rural communities should attempt local cooperatives for sustaining their lives.

Subtheme 4.3 Careers that can change the livelihood of rural high school learners.

Researcher (R): Which careers do you find relevant, that can change the livelihood of rural communities?

In response to this question, learner participants mentioned ordinary careers that they know. It is very clear that learners were not conversant with careers that are on the current market. On the other hand, some do not know what careers to choose. Similarly, some teacher participants were not aware of the careers that are in high demand in South Africa. In contrast, ST2 indicated that learners should get into tourism, agriculture, and entrepreneurship. We want business people to work for themselves.

GSL1: *No one tells us about careers, here. We want to work in the mines. I can try electricity...hahaha!*

GSL2: *There are a lot of careers out there...depends on subjects you choose. I can choose teaching...so that I can teach learners in my village. As I'm doing science, I can be a doctor, dentist, nurse or social worker.*

GSL3: *Careers are many today...it depends on subjects you chose. There's nursing, and so on.*

GSL4: *Aaaaaah, we only attend school.....to know what you are going to be after matric nobody knows. Nobody encourages us about different careers. Anything is sharp!*

ST1: *Just work, that's it That's the only hope. People around here have farms...they can try to plant for themselves.....and survive...really.*

ST2: *Ja...Yes...these learners must own Waterberg...its where they come from.... get into tourism, agriculture...hey entrepreneurship. We want business people today...for these learners to work for themselves.*

ST3: *Aaah...Agriculture, History, Consumer studies and Accounting are not there in our school. We need subjects that can give our learners chance to get jobs. We need tourists.....chefs etc.*

ST4: *Most of people around here work in the lodges..... Eeeeh...they are working there..... hahaah. There are many lodges here. Mmmm...even blacks sleep here. Even chefs are really needed. We'll see.*

CL1: *Police force, they are people we turn to when we are in danger, when we need protection, when we don't feel safe. Nurses, the very backbone of hospitals. They are truly invaluable members of the society. And teachers, where would any of us be without teachers? Not forgetting firefighters and paramedics.*

During the interview, one participant mentioned that environmental studies are one of the rare careers in South Africa. PE2 also indicated that game ranging is also the way to go. It was mentioned that rural people can resort to agriculture (farming) and civil engineering. Through these typical courses rural communities may work for themselves to alleviate poverty.

PE1: *Ja. There are a range of new careers on the market...environmentalists. Schools should introduce new subjects relevant to the current market. Today we have climate change.....environmental degradation or decline. Ja... environmental studies are also offered in Tvet colleges. There are other many new careers they can follow.*

PE2: *There's this rare career that our children are not aware of. Most of these opportunities are run by private sectors. Eeee.....female rangers are needed in most of the Game reserves. I'm in hospitality...I never thought I'll be in this...but look I'm heredriving my own car.... taking care of myself...hahah!!*

HEI: *You know what, rural people can resort to Agriculture...farming.....and also civil engineering. In other countries learners start with mm...bricklaying and plumbing...it makes them self-employed. Tourism is another option...that is your hospitality and tour guiding.... yes.*

Most participants reflected that it is time for learners to switch to careers that are in the recent market. I agreed that entrepreneurship is on the cards for young adults. Rural high school learners were also encouraged to resort to vocational careers that will enable them to work for themselves. One participant mentioned that environmentalists are required for climate change. The world needs people who go green. The rural youth should rely on agriculture (farming). Tourism and game ranging are careers that rural learners overlook. These typical careers exist in their District. Teachers need to guide these learners on how to apply for these courses and NSFAS. Some of these courses are also offered in TVET colleges around.

4.4 SUMMARY OF CHAPTER

This chapter presented the study outcomes according to the themes and subthemes that emerged. Career orientation is a fundamental asset of curriculum that prepares rural learners for tertiary education or future jobs. For rural high school learners to succeed, achievement gaps have to be closed at their schools. Different programmes like farming and tourism can have an impact in the livelihood of rural high school learners. Support structures such as seminars are critical to empower rural communities. The findings of the study were discussed and interpreted in line with the actual literature. The following chapter presents the summary, findings, recommendations, and conclusions.

CHAPTER 5

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter presents the summary of the findings, recommendations, and conclusions. The reason for this study was to explore the impact of career orientation in the livelihood of rural high school learners in Nylstroom circuit. The presentation of the findings was guided by the main research question, secondary research questions, and the objective of the study. This chapter provides an overview of the study by reviewing the research problem and summarising the study. The chapter concludes by making recommendations for training and further research.

5.2 REVIEW OF THE RESEARCH PROBLEM

The study is based on the impact of career orientation in the livelihood of rural high school learners in a Nylstroom circuit. Research has shown that most rural high school learners do not access higher institutions or job opportunities. Providing all students with effective college and career counselling services is a cornerstone (Neale-McFall & Owens 2016:5). They are faced with lack of career orientation at schools. Some rural high school learners drop out of school before completing their matric due to lack of motivation. Basically, these learners are from poor socio-economic conditions. Lack of parental interest in educational activities discourages learners' participation (Lusse, Notten & Engbersen, 2019:201). In most of rural high schools, learners struggle to choose subjects of interest. There is lack of resources, leadership network, information exchange between schools, and the voice in policy development (Association of African Universities, 2013). The appropriate career topics for rural learners should also be revised and the qualification of teachers considered. The DBE is doing less in fortifying career orientation in the South African Curriculum. Guidance was an ancillary subject in the curriculum framework of the old Teachers' Training Colleges. It was never taken very seriously to date. Swisher and Dennison (2016) highlighted the troubling gaps in educational opportunities between the low income learners and more affluent peers. Giuliani et al. (2017:871) added that it has been tracked that rural high school learners experience unpreparedness for Higher Institutions. That is why we have fewer graduates from rural communities.

Innovative strategies need to be implemented to address the achievement gaps in rural high schools.

5.3 DISCUSSIONS AND FINDINGS

The findings of the study are discussed based on the following concerns:

- Knowledge of career orientation concepts.
- Value of career orientation in rural high schools.
- Closing the achievement gaps in rural high schools
- Empowering rural communities
- Programs available in the livelihood of rural communities
- The essential support structure for rural high school learners
- Careers that can change the livelihood of rural high school learners

5.3.1 Knowledge of career orientation concepts

Available official information demonstrated that the education rate declined in South Africa. The essential school children were not securing age-appropriate and grade level aptitudes as in Tanzania (Sumra et al., 2015:47). Examination comes about for country schools and other instructive activities within the nation demonstrate that children completed the essential instruction cycle without procuring fundamental states of mind, abilities, and information required to accomplish arranged learning results and pass the examination. It speaks loudly that learners do not have knowledge of basic concepts. Therefore, teachers need to provide the glossary before commencing with the lesson.

5.3.2 Value of career orientation in rural high schools

Career orientation presented variant pathways and patterns that play powerful roles in rural high school learners' career choices. Environmental influences directly shaped the career choices of many students and resulted in career choices not directly linked to interest. Department of Higher Education has to provide information and improve career orientation officers' knowledge (Zuma et al., 2019:29). Most of the teachers do not have knowledge on right sizing subject streams in schools. In

reference of circulars 6 of 2016, all technical subjects should be paired with maths or technical math. Career orientation will assist our learners to choose subjects they are good in. This goes with abilities and interests in the subject and the future career.

5.3.3 Closing the achievement gaps in rural high schools

Literature shows that poor career opportunities are something that is disturbing in rural communities. Given the importance of supporting newly qualified teachers in rural setting, professional advanced training is key. There has been little improvement in rural learner performance (Du Plessis & Mestry, 2019:40). As the teaching environment is the major factor in determining learner performance, the government should provide adequate financial and human resources in rural schools. Parents do not attend meetings. DiPaola and Wagner (2018:3) mentioned that school and home have to be linked through close cooperation between the schools, parents, and community. So it is imperative that teachers receive advanced career orientation. The role of school advisors in creating a college- and career-readiness culture in their schools has been a concern (Bryan et al., 2015:149). Learners' inspiration is vital for their move from school to advance instruction. In the 21st century, which is characterised by the unavoidable impact of innovation over all circles, e-learning has been distinguished as imperative to include and an imaginative way of giving quality instruction. There is a requirement for government to construct schools with libraries and research facilities so that education and learning can happen.

5.3.4 Empowering rural communities

There is increasingly reliance on government grants as a source of income in rural areas. There is also high share of household income. Such communities should start practising subsistence farming to survive on their own (Sati & Song, 2018:2). The growth in proportion of rural population living in urban areas is due to job seeking. There is expansion of urban land use and non-agricultural activities. Rural communities should secure their land to be arable. This will serve as a legacy for their vulnerable children. Rural high school learners should resort to farming as an option to be self-employed (Pritchard et al., 2019:89). It will reduce vulnerability; improve food security, and sustainable use of natural resources. For rural high

school learners to adapt is merely to understand the benefits of e-learning to prepare them for online classes. Tawafak et al. (2019:1) pointed out that vulnerable learners should create positive attitudes and enough time to overcome challenges in e-learning. What is salient is to initiate basic courses in computer literacy for the rural high school learners and parents (Engberg & Gilbert, 2014). Aceves (2014:45) noted that developing family and school partnerships not only improved student outcomes but also improved parents' skills.

5.3.5 Programmes available in the livelihood of rural communities

The companies need to market themselves to rural students, so more outreach programs, sponsoring of science and technological projects, more scholarships, and encouragement of networking. The study generated helpful insights for organisations and practitioners to introduce modern learning environments in rural schools. The school nutrition programme results in increase on attendance rate. It is important for school management teams to monitor teacher and learner absenteeism to accelerate performance. Land reform programmes: The land reform programme is primarily focused on redressing the racially skewed patterns of rural land ownership that resulted from the forced removal of black communities from urban areas and black people being denied opportunities to own land. Agricultural support programmes: A successful agricultural sector provides employment opportunities, enhances national food security and creates markets for non-agricultural products. Tourism support programmes: There is great potential for tourism in rural areas that are home to specific cultural, historical, ethnic and geographical (wildlife) features. These features can stimulate a wide range of tourist products, including community-based tourism, ecotourism, cultural tourism, adventure tourism, guest farms, backpacking, riding and agritourist. Local economic development initiative: The aim of the project is to explore ways of implementing the LED: plotting the path; shifting stakeholder focus from the consumption economy to the productive economy; acknowledging the importance of a large, diversified economic development portfolio; identifying bold project; promoting and facilitating partnerships in rural communities. It is also focussing on particular aspects of development such as micro-finance, subsistence gardening and skills development.

5.3.6 The essential support structure for rural high school learners

The school-level networks and sources of social capital, such as teachers, counsellors, administrators, and coaches, were critical for rural Black students as they developed their college and career aspirations (Kotok et al., 2016:107). Seminars, conferences, and training courses maintain or increase the knowledge, capabilities or skills needed. They are used to cascade solutions to the people affected. From career exhibitions rural high school learners and teachers receive first-hand information. The teachers will need high level of career orientation workshop in this regard. Rural high school learner may join community and connect with industrial leading experts through interactive forums from different universities. It's a hand-on support team that deals with any problem encountered by youth concerning tertiary institutions. A robust and growing body of literature confirms that substantive and sustained school finance reforms positively affect both intermediate (test scores, graduation rates) and long-term outcomes of those exposed to increased rural schooling resources for sufficient durations. Involvement of parents in governance enhances the success of principals' leadership in schools. Without effective leadership, the rural high schools will struggle to achieve their teaching goals, and the performance of learners will be adversely impacted. As one of the findings of the project, the study revealed that the dysfunctionality of School Governing Bodies (SGBs) in South African rural high schools affected learners' performance.

5.3.7 Careers that can change the livelihood of rural high school learners

Entrepreneurship should be introduced as key module, partnership between the university and organisations within the community should be formed to promote work integrated learning. Urban and Chantson (2019:948) affirmed that programmes, projects, and campaigns should be in place, focussing on economic growth, rural development and skills to accommodate rural high school learners. South Africa's unemployment rate climbed to 35.3% in the fourth quarter of 2021. Job losses were primarily observed in manufacturing and construction. On the other hand, private households, trade and community and social services reported job gains. It is evident that rural high school learners should resort to career paths that are not oversubscribed. The Minister of higher education and training once addressed the

ministerial community education and training summit about the skills that are in high demand to help the ailing economy and government recovery plan. The key skills which are sought-after include: digital economy, energy, infrastructure development, manufacturing, tourism and agriculture, data scientists, web developers, computer network, electrical engineer, technician, concentrated solar power process controller, mechatronic technician, toolmaker, gaming worker crop produce analyst and agricultural scientist.

5.4 SUMMARY OF FINDINGS

In this part, results of the study are interpreted in the light of the existing literature and using the subthemes that were pointed out. This section displays how the results of the study answered the research questions. The findings of the study are discussed based on the following themes and subthemes:

5.4.1 THEME 1: THE IMPACT OF CAREER ORIENTATION IN THE LIVELIHOOD OF RURAL HIGH SCHOOL LEARNERS

Subtheme 1.1 Knowledge of career orientation concepts

When the researcher cogitated what the learners mentioned in their responses, it's plain that teachers do not take other subjects like Life Orientation seriously. Career orientation is part of Life Orientation as a subject. Conceptualisation is key in every subject because it forms part of content comprehension. One participant mentioned that he does not know what we are talking about. It also gives us a clear indication that some teachers are not attending their classes regularly. Most participants responded in their mother tongue instead of English. Teachers do not adhere to (EAC) English Across Curriculum approach.

Subtheme 1.2 Value of career orientation in rural high schools

Given the value of career orientation, one may understand that most of the participants appreciate its insertion into curriculum. In this regard, teachers and learners found it necessary for the correct choice of subjects in schools. It was also mentioned that learners have to choose subjects that are in the current market. The minister of higher education indicated that learners must not apply for careers that

are oversubscribed. Most participants urged that career orientation should start as early as Grade 7. This would enable learners to strengthen their efforts in subjects of their own choice. HEI also indicated that career orientation will assist them to collaborate with the real world and real solutions. Learners should take responsibility for their future. Therefore, it is critical that teachers are workshopped on career orientation.

5.4.2 THEME 2: FUNDAMENTAL ASPECTS TO DEVELOP A CAREER PATH FOR RURAL HIGH SCHOOL LEARNERS

Subtheme 2.1 Closing the achievement gaps in rural high schools

Reflecting on the other responses of participants, it was admitted that most teachers are not punctual and do not attend classes regularly. Effective teacher development will do in terms of teacher behaviour, curriculum content, and teaching techniques (Masuda et al., 2013:7). It was mentioned that parents do not attend meetings. DiPaola and Wagner (2018:3) mentioned that school and home have to be linked through close cooperation between the schools, parents, and community. Some participants indicated that teachers are not trained in career guidance. So it is imperative that teachers receive advanced career orientation. The part of school counsellors in making a college- and career-readiness culture in their schools has been the subject of discussion (Bryan et al., 2015:149). Learners' motivation is crucial for their transition from school to further education. Listening to some responses, connectivity is a crisis in most rural schools. In a 21st century, which is characterised by the pervasive influence of technology across all spheres, e-learning has been identified as an important feature and an innovative way of providing quality education. Majority of participants lamented on libraries, laboratories and overcrowding. There's a need for government to build infrastructure so that teaching and learning can take place.

5.4.3 THEME 3: HOW CAREER ORIENTATION CAN CHANGE THE MINDSET OF RURAL HIGH SCHOOL LEARNERS

Subtheme 3.1 Empowering rural communities

Most participants indicated that connectivity is vital in rural areas so that the community can have skills to assist learners with online applications. It was mentioned that agriculturalists should visit schools to pass knowledge to parents and learners. Farming is the sustainable means for rural communities to survive. They may start in their backyards. It mentioned that they liaise with many departments on new courses that can be introduced. Safety training in society is their priority as they work hand in hand with the Police and Military. It was also indicated that internships are registered at their institution. One participant said wildlife and tourism are programmes that are lucrative these days.

5.4.4 THEME 4: CAREER ORIENTATION PROGRAMS THAT CAN CHANGE LIVELIHOOD OF RURAL COMMUNITIES

Subtheme 4.1 Programmes available in the livelihood of rural communities

Reflecting on career orientation strategies (programmes) to sustain a balance between rural and urban communities, learner B indicated that there is a need for computer centres and more TVET colleges. It was also mentioned that clinics and schools are crucial in rural communities. This is actually in line with what was discussed in the literature review that information technology is an innovative way of giving quality education. The development of ICT centres for communities is vital. More TVET colleges are needed for rural learners to opt for vocational studies.

Subtheme 4.2 Essential support structure for rural high school learners

The government should advertise more learnerships and internships to mitigate the current unemployment situation. Major conferences are needed to discuss real issues experienced at work. Most participants need seminars where different experts are required to enlighten or motivate them. Support is really required from different stakeholders in developing teachers and communities. There should be different forums that engage that deal with real issues. On the other hand, business seminars

should be held to empower employees. From career exhibitions, learners and teachers receive first-hand information about different careers. Reflecting on sustaining balance between urban and rural learners to mitigate unemployment, one participant indicated that learners must not choose jobs. It is either formal or informal. What was impressive was the mentioning of project development among community members. That is, rural communities should attempt local cooperatives for sustaining their lives.

Subtheme 4.3 Careers that can change the livelihood of rural high school learners

Most participants reflected that it is time for learners to switch to careers that are in the current market, and agreed that entrepreneurship is on the cards for young adults. Rural high school learners were also encouraged to resort to vocational careers that will enable them to work for themselves. One participant mentioned that environmentalists are required for climate change. The world needs people who go green. The rural youth should rely on agriculture (farming). Tourism and game ranging are careers that rural learners overlook. These typical careers exist in their District. Teachers need to guide these learners on how to apply for these courses and NSFAS. Some of these courses are also offered in TVET colleges around.

5.5 LIMITATIONS OF THE STUDY

In attempting to gain a full understanding of the impact of career orientation in the livelihood of rural high school learners, it was found that although the participants had indicated that they were comfortable with English as the medium of communication, a lack of clear understanding and poor interpretation of questions prevented in-depth answering of interview questions. Another limitation was that the researcher could not reach some community leaders as their schedule was always tight. Most of the councillors are new to their positions; therefore they could not give me relevant answers. One potential employer could not be reached due to communication protocols. A small sample was used in the study, which is in line with qualitative research, but this prevents the results from being generalised beyond the sample studied.

5.6 RECOMMENDATIONS FOR PRACTICE

- The government should provide career guidance and counselling training for teachers to be professional counsellors who are well equipped with career knowledge and skills. This will enable our teachers to guide learners appropriately on subject choices and career opportunities. There will also be more improvement in rural learner performance.
- The government, through its responsible ministry of education, should build enough TVET colleges for rural learners to access vocational qualifications. This will be a means for the rural high school learners to advance job opportunities.
- Career seminars and advanced career exhibitions in rural high schools need special attention since they prepare the youth who are expected to be a future work-force of the country.
- Teaching environment is the major factor in determining learner performance. The government should provide adequate financial and human resources to improve the state of teaching and learning in rural high schools.
- It is therefore crucial for Life Orientation teachers to be trained in computer technology because a lack of computer training often accounts for teachers' low self-confidence when they need to initiate computer activities or tasks. Technology prepares rural high school learners for academic opportunities.
- Stakeholders like municipalities and corporate companies should assist in funding the rural schools to balance their livelihood. They may install Wi-Fi for schools that cannot reach connectivity. The Information and Communication Technology (ICT) centres are key in rural communities to match urban life. This will prepare rural learners to face the outside world.
- Today, communities survive through land possession. The government should speedup land reform, Agricultural support, Tourism support, Human capital development, and Local economic development initiative for our rural communities to sustain themselves.

- There is an urgent need for some principals and teachers to change their attitude towards subjects like Life Orientation. Life Orientation is the fundamental subject that facilitates career orientation in the South African curriculum design. Life Orientation is an anchor of the future General Education Certificate (GEC). GEC is the departmental project orientated pilot programme to be introduced in schools.

5.7 SUGGESTIONS FOR FURTHER RESEARCH

The objective of this study is based on the impact of career orientation in the livelihood of rural high school learners. From the findings of this study, the following topics are recommended for further research:

- The role of municipalities, business, and social sector partners, working collectively to create better conditions for economic growth and employment generation in rural communities.
- Effective management to support comprehensive career guidance services.

5.8 SUMMARY OF CHAPTER

South African government needs to providing quality and equal education for rural high school learners living in disadvantage communities. Career orientation will help rural high school learners acquire the knowledge, skills, and experience necessary to identify options, explore alternatives, and succeed in society. It was noticeable during the research action that programmes of teaching labour market and complexity of the workplace are needed to prepare rural high school learners for the changing workplace of the 21st century. There is a large discrepancy in the livelihood between the rural and urban schools. The results of the research show that there are barriers of parental absences, poverty, educational context, and environment, and lack of role models in rural communities.

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APPENDICES

Annexure A: Letter of request to conduct research

APPLICATION TO CONDUCT THE RESEARCH IN WATERBERG DISTRICT

Dear District Director

My name is Charlie Pokedi Sethole and I am a Master's Degree student in the Department of Humanities at Central University of Technology (Bloemfontein Campus). I hereby apply to render a research study titled: **The impact of career orientation in the livelihood of rural high school learners** in your district. Waterberg District was selected as a possible research site because it is regarded as information rich. Please read this form carefully and ask any questions you may have before agreeing.

KEY INFORMATION ABOUT THIS RESEARCH STUDY:

The following is a short summary of this study to help you decide whether to be a part of this study. Information that is more detailed is listed later on in this form.

The purpose of this study is to investigate **the impact of career orientation in the livelihood of rural high school learners**. Participants will be asked to answer the semi structured interview questions. We expect that they will be in this research study for chosen days. The interviews will last for about 30-40 minutes. The primary risk of participation is that they may contract Covid-19 as we are currently living in fear of the pandemic. The main benefit is that the participants will be much appreciated and the findings of the study will provide insight and more information regarding the possible solutions to **the impact of career orientation in the livelihood of rural high school learners**.

STUDY PURPOSE:

The purpose of this study is to investigate the impact of career orientation in the livelihood of rural high school learners. The research study is compelled by the poor livelihood of rural high school learners.

NUMBER OF PARTICIPANTS:

Four rural high schools i.e. **LETAMONG COMBINED, ULANDO COMBINED, ROEDTAN COMBINED AND MOSHIA SECONDARY** with 4 teachers and 80 learners (n=84). It will be 40 grade 11 learners and 40 grade 12 learners from four rural high schools. If they agree, they will be participating in this research.

PROCEDURES FOR THE STUDY:

If they agree to be in the study, they will do the following:

- I will ask them to answer few semi structured interview questions and this will take place at their schools during the time convenient to them. This will take place on the chosen day and it will last for about 30 to 40 minutes.

RISKS AND INCONVENIENCES:

There are risks and inconveniences to participating in this study. These include: They may be uncomfortable answering the interview questions, and they may experience psychological distress during the study. They may consider the time spent in this study inconvenient. They may fear to contract Covid-19.

SAFEGUARDS:

To minimise these risks and inconveniences, the following measures will be taken:

- Participants can skip any questions that they feel uncomfortable answering while taking the survey or during the interview.
- Participants may skip any part of the intervention.
- Participants may be directed to a counselling or social support services.
- The interviews or observations may be scheduled at a time that is convenient to the participants and at a place that is private.
- Participants may withdraw from participation if he/she wishes to do so.

CONFIDENTIALITY:

Their responses or information will be confidential. Participants are not required to provide their names or contact details and will remain anonymous throughout the

study using a pseudonym. All information gathered will be accessed by the researcher and the research team.

The results of this study may be used in reports, presentations, or publications but their names or other personal information as applicable will not be used. [If applicable, “Results will only be shared in aggregate form”. The data collected in this study will be kept in password protected computer and will only be accessible to the researcher. The data will be retained for 3 years after the project is completed. Thereafter the paper records will be shredded and the digital data will be erased.

VOLUNTARY PARTICIPATION:

Taking part in this study is voluntary. They may choose not to take part or may leave the study at any time. Leaving the study will not result in any penalty. Their decision whether or not to participate in this study will not affect their current or future relations with Central University of Technology.

BENEFITS OF TAKING PART IN THE STUDY:

There are no direct benefits to participation in this study, however, your participation will help policy makers and curriculum developers to analyse the findings of the study to make the possible solutions to the impact of career orientation in the livelihood of rural high school learners.

PAYMENT OR INCENTIVE:

They will not receive payment for taking part in this study.

ALTERNATIVES TO TAKING PART IN THE STUDY:

There will be no alternatives in this study.

STUDY RELATED INJURIES:

There are no expected injuries in this study.

CONTACT INFORMATION:

If you have questions about the study, please call me at 0828989076 or e-mail pokedisethole@gmail.com. They will be given a copy of this form for your records. If they have any questions about their rights as participants in this research or if they feel they have been placed at risk, they can contact my supervisor at 0823473322 or ngobeniet@gmail.com.

PARTICIPANT'S CONSENT:

By signing below, they are giving consent to participate in the study.

Please check the option that applies to them before signing with the following options:

☐ I give permission for my [insert what is being audio/video taped, e.g. interviews] to be audio (or video) taped.

☐ I do not give permission for my [insert what is being audio/video taped, e.g. interviews] to be audio (or video) taped.]

Name of the Participant: _____

Signature of the Participant: _____

Date: _____

Yours faithfully

SETHOLE C.P.

Annexure B: Interview schedule

Main questions	Guiding questions	Possible interview questions
Which strategies can change the livelihood of rural high school learners and empower their communities, to reach relevant career opportunities?	What is the impact of career orientation in the livelihood of rural high school learners?	How can career orientation change the livelihood of rural high school learners in Nylstroom circuit? How can we close the achievement gaps in rural high schools? How can we empower their rural communities to reach career opportunities?
	How can career orientation change the livelihood of rural high school learners?	Which fundamental aspects can develop a career path for rural high school learners? How is the introduction of Career Orientation as a subject going to change the livelihood of rural high school learners? What is the level of learners' understanding with regard to key Career orientation concepts?
	Which career orientation programs are available in the livelihood of rural high school learners in Nylstroom circuit?	Explain several career orientation programs available in the livelihood of rural high school learners in Nylstroom circuit. How can we enhance educational opportunities in rural schools? What should teachers do to assist learners with career orientation?

	Which career orientation framework can play the most significant role in the livelihood of rural high school learners in Nylstroom circuit?	Which career orientation Framework can play the most significant role in the livelihood of rural high school learners in Nylstroom circuit? How best can we motivate rural high school learners into realisation of their future? What strategies could be used to sustain balance between urban and rural learners to mitigate unemployment? Which careers do you find relevant, that can change the livelihood of rural communities?
--	--	--

Annexure C: General Information Form for Participants

Informed Consent

INVITATION TO PARTICIPATE:

Dear participant: Community leader / Councillor

My name is Charlie Pokedi Sethole and I am a Master's Degree student in Department of Humanities at Central University of Technology (Bloemfontein Campus). You are invited to participate in a research study titled: **The impact of career orientation in the livelihood of rural high school learners**. You were selected as a possible participant because you are regarded as information rich participant. Please read this form carefully and ask any questions you may have before agreeing to be in the study.

KEY INFORMATION ABOUT THIS RESEARCH STUDY:

The following is a short summary of this study to help you decide whether to be a part of this study. Information that is more detailed is listed later on in this form.

The purpose of this study is to investigate **the impact of career orientation in the livelihood of rural high school learners**. You will be asked to answer the semi structured interview questions. We expect that you will be in this research study for chosen days. The interviews will last for about 30-40 minutes. The primary risk of participation is that you may contract Covid-19 as we are currently living in fear of the pandemic. The main benefit is the participants will be much appreciated and the findings of the study will provide insight and more information regarding the possible solutions to **the impact of career orientation in the livelihood of rural high school learners**.

STUDY PURPOSE:

The purpose of this study is to investigate the impact of career orientation in the livelihood of rural high school learners. The research study is compelled by the poor livelihood of rural high school learners.

NUMBER OF PARTICIPANTS:

If you agree to participate, you will be one of the four councillors/community leaders who will be participating in this research.

PROCEDURES FOR THE STUDY:

If you agree to be in the study, you will do the following:

- I will ask you to answer few semi structured interview questions and this will take place at your school during the time convenient to you. This will take place on the chosen day and it will last for about 30 to 40 minutes.

RISKS AND INCONVENIENCES:

There are risks and inconveniences to participating in this study. These include:

You may be uncomfortable answering the interview questions, and you may experience psychological distress during the study. You may consider the time spent in this study inconvenient. You may fear to contract Covid-19.

SAFEGUARDS:

To minimize these risks and inconveniences, the following measures will be taken:

- Participants can skip any questions that they feel uncomfortable answering while taking the survey or during the interview.
- Participant may skip any part of the intervention.
- Participants may be directed to a counselling or social support services.
- The interviews or observations may be scheduled at a time that is convenient to the participant and at a place that is private.
- Participant may withdraw from participation if he/she wishes to do so.

CONFIDENTIALITY:

Your responses or information will be confidential. Participants are not required to provide their names or contact details and will remain anonymous throughout the

study using a pseudonym. All information gathered will be accessed by the researcher and the research team.

The results of this study may be used in reports, presentations, or publications but your name or other personal information as applicable will not be used. [If applicable, “Results will only be shared in aggregate form”. The data collected in this study will be kept in password protected computer and will only be accessible to the researcher. The data will be retained for 3 years after the project is completed. Thereafter the paper records will be shredded and the digital data will be erased.

VOLUNTARY PARTICIPATION:

Taking part in this study is voluntary. You may choose not to take part or may leave the study at any time. Leaving the study will not result in any penalty. Your decision whether or not to participate in this study will not affect your current or future relations with Central University of Technology.

BENEFITS OF TAKING PART IN THE STUDY:

There are no direct benefits to participation in this study, however, your participation will help policy makers and curriculum developers to analyse the findings of the study to make the possible solutions to the impact of career orientation in the livelihood of rural high school learners.

PAYMENT OR INCENTIVE:

You will not receive payment for taking part in this study.

ALTERNATIVES TO TAKING PART IN THE STUDY:

There will be no alternatives in this study.

STUDY RELATED INJURIES:

There are no expected injuries in this study.

CONTACT INFORMATION:

If you have questions about the study, please call me at 0828989076 or e-mail pokedisethole@gmail.com. You will be given a copy of this form for your records. If you have any questions about your rights as a participant in this research or if you feel you have been placed at risk, you can contact my supervisor at 0823473322 or ngobeniet@gmail.com.

PARTICIPANT'S CONSENT:

By signing below, you are giving consent to participate in the study.

Please check the option that applies to you before signing with the following options:

☐ I give permission for my [insert what is being audio/video taped, e.g. interviews] to be audio (or video) taped.

☐ I do not give permission for my [insert what is being audio/video taped, e.g. interviews] to be audio (or video) taped.]

Name of the Participant: _____

Signature of the Participant: _____

Date: _____

Adapted from <https://www.csusm.edu/gsr/irb/consent.html>

Annexure D: General Information Form-Covid 19

GENERAL INFO/CONSENT COVID 19 COMPLIANT

Informed Consent Covid 19 compliant

Dear: District Director/School Principal/ Teacher/Learner

My name is Mr Sethole C.P. and I am Masters Student in Department of Humanities at the Central University of Technology (CUT). You are invited to participate in a research study of 'the impact of career orientation in the livelihood of rural high school learners'. You were selected as a possible participant because suitability and role at your school. Please read this form carefully and ask any questions you may have before agreeing to be in the study.

The following is a short summary of this study to help you decide whether to be a part of this study. Information that is more detailed is listed later on this form.

The purpose of this study is 'to investigate the impact of career orientation in the livelihood of rural high school learners in Nylstroom circuit'. You will be asked to take part in interview sessions as well as focus group discussions. We expect that you will be in this research study for a maximum of 2 hours The primary risk of participation is zero. The main benefit will be the knowledge that will be gained from information shared in the process.

The purpose of this study is to investigate the impact of career orientation in the livelihood of rural high school learners in Nylstroom circuit. If you agree to participate, you will be one of 84 participants who will be participating in this research.

If you agree to be in the study, you will be expected to answer questions (interviews) about 'The impact of career orientation in the livelihood of rural high school learners', and also participate in a focus group discussion with other participants to discuss more about the impact of career orientation in the livelihood of rural high school learners in Nylstroom circuit. All activities will take place at any place chosen by the researcher, but which will be convenient to you, and will last for a maximum of 2 hours.

There are risks and inconveniences to participating in this study. These include:

1. You may feel anxious and/or fearful of being exposed to COVID-19 in the study.
2. You may be at risk of contracting COVID-19.

However, all Covid-19 safety protocols such as wearing of masks, sanitizing of hands and correct social distancing will be observed.

To minimise these risks and inconveniences, the following measures will be taken:

- You may be allowed to skip any questions that you feel uncomfortable answering while participating in focus group discussions or during the interview.

We are further taking the following precautions to minimize of exposure to cove 19:

- All covid-19 safety protocols will be adhered to (hand sanitizing, wearing of masks and social distancing).
- Except for the focus group discussion, the interviews may be scheduled at a time that is convenient to you and at a place that is private.

In spite of these precautions, the risk of exposure to COVID-19 is still present.

CONFIDENTIALITY:

Your responses will be confidential, however, due to the nature of focus groups, complete confidentiality cannot be guaranteed. The results if this study may be used in reports, presentations, or publications but your name will not be used. Results will only be shared in aggregate form. Data collected will be stored in a locked cabinet, password-protected computer, password-protected files and/ or cloud servers. Only the researcher and the research team will have access to data. Data will be kept safe for up to 3 years after the project is completed, and will be disposed in the following manner: the paper records will be shredded and the digital files will be erased.

VOLUNTARY PARTICIPATION:

Taking part in this study is voluntary. You may choose not to take part or may leave the study at any time. Leaving the study will not result in any penalty. Your decision whether or not to participate in this study will not affect your current or future relations with Central University of Technology (CUT).

There are no direct benefits to participation in this study, however, your participation will help reduce the impact of poverty in schools and contribute new knowledge. If you decide not to participate in this study, you have the option to support those who will be taking part in the study. You will not receive payment for taking part in this study. Only refreshment will be served. There will be zero chances of injuries expected from taking part in the study.

If you have questions about the study, please call me at 0828989076 or e-mail me at pokedisethole@gmail.com. You will be given a copy of this form for your records. If you have any questions about your rights as a participant in this research or if you feel you have been placed at risk, you can contact my supervisor at 0823473322 or ngobeniet@gmail.com.

PARTICIPANT'S CONSENT:

By signing below, you are giving consent to participate in the study. [Release statement for audio or videotaping must be inserted here if applicable]. If video and/or audio recording, add the following statement: "Please check the option that applies to you before signing" with the following options:

- ☐ I give permission for my [insert what is being audio/video taped, e.g. interviews] to be audio (or video) taped.
- ☐ I do not give permission for my [insert what is being audio/video taped, e.g. interviews] to be audio (or video) taped.]

For face-to-face research add the following line as well:

☐ I have been informed about the risk of exposure to COVID-19 in this study. I understand that regardless of any precautions taken, a possible risk of exposure to the virus still exists.

Name of the Participant: _____

Signature of the Participant: _____

Date: _____

Adapted from: <https://www.csusm.edu/gsr/irb/consent.html>

Annexure E: Research Ethic Approval (Ethical Clearance)



Central University of
Technology, Free State

 **FACULTY OF HUMANITIES**

**FACULTY RESEARCH AND INNOVATION
COMMITTEE (FRIC)**

To: The Research Project Promoters
Prof P Sepeng, Dr ET Ngobeni

OUTCOMES OF FRIC APPLICATIONS (REF: S. FRIC 21/04)

Dear Study Promoter/Supervisor

The application for the approval of research proposal (LS262a form) for student **Sethole C.P** was presented at the FRIC meeting, which was held on Friday, 07 May 2021, and was discussed as follows:

5.16 Sethole C. P_ M.Ed (Prof P Sepeng, Dr ET Ngobeni)

RESOLUTION: FRIC 16/21/04

The FHUM FRIC approved the LS262a for student **Sethole C.P**

Kind regards,

Signature:



Dr Modise, M A
Assistant Dean: Research, Innovation, & Engagement:
Faculty of Humanities
Chairperson of the FRIC

N.B: This letter is issued for ethical clearance purposes and it should only serve as evidence of the approval of the submission from the FHUM FRIC Committee.

Annexure F: Letter of permission from the Department of Education-Waterberg District

**LIMPOPO**
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA
**DEPARTMENT OF
EDUCATION**
WATERBERG

Private Bag X 1040
Modimolle
0510

Ref : 3/5/7/2 (12000442)
Req : Makhananisa MU
Tel : 014 718 1500

TO : Mr. / Mrs. / Ms. Bethole CP
Waterberg District Office: Curriculum
Private Bag X1040
Modimolle
0510

FROM: HR CONDITIONS OF SERVICE

RE: REQUEST TO CONDUCT RESEARCH: YOURSELF

1. Receipt of your letter on the above subject is hereby acknowledged.
2. In response thereto, please be advised that permission to conduct a Research study for proposed research **The impact of Career orientation in the livelihood of rural high school learners in the Waterberg District** is hereby granted subject to the following conditions:
 - ❖ That the interviews will be conducted outside school working hours and will also not interfere with teaching and learning in schools.
 - ❖ The research will not have any financial implications for the Limpopo Department of Education.
 - ❖ Upon completion of research study, the researcher shall share the final product of the research with the Department.
3. The District appreciates the contribution that you wish to make and wishes you success on your research.

Yr. Regards,


DISTRICT DIRECTOR


DATE

84 Cnr Limpopo & Thabo Mbeki Street NTK building, Modimolle, 0510 Private Bag X 1040,
Modimolle, 0510
Tel: 014 718 1500 Fax 014 717 2785

Annexure G: Letter from the editor

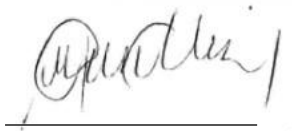


Marieta Grundling (MBA)

366 Rosemary Street
Grootfontein Country Estates
Pretoria, 0081
081 354 1596
edit@profeditmba.co.za
8 March 2023

To Whom It May Concern

This serves to confirm that the dissertation, *the impact of career orientation in the livelihood of rural high school learners: A case of selected high schools in Nylstroom circuit, Waterberg district, Limpopo province* by **Sethole Charlie Pokedi** was edited. The language, presentation, and referencing system (both in-text and against the Reference List), were checked and corrected.



M Grundling

8 March 2023