

**RELEVANCE OF CAREER GUIDANCE SERVICES TO PUPILS IN SELECTED
SECONDARY SCHOOLS IN LUSAKA DISTRICT, ZAMBIA**

By

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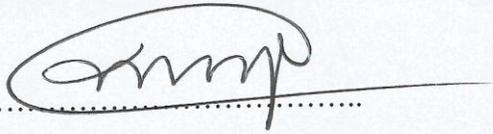
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DECLARATION

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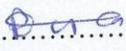
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CERTIFICATE OF APPROVAL FORM

This dissertation of Malambo Phillip Munyati is approved as partial fulfilment for the award of Master of Education in Guidance and Counselling of the University of Zambia.

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ABSTRACT

This study investigated the relevance of Career Guidance Services provided to pupils in the selected secondary schools. It used the descriptive survey research design. The sample was 535 respondents. These included 500 pupils selected using the simple random technique, five head teachers, five guidance teachers and 25 teachers. The study used semi structured questionnaires on pupils as key informants, semi structured questionnaires on teachers and semi structured interview guide on Head teachers and Guidance teachers. The findings revealed that career guidance services were necessary in secondary schools. The majority of the participants felt that career guidance services were a necessity for choosing suitable careers and making wise decisions in one's life. However, some were for the view that career guidance services were nonexistence as there was no form of guidance from guidance teachers taking place. The other issue of critical importance was why pupils were not clear of careers to choose. The majority of pupils felt that lack of self-belief and inadequate guidance from guidance teachers were major contributing factors to why pupils were not clear of career options. Some pupils alluded to the fact that too many subjects given to them put them in awkward positions when choosing right careers. On the other hand, some pupils complained that delay in the introduction of career guidance services in their secondary school life contributed to uncertainty on career to choose after leaving school. However, pupils and other respondents felt that career guidance services could be best offered to pupils through time tabling career guidance and bringing role models to their schools, and having trained guidance teachers. It was concluded that both teachers and pupils take career guidance provided by schools as an integral element of one's education. This was evident in the fact that both sets of participants stated that career guidance was necessary as it helps pupils in choosing of careers and in making informed decisions. In order for schools to offer career guidance to the satisfaction of the end users (pupils), it was recommended that trained personnel in the office of guidance and counselling is put to adequately guide learners on career issues. To ensure continuity of career guidance at all levels, there was also need for time tabling career guidance.

DEDICATION

To my cherished children, Chiwego, Choolwe and Chabota and to my beloved wife Rhoda.

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LIST OF ABBREVIATIONS

DEBS	District Education Board Secretary
MoGE	Ministry of General Education
FGD	Focus Group Discussion
PEO	Provincial Education Officer
CG	Career Guidance
ID	Identification
HD	Hard
ASCA	American School Counselor Association

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CHAPTER ONE: INTRODUCTION

1.1 Overview:

The chapter begins with a background to the study on relevance of career guidance services to pupils in selected secondary schools in Lusaka District. It proceeds to outline the statement of the problem, objectives and research questions. Furthermore it looks at purpose of the study, significance of the study, theoretical framework and definition of terms used in the study.

1.2 Background:

The quest to understand relevance of career guidance services provided by schools to pupils motivated this study. Studies on guidance and counseling indicate that the development of a career continues to be a priority and one that must be addressed to effectively meet the career development needs of pupils, Herr & Gramer, (1996, and Kirangari, (2010). Kirangari (2010) further indicated that guidance and Counseling was seen mainly in management of student's discipline. In terms of existence and provision, Tuchili (2008) indicated that guidance and counseling services existed in secondary schools but have not been evaluated to determine its relevance. In addition, Chilala (2002) established that provision of equal access to technical secondary school education had succeeded in Zambia in terms of the numbers enrolled, but not in preparing pupils for the world of work. The question was how relevant were career guidance services offered in schools to pupils? It was therefore not known whether or not the school guidance and counseling programmes offered to pupils were relevant in terms of preparing them for career.

Concerning career guidance in the United States of America, Tinto (1993) states that the utilization of career guidance programs during the pupil's career underlined the fact that not all the pupils enter college with clear career choices. For this reason, institutions have allocated many resources to career guidance programmes whose intent was to help guide individuals along the path of career clarification. Tinto (1993) suggests that these programmes tend to be most effective when advising and Counseling was required for pupils and when these programmes were systematically linked to the other programmes. Their relevance was further enhanced when they were an integral part of the educational process which all pupils were expected to

experience (Tinto, 1993). In the United States, career guidance was adopted first by Canada, a British Commonwealth member and then spread to the United Kingdom and other commonwealth countries like Malaysia during the 1960s. An informal arrangement certainly pre-existed during British colonial rule in which guidance was traditionally practiced through a system of classroom teachers, housemasters and hostel masters (Othman & Bakar, 1993). In 1963, a British Commonwealth Colombo plan consultant, Mackenzie from Canada, proposed the introduction of a structured guidance services into the schools through the establishment of the guidance and counseling unit in the Ministry of Education and in every state Education Department (Ministry of Education Report, Malaysia, 1970, pp.40). The Ministry then ruled that there should be a guidance and counseling teacher in each school who would be given approximately twenty-five periods of academic work and be exempted from other activities.

For Guidance and Counseling to be comprehensive, according to Eddy et al. (2001), it should also be relevant for the client, and not merely maintain a status quo. It must be purposeful, and designed to meet the priority needs of the clients. These needs should be met in an efficient and effective manner. It should be stable and unaffected by the loss of personnel, as this determines the extent to which it meets the desired goals and objectives (Nyaegah John Ouru, 2008). Brammer, (1998), Patterson, (1974) and Calestine, (2002), observed that the person with a problem must be willing to seek assistance from a counselor and if he is unable to do this, then it is very difficult to work cordially with him or her. The teacher-counselor cannot create this readiness in pupils; it must come from within the pupil who has the problem. It is a popular view that successful career guidance counseling involves, to some reasonable degree, voluntary client participation. They have noted that how a client perceives guidance might serve as a barrier of the process.

Provision of Guidance and Counseling services in Kenyan schools was formally started in the 1970s. This was as a result of the 1967 and 1968 careers conference reports. This was followed by the establishment of Guidance and Counseling unit in the MoGE in July, 1971. Before this year (1971), Guidance and Counseling services in schools mainly concentrated on career guidance which was almost entirely based on the voluntary efforts of teachers who somehow felt motivated to provide it. In secondary schools Guidance and Counseling services were

commenced to cater for students with social, personal, psychological, educational and vocational problems. A handbook on Guidance and Counseling for school Guidance and Counseling provides was produced in 1971 and revised later in 1973 following the inception of Guidance and Counseling unit in the MoGE.

In Zambia, the provision of Guidance and Counseling Services started in the 1970s. The resolve of the Zambian Government to ensure that learners in all schools receive adequate career guidance is reflected in the Education Act of 2011 which compels all schools to provide career guidance and counseling services to learners. For example, the Education Act 2011: states that “Career Guidance and Counseling shall be an essential component of the learners’ welfare at all levels of the Education system”.

As a result the Zambia Education Curriculum Frame Work of 2013 has enhanced career guidance as an integral part of the curriculum to be taught in an integrated approach across the curriculum. In this regard, subject teachers are required to teach or provide career guidance to learners in relation to their subject areas. The Zambia Education Curriculum Frame Work also provides for two career path ways to be followed by learners in secondary schools namely: the Academic career path way and the Vocational career path way. The provision requires teachers in secondary schools to place pupils in either of the career path ways. This implies that teachers must possess certain knowledge and skills to competently place learners in their correct career pathways and provide career guidance. There have been observations that many pupils in secondary schools have challenges of choosing an occupation and relating personal skills, interests and abilities to careers. Additionally, school leavers today end up on the streets without being aware of their career paths.

Wachanga, Gith and Keraro (1998) carried out a study at Egerton University on students’ perception on courses they took and their career expectations. The findings from this study revealed that many students were not sure of careers to choose and later join on completion of the courses they were undertaking. Indeed there was a mismatch between the courses they were taking and preferred careers on completion of University studies. This is a clear indication that there is an urgent need of guidance of students before they join University and College as they were without clear cut career choices. It becomes frustrating when students join Institutions of

tertiary education and take up available opportunities and pursue careers whose future prospects they were not sure of. This was also echoed by guidance officials who facilitated at the Lusaka Province Career Exhibition in 2011 at Kamwala Secondary School. As a result of these concerns, the question about how relevant were career guidance services offered by schools to pupils was raised necessitating the study.

1.3 Statement of the problem:

Career Guidance services are aimed at assisting pupils choose, prepare, enter and make progress in a career (Ndhlovu, 2015). However Banda (2015) observed that pupils were not clear on the occupation to choose. As a result, a question came up, how relevant were the career guidance services offered by schools to pupils in Secondary Schools? This study therefore, sought to investigate how relevant career guidance services were to pupils' career choice in selected secondary schools in Lusaka district, Zambia.

1.4 Purpose of the Study:

The purpose of the study was to investigate how relevant career guidance services were in preparing pupils for career choice in selected secondary schools of Lusaka District.

1.5 Objectives:

The study was guided by the following objectives:

- i. To establish the types of career guidance services offered to pupils in selected secondary schools.
- ii. To assess how relevant career guidance services were to pupils in terms of preparing them for career choice.
- iii. To establish why pupils were not clear on choosing their career.

1.6 Research Questions:

The study was guided by the following research questions:

- i. What type of Career guidance services are offered to pupils in the selected secondary School?

- ii. How relevant are Career guidance services to pupils in secondary schools in terms of preparing them for career choice?
- iii. Why are pupils not clear on choosing their career?

1.7 Significance of the Study:

At a time when there were several questions about what type of career guidance services were offered to secondary school pupils, how relevant were career guidance services offered to pupils and why were pupils not clear of what type of career they would fit in, a study to answer these questions became significant. Therefore, this study was significant in that it was hoped that its findings would benefit policy makers, school administrators and counseling providers by knowing how relevant career guidance services were to pupils they worked hard to serve.

1.8 Theoretical Frame Work:

In this study, the Trait- and- Factor theory was used. The proponent of this theory is Parson (1909). It is the most appropriate theory on Career Guidance as it emphasizes on the need to match the individual trait of personality with requirements of specific occupations in solving problems associated with career search. Through the use of approaches associated with this theory, employees and employers are able to match individual Traits with their requirements and in the process place the individuals in right positions within work environments (Maduakolam, 2000). It is in this line that the researcher argues that career guidance teachers can match pupils' traits with their requirements and guide them into choosing right vocations or careers.

Parson (1909) observes that career guidance is provided through the use of a three step- process:

- i. Studying individual
- ii. Surveying the occupations
- iii. Matching the individual with the occupation

Studying individuals: This involves looking at personal Traits of learners. These learners have unique patterns of ability that can be objectively measured and collated with requirements of

various job types. For example a pupil who wants to become an accountant and is weak in calculation related subjects like Mathematics and Principles of Accounts can be advised not to go for that job as it demands calculation oriented set ups.

Surveying occupations: This involves surveying job descriptions and requirements of a job. This is key in the designing of job descriptions as well as requirements to guide the recruitment process in various sectors of life. The guidance teacher should survey occupations to see which ones suit his learners and explain to them on what is required.

Matching the individual with the Occupation: Individuals here are matched with particular occupations looking at what best suits them. This is important as it attempts to predict future success in jobs and provide warning on likely failures in individuals who are recruited in order to see the job expectations. In order to achieve this, some sensitive tests or psychometric are used in major industries at recruitment stage as well as evaluation of performance of workers have been developed. It is in the same regard that pupils should be matched with suitable occupations. For pupils to choose suitable careers, guidance teachers have to match their individual traits of personality with specific job requirements.

1.9 Delimitation:

Delimitation define the perimeters of an investigation, describe what a popular study does not cover or the characteristics that limit the scope or define the boundaries of the study (Best and Kahn, 1998). The study was restricted to 20 Government secondary schools within Lusaka District. The Government schools were targeted since they were easily accessed unlike private schools that were too procedural where access was concerned. On the other hand, Lusaka was chosen as a result of financial constraints since the research was self-sponsored.

1.10 Limitations of the study:

Limitations are conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their application to other situations (Best and Kahn, 1998). This study was limited in the study area of Lusaka District due to lack of funds which made it use convenient sampling when selecting schools. The study was limited to teachers and pupils in

public secondary schools. And so those in private schools were not included in the study. Though career guidance was old in Africa, it did not have lots of writing like that of the Western world. Thus forcing the researcher to rely on Western oriented materials (text books, journals and publications) for literature.

Busy school routine did not give enough room for data collection. This then forced the researcher to wait for lunch time, break and clubs time for administration of questionnaires, conducting of interviews and holding of focus group discussions. This study was conducted in Lusaka District of Zambia in selected secondary schools and didn't involve all districts. Therefore the study findings should not be generalized.

1.11 Definitions of Key Terms used in the Study

- **Career guidance:** A process which enhances a person's ability to develop and become aware of his or her environment including occupations and make career choice.
- **Guidance:** Assistance made available by competent counsellors to an individual in order for her or him develop his or her own point of view, make his or her own decisions and take responsibility of decisions made.
- **Career:** A role or a particular job where an individual is suited. It is interchangeably used with the word vocation.
- **Counselor:** A person who provides help to people who need career guidance.
- **Counseling:** This is a relationship which exists between a counselor and a counselee in order to provide solution to a problem encountered by a counselee.
- **Guidance and Counseling:** This is a process of helping the individual to understand himself and his world better and thus be better equipped to solve life problems and overcome obstacles to his or her personal growth, which could be educational, vocational, social or personal.

- **Relevance:** The significance of career guidance services to pupils in relation to preparing them for career choice.

1.12 Summary

The background of the study has been given in this chapter. It also presented a statement of the problem, purpose of the study, research objectives together with questions, significance of the study, delimitation of the study, study limitations, theoretical frame work and definitions of operational terms used in the study. The next chapter reviews various literatures seen as relevant to the study.

CHAPTER TWO: LITERATURE REVIEW

2.1 Overview

This chapter presents reviewed literature related to relevance of career guidance offered to pupils in secondary schools. The review discussed issues related to development of career guidance, what career guidance was, types of career guidance and its relevance to pupils and why pupils were not clear on career to choose. The chapter ends with a summary showing knowledge gaps of the reviewed literature.

2.2 Historical development of career Guidance:

The concept of career guidance was born early in the 20th century. From its inception through the 1950s, the focal point of guidance in a school setting was vocational education and training. Heavily influenced by the industrial revolution and world war, the concern of counselors and teachers alike was to prepare pupils for life after high school (Muro & Kottman, 1995). From a guidance perspective specifically, that meant steering pupils to careers that best fit their abilities and goals. By the 1950s, developmental guidance had grown to incorporate the molding of student's attitude and behaviors. More emphasis was placed on mental health and emotional well being of children. By the late 1960s the role of the school counselor began to take its shape. In its contemporary state, guidance has grown to include counseling, planning, placement, referral and consultation (Schmidt, 1993).

In the United States, career guidance movement was adopted first by neighboring Canada, British Commonwealth, and then spread to the United Kingdom and other commonwealth countries like Malaysia during the 1960s. An informal arrangement certainly pre-existed during British colonial rule in which guidance and counseling in schools were traditionally practiced through a system of classroom teachers, housemasters and hostel masters (Othman & Bakar, 1993). In 1963s, a British Commonwealth Colombo plan consultant, RK. Mackenzie from Canada, proposed the introduction of a structured guidance service into the schools through the establishment of a guidance and counseling unit in the Ministry of Education and in every State Education Department (Ministry of Education Report, Malaysia, 1970, pp. 40). The Ministry then ruled that there should be a guidance and counseling teachers in each school who would be

given approximately twenty-five periods of academic work and be exempted from other activities.

On the continent of Africa and in countries like Kenya, the provision of guidance services in schools was formally started in the 1970s. This was as a result of the 1967 and 1968 Career conference reports. This was followed with the establishment of Guidance and Counseling unit in the Ministry of Education in July 1971. Before this year, Guidance and Counseling services in schools mainly concentrated on Career Guidance which was almost entirely based on the voluntary efforts of teachers who somehow felt motivated to provide it. In secondary schools, Guidance Services were commenced to cater for students with social, personal, psychological, educational and vocational problems. Educational Objectives and Policies of 1976, popularly known as the Kamunge Report, recommended that guidance and counseling be taught using subjects like Religious Education, Social Education and Ethics to enable the school promote the growth of self-discipline among students (Republic of Kenya, 1976).

In Zambia, guidance and counseling started in the late 1970s as career guidance. Ministry of Education (2003) said that the introduction of guidance and counseling services in Zambia dates back to 1967. In 1970, the Ministry of Education instructed all secondary schools to appoint teachers as careers masters to be in charge of guidance and counseling services. These appointed teachers helped learners in career choices. In 1971, Career Guidance Unit was established in Zambia. An officer under the psychological services at the Ministry of Education headquarters in Lusaka was appointed to coordinate, organize and inspire the work of careers teachers in secondary schools. In 1981, the operations of psychological services were transferred to Examination Council of Zambia.

Ministry of Education (2003) says in 1990, the career guidance unit was renamed School Guidance Services and was responsible for career guidance and even embraced HIV and AIDS related issues, child abuse and life skills. Guidance and counseling included: educational, personal, social or vocational guidance and counseling. Head teachers were mandated to appoint guidance and counseling teachers who reported to district coordinators who in turn reported to Senior Education Officer- Guidance at the provincial headquarters. Senior Education

Officers-Guidance reported to the Principal Education officer- school guidance at the Directorate of Teacher Education and Specialized Services in Lusaka. In order to have trained guidance and counseling teachers a course on Guidance, Counseling and Placement was introduced at Technical and Vocational Teachers College and at National In-Service Training College respectively. In 2003 an association called National Guidance and Counseling Association of Zambia (NAGCAZ) was formed with Dr Phiri who once served as Minister of Education, Science, Vocational Training and Early Education as its first chairperson. Its role was to enhance professionalism among guidance and counseling teachers in the country.

2.3 Elements of Career Guidance:

Tobert (2008) suggested that the group career guidance given in secondary schools should cover various types such as Career education, career and Life planning, career counseling, career information, career assessment, career development career guidance, career intervention and career related experiences. Career education was the type of career guidance where pupils were guided in the development of knowledge, skills and attitudes through a planned programme of learning experiences in education and training settings which will assist pupils in making informed decisions about their study and/or work options and enable effective participation in working life. Career and Life planning was a deliberate process to plan one's life holistically including major domains such as work, learning, relationships and leisure and to engage actively in steps for implementing these plans in one's social context. Career information is a type of guidance where pupils are given information that assist in the process of life planning (Spokane, 1991). This information includes printed, electronic, personal contracts and other resources that assist the process of planning. Career related experiences which enables pupils to obtain up-to-date knowledge about the world of work. Work ethics such as integrity, commitment and responsibility are emphasized in these activities so that pupils have a good idea of what will be expected of them in their future working life. Career counseling was cardinal in Career guidance. It is an intensive service that focused on the interaction between an individual/ a small group and the guidance personnel, aiming at helping individuals to explore personal issues in career and life planning.

Career assessment is an important aspect in the Career Guidance programme. It involves administration and interpretation of a variety of formal or informal techniques or instruments (whether qualitative or quantitative) to help individuals gain an understanding of their skills, abilities, attitudes, interests, achievements, knowledge, experiences, personal styles, learning styles, work values and life style needs. As different facets of life and work are intricately related and positively/ inversely affected by one another in an ongoing way, career assessment should not be seen or used as predictors of development or direction, but rather they should be seen as a means (ie provide authentic and valuable career information) to an end (ie the individual being enabled to make informed career and life planning).

Career development is a long life process of developing beliefs and values, skills and aptitudes, interests, personality characteristics, and knowledge of the world of work through different career roles. Career guidance is an inclusive term which usually describes a range of interventions including career education and counseling that help pupils to develop and use knowledge, skills and attitudes in making decisions on their study and/or work options and life roles. Career intervention is an activity (treatment or effort) designed to enhance a pupil's life. That is in planning/ career development or to enable him/her to make more effective career decisions. The area of focus here was mainly for the purpose of decision making and not necessarily its relevance towards career choice hence leaving some knowledge gap.

2.4 How Career Guidance was Offered Worldwide.

In most cases students would let themselves be guided and be influenced by someone who understood them, listened to them, and to some extent was their friend (Melgosa, 1995). Equally the influence a secondary school teacher might have had over pupils and how he presented himself to them would be great. Thus pupils relied on their teachers for information related to career options. Career guidance should have been part of a pupil's curriculum from the moment she or he entered school. It related reading, writing and arithmetic to varied ways in which adults lived and earned a living. As pupils progressed through school, the skills, knowledge and above all the attitudes necessary for work access were stressed.

Studies have been carried out on pupils' perception towards career guidance in schools. Gysber (2008), conducted on students' view of school guidance intervention at elementary level in two public schools in Kentucky, United States of America. The study reported that classroom guidance can improve elementary school students' behaviors and ability to make career decisions but these students did not believe in counselors' advice which was often based on an individuals' performance. The findings here were on providing career guidance to manage students' behaviors and not the relevance of career guidance services therefore leaving a knowledge gap.

Studies on how career guidance was offered worldwide indicated that focus was on managing pupil's discipline generally. Of all these studies, none focused on selected secondary schools in Lusaka district of Zambia. Studies on the importance of guidance and counseling on the education of the girls in secondary schools which revealed that guidance was important in the retention of girls in school were done but none in Lusaka, Zambia thereby leaving knowledge gap on why pupils were not clear of their career choices.

The offering of Career guidance should use all the members of staff and determine their role in it. It therefore demands consultation, co-operation and co-ordination. A programme should define the role of the guidance personnel, who should be fully informed about the programme. It should create a team work approach, in which every member of staff was considered responsible for contributing to the success of the program (Mortmore, 2004). It is clear that emphasis are placed on having career planning in order to equip learners with information needed for job search and not bringing out the relevance of career guidance of career guidance in terms of preparing pupils for career choice therefore leaving a knowledge gap.

Gutteridge (1973), in a study conducted in India to examine the antecedents of career decisiveness noted that without a Career plan, individuals often became discouraged with their Career progress and disillusioned with their job situations. Students were required to take more responsibility for their own Career development and to learn the competencies necessary to manage the Career planning process successfully (Ball, 1997). Empirical field research, studies at a College level, and the popular Career Development Literature all support the importance of systematic Career planning as a prelude to successful job searches and long term Career management (Broscio & Paulick, 2003).

Bemack and Chung (2005) in the United States of America stressed the need for guidance in school in order to maintain the status quo and urged teachers to be proactive in creating school career guidance programmes that were responsive to the learners who lived within a diverse society such as Vision. Vision provided a mental image of a possible future and directed those within an organization to rise above the status quo and live with purpose (Northouse, 2012). Additionally, vision signaled change in organizational practice to address a worthwhile need or service. For school counselors who were looking to rise above the status quo and implement the ASCA National Model, vision is a perfect leadership practice. Today's school guidance teachers struggle to implement school guidance and counseling programmes fashioned after American School Counselor Association (ASCA) National model (Studer, Diambra, Brechner and Heidel, 2011). Part of the struggle may be due to the complexity that exist in linking school guidance programme out comes to academic achievement (Broun and Trusty, 2005) along with the quasi administrative tasks. For instance the teaching loads, co- curricular activities that Head masters have historically assigned to school guidance teachers (Dahir, Burnham, Stone & Cobb,2011) Regardless of reasons Bemak and Chung (2005) have criticized school guidance teachers for maintaining the status quo, and urge them to be more proactive in creating programmes that are responsive to the needs of pupils who live within a diverse society.

To shift the nature of their work away from reactive services and quasi administrative duties (e.g co- curricular activities, scheduling, test coordination) school counselors must utilize leadership strategies that promote the implementation of school counseling programmes. Leadership in guidance is a national expectation (ASCA, 2012'; Dollarhide and Sagninak, 2012) and facilitate the implementation of ASCA National model (Mason 2010 Shillingford and Lambie, 2010). When examining specific leadership strategies that facilitate program implementation, Shillingford and Lambies (2010) identified vision as being an essential leadership practice. Vision as defined by Bennis and Nanus is "is a view of realistic, credible, attractive future for the organization , a condition that is better in some important ways than what now exist" (p. 82). Furthermore, Northouse (2012) identifies the characteristics of vision as : generating an image of a future, changing status quo containing values and beliefs that people find worth pursuing, giving direction to an organization and challenging the individuals within it to change. Vision provides a mental image of a possible future and directs those within an organization to rise

above the status quo and live with purpose (Northouse, 2012). Additionally, vision signals change in organizational practice to address a worthwhile need or service. For school counselors who are looking to rise above the status quo and implement the ASCA National Model, vision is a perfect leadership practice.

Vision is a leadership strategy vital to creating organizational change (Bennis, 2003; Bennis & Nanus, 2007; Council of Chief State School Officers, 2008; Senge, 2006) particularly when that vision is shared among its membership (Bennis, 2003; Bennis & Nanus, 2007). Organizational members who share a vision are emotionally invested in, and committed to its implementation (Covey, 2004; Kouzes & Posner, 2007; Senge, 2006). Vision is identified within the foundation component of the ASCA National Model and is intended to guide the direction of the school guidance programme by defining how the guidance counseling programme will operate in the future. Knowing where you want to go, and acting with purpose are essential strategies that facilitate the implication of school guidance programs (Scarborough & Luke, 2008), and are indicative of vision. It is important for schools to develop the spirit of team work where every member of staff has a part to play in the provision of career guidance. This therefore demands that schools should provide training to all members in career guidance so that they are able to provide the needed services with confidence. That is giving career guidance in the correct manner so as for pupils to be clear on career to choose.

As mentioned above, vision is essential to implementing a school guidance program (ASCA, 2012; DeVoss & Andrews, 2006; Dollarhide & Saginak, 2012; Scarborough & Luke, 2008; Shillingford & Lambie 2010) yet little attention is given to how school guidance teachers utilize vision to implement their guidance programmes.

Mau, Bilkos and Fouad (2011) conducted an experimental study in Cairo, Egypt to explore how varying career needs could be addressed to help school girls make career decisions. The study concluded that most guidance providers were not sensitive to the career needs of many students but instead advised them according to their academic performance. Clearly its evident from the findings that emphasis were on improving students' academic performance and not looking at the relevance of the career guidance services therefore leaving some knowledge gap.

A study by Kasonde-Ng'andu, Ndhlovu and Phiri (2009) conducted in Central, Copperbelt and Southern provinces assessed the impact of guidance and counseling services offered in high schools in order to ascertain its significance to the changing needs of Zambian children in schools. The findings revealed that guidance and counseling services were available in schools and its impact was significant. However, this study did not bring out the relevance of career guidance services to pupils in selected secondary schools in Lusaka District.

2.5 Relevance of Career Guidance.

There were a number of changes in work places that were attributed to school counselors as they provided career guidance to pupils on career choices. Becoming aware and staying current about the workplaces was important as guidance teachers seek to help pupils to be informed and knowledgeable about requirements and workplaces together with implications of these changes for pupils (Hugher & Hugher, 1996). With the changes taking place in the workplaces, it was important that prospective workers develop the skills needed and required to be successful in the workplace.

Feller (1996), suggests that given the level of competitiveness and the rate of change in the workplace, it is essential that pupils become as prepared as possible to enhance their chances of success. It followed that for pupils to be prepared to meet their challenges of the changing workplaces, career guidance was a priority. Mender (1994) argued that career guidance in the United States of America was important as it prepared pupils for College life. He further described a lack of career guidance for College- prep students is extensive, the path way to four year Collage was either vague or mysterious.

In order to choose the right career path, it is recommended to seek advice from a career guidance teacher. The career guidance teacher understands the pupil's interest, ability and also learn about their qualification and based on this they decide to which career path is suitable for the pupil. Though a pupil may be skilled in particular fields and may even be keenly interested to get in that field but if the industry is seeing a slowdown then there would be no point joining it. Thus career guidance is also important to know as to which career is booming and which one is expected to see a slowdown. Career guidance is not only essential while choosing a career but

also after a pupil has decided to which field he would be going. Different industries follow different work culture and the career guidance helps to understand the kind of work culture being followed in the career one intend to go. It prepares a pupil for the occupation he or she chooses so as to get familiar with it and not to feel out of place after joining. Even after someone has chosen a career, helps to grow an individual in that particular field. Career guidance helps in grooming and developing an individual. It is through career guidance that information about which course or training program a pupil should go for in order to excel in one's career.

Studies have been conducted on the role a secondary school career guidance has on achieving National Man Power Development in Kenya. Studies by Ombaba and Keraro (2014) indicate that students in secondary schools need career guidance to make informed career choices which will contribute to the skilled man power needs of the economy. The findings further indicate that there is a relationship between the school guidance programme and students' career choices in National Man Power Development. This study never stated the relevance of career guidance services to pupils in selected secondary schools in Lusaka District therefore leaving a knowledge gap.

Career guidance in Kenya was viewed as a vehicle to best academic and professional achievement; no assessment has been done to establish its effectiveness (Magati, 2013). On the other hand, Oгода (2000) argued that lack of guidance was a key factor behind a high rate of drop out as such pupils needed guidance from teachers. In most cases pupils would let themselves be guided and be influenced by someone who understood them, listened to them and to some extent was their friend (Melgosa, 1997). The influence a secondary school teacher had over pupils and how he presented him or herself to them was great. Thus pupils relied on their teachers for information related to career options. Career guidance and education should be part of the pupil's curriculum from the moment he or she entered school. It related reading, writing and arithmetic to varied ways in which adults lived and earned a living. As the pupil progressed through school the skills, knowledge and above all the attitudes necessary for work success were stressed.

There was great and urgent need for Career guidance services in Lusaka District Secondary Schools and in Zambia as a whole. The need was seen in the poor academic performance of

learners, riots, moral decay, drug abuse and other undesirable behaviors exhibited by pupils (Ndhlovu, 2015). Among other benefits to justify the establishment or provision of career guidance services were: to help pupils choose, prepare, enter and make progress in a career, to help in the total development of learners and to help learners in vocational development. Other benefits include helping learners make best possible adjustments to situations in the school, to supplement the effort of home and to ensure proper utilizations of time spent outside classroom.

2.6 Theories on career guidance

Theories are conceptual systems designed to delineate apparent relationships between a concomitance of events that leads to causes and effects. Career development theories provide the foundation knowledge from which secondary school counselors draw useful concepts to explain pupils' behavior; and then offer framework within which pupils' behavior can be examined and hypotheses formed about the possible meaning of such behavior. In turn, this knowledge helps counselors to identify, understand, and respond to students' goal or problems. In order to effectively assist students and/or adults make decisions that lead to satisfying career lives, secondary school career and guidance teachers must recognize that pupils will have different criteria for satisfaction; they must be able to teach pupils that criteria for satisfaction are likely to change over time and that the world of work changes constantly; and they must emphasize pupils' skills that increase the probability of meeting changing criteria for satisfaction in environments that are themselves constantly changing. Although these theories have different labels, they all emphasize the relationship between the unique traits of individuals and the characteristics of society in which development occurs.

Apart from the Trait and Factor theory, other theories that talk about career guidance include Ginzberg's General theory of Occupational choice, Holland's Personality theory of vocational choice, Roe's Early determinants of vocational choice, Tiedeman's and O'Hara's Model of Occupational Decision making and Super's developmental self- concept theory. Ginzberg's theory is anchored on findings from a study conducted on a group of students that concluded that occupational choice is not a single decision, but a developmental process which takes place over a period of time. Holland's personality theory of vocational choice assumes that when career choice is made the individual becomes a product of the interaction between his or her specific

heredity with a variety of cultural and personal forces that may include peers, parents and significant adults, social class, culture, and the physical environment. Roe's (1957) early determinants of vocational choice theory suggests that essential personality differences between the two groups' scientists were primarily due to interactions they had with people, the majority of which are due to early parent-child relationship. Roe's theory suggests that the child's career choice is influenced by the emotional climate in the home which is of three dimensions: emotional concentrations on the child (either an overprotective parent who encourages dependence in the child and seeks high standards of behavior or over demanding parent who requests perfection from the child), avoidance of the child (rejecting and/or neglecting the child) or acceptance of the child (creating a relatively free environment by encouraging independence rather than dependence, and not ignoring or rejecting the child).

Super's developmental self-concept theory stresses that how individuals perceive themselves and interact is a reflection of personality, needs, values, and interests; and these perceptions change over the life span. For Super, self-concept is derived from a child's exploration behavior, which leads to acquiring occupational information, imitating key figures, and developing interests. Tiedman and O'Hara's approach (1988) to career decision making is characterized by their concern for their uniqueness of the person and the complexity of the decision making process, along with a belief that careers satisfy needs. They opined that the vocational development process is governed by many decisions a person makes as maturity takes place with respect to school, work, and life. They also suggested that "the structure of decision making must be specified before investigation of the theory of vocational development can enter new phases". Based on this theory, decision making is of two stages: the anticipation period and the implementation or adjustment period. Krumboltz's career choice making social learning theory by Krumboltz and his colleagues emphasizes the importance of behavior (action) and cognition (knowing or thinking) in making career decision. Their social learning theory differs from other career theories in that its focus is on teaching people career making techniques and helping them use such techniques effectively in selecting career alternatives.

2.7 Summary and Knowledge Gap for the Study.

A review of literature relevant to this study has been presented in this chapter. Various studies done outside Africa and within have been examined to offer rich experiences to the study at hand. The types of career guidance and its benefits were outlined but the available literature still leaves knowledge gap on how relevant were career guidance services offered by schools and why pupils in selected secondary schools of Lusaka District were not clear about their career.

CHAPTER THREE: METHODOLOGY

3.1 Overview:

This chapter describes the research methodology that was used to carry out the study. It focused on the research design, instrumentation of the study, target population, sample size, data collection procedure, pilot study, data analysis, reliability and validity and ethical consideration.

3.2 Research Methodology:

Methodology refers to a domain or a map while a method can be seen as a set of steps to travel between two places on the map (Jonker at el 2010). In research a methodology is a model to conduct research within the context of a particular paradigm. It comprises underlying sets of beliefs found in the underlying paradigm. This study used a qualitative methodology. This was on the basis that the study sought describing about relevance of career guidance offered to pupils in secondary schools. Qualitative study is a type of research that mainly generates non-numerical data. It is a descriptive and analytical tool for research. It describes and analyzes the problem deeply and broadly. In general, it generates data that contributes to in-depth understanding of the problem being studied (Bandolier, 2007). In terms of methods, the study used both qualitative and quantitative methods to collect data. The qualitative method allowed the study to bring out qualitative data while the qualitative method allowed the study to use a semi structured questionnaire to obtain quantitative data.

3.3 Research Design:

Research design is a systematic plan of the proposed research work (Ghosh (1992). This study employed a descriptive survey research design to collect both qualitative and quantitative data from the participants . It is a non-experimental research method that is eligible when the research intends to collect data on occurrences such as opinions, attitudes, feelings, and habits. Kombo

and Tromp (2006:71) states that “the major purpose of descriptive research design is description of state of affair as it exists” This view is similar to that of White (2005:98) who argued that “descriptive research design is concerned with descriptions of conditions or relationships that exists, practices that prevail, beliefs, points of view, or attitudes that were held, processes that are going on, effects that are being felt, or trades that are developing”. This entails that the researcher describes the state of affairs as they existed, reports the findings as well as formulates important principles of knowledge and solutions to significant problems.

The design was appropriate to the current study because it helped describe the qualitative and quantitative data in terms of the relevance of career guidance services provided to pupils in selected secondary schools in Lusaka District.

3.4 Study Population

Population is the entire group of individuals or objects to which researchers are interested in generalizing the conclusions (Castillo, 2009). The target population for this study was all school head teachers, guidance and counseling teachers, class teachers and pupils in the selected secondary schools in Lusaka District. The rationale for choosing these population groups was that they had desired information since they were the ones who were involved in the implementation of guidelines or consumption of career guidance services in schools. In other words the population was chosen purposively. Zhi (2014) argued that in purposive sampling, population groups were selected based on study purpose with the expectation that each study population group provided unique and rich information of value to the study. The rationale for choosing Lusaka District secondary schools was that the schools had enough personnel and materials to offer guidance and counseling. This was based on what was said orally by guidance officials at a pilot stage of the study who said that most resources were concentrated in schools in Lusaka.

3.5 Study Sample.

The total sample of this study was 535. Study sample comprised of five (5) head teachers, five (5) guidance teachers, twenty-five (25) class teachers and five hundred (500) pupils. As informed by the school heads that there were approximately 1000 pupils from each school, the research

involved 10% of pupils from each school. That is 100 pupils from each of the five schools making the total of 500. The guidance teachers were included in the study because they were the ones who were involved in the provision of the career guidance services in schools. Five hundred (500) pupils were included in the study as they were the key informants of whether career guidance was relevant or not and consumers of the career guidance services in schools.

3.5.1 Characteristics of Participants:

This section focuses on sample characteristics of the participants in the schools. It gives a basis for a clearer understanding of the participants included in the study. The study targeted 500 pupils, 25 teachers, 5 career guidance teachers and 5 Head teachers. The pupils were randomly sampled from the pupil population in the selected schools regardless of the grade.

3.5.2 Pupils Demographic Data:

Section one of the pupils' questionnaire contained information on the demographic characteristics. The information captured included gender, age and grade. The section also showed categories of sampled schools. The number of sampled pupils in the study was 500. Among them, 270 (54%) females, 230(46%) males. This shows that the number of females was slightly higher compared to the number of males. And all the pupils were aged between 15 and 21 years meaning that they were in their adolescent stage. The majority (60%) of these pupils were from mixed day schools, 40% from single sex schools. This shows that the researcher collected data from a wide range of school categories to get a clear picture of the relevance of career services offered to pupils.

3.5.3 Class Teachers, Career Guidance Teachers and Head Teacher Demographic Data:

The total number of sampled teachers, guidance teachers and Head teachers was 35. Among them, 20 (57%) were females and 15 (43%) were males. Again the number of females was higher than that of the males. The teachers were uniformly treated regardless of sex, age qualification, designation or experience. The rationale behind this is that teachers are trained and posted to schools not on sex or age basis but on service delivery. On the other hand, they interacted at close range with their pupils. These teachers, career guidance teachers and Head

teachers were expected to be more aware of the career guidance programme and its influence on their pupils.

3.5.4 Head Teachers' Number of Years in Service:

Results indicate that all the five Head teachers had served as school Heads for more than five years but less than 10 years. This implies that all of them served as Heads long enough to be in a position of giving information relating to relevance of career guidance services offered to pupils in schools and influence career guidance programmes through giving support necessary by providing requirements of successful career guidance programmes.

3.5.5 Career Guidance Teachers Number of Years in Service:

Out of five, four career guidance teachers had served in the guidance office for more than 5 years with only one having served for less than five years. This implies that the majority of the guidance teachers had served in guidance for a long period and therefore were expected to be in a position of giving out the role played in their sectors as regards to helping learners in the field of career choice. Most importantly, put up programmes to yield positive results in a career guidance programme.

3.5.6 Class Teachers' Number of Years in Service:

Out of the 25 teachers, six had served for less than five years with the majority having served for more than five years and over fifteen years. This is an indicator that most teachers had served long enough so as to be able to handle issues of career guidance in order to help pupils in career choice and provide the correct career guidance to enable pupils choose suitable careers.

3.5.7 Level of Training in Career Guidance:

The study established that Head teachers, Guidance teachers and subject teachers had less knowledge in Career Guidance. This was because most of them had not undergone training in Guidance and Counseling. This implies that most of the teachers were constrained by their limitation in knowledge to provide career guidance to pupils.

Out of 25 teachers, four had some form of training in guidance and counseling. That is two at first degree level and two at certificate and diploma levels respectively, while twenty one had no form of training in guidance. This shows that the four with some form of training cannot influence the majority twenty one without training. It clearly indicates that on the part of class teachers, they cannot help pupils in preparing them for career choice. During focus group discussion, pupils stated that guidance teachers and teachers were not qualified to offer career guidance adequately. This could be influenced by the fact that there is no government policy on training for guidance and counseling.

Of the five Heads teachers interviewed, only one had some training at first degree level while four had no form of training. Two out of the five guidance teachers had some training in guidance. The results of analysis indicate that most of the Heads and guidance teachers and class teachers did not consider training in guidance as a major determinant for career guidance programme to achieve the goals of preparing pupils for career choice.

This finding reveals that what is in schools is not what the Ministry of Education is expecting. The Ministry expects that all teachers are able to provide career guidance. This incompetence in teachers in the area of career guidance may jeopardize the aspirations of the Ministry of General Education in the new Zambian Curriculum framework which seeks to integrate career guidance in the curriculum. On the other hand, these findings reveal the need for teacher training in guidance and counseling including career guidance. This is in line with Yuen, (2000) who indicated that since all teachers are expected to be involved in career guidance at school to varying degrees, there is a definite need for Guidance and Counseling training for all teachers.

3.5.8 Demographic Characteristics

The study utilized 500 pupils, 25 class teachers, five (5) career guidance teachers and five (5) head teachers from five different schools. Thus the demographic characteristics of participants are presented as a compound total for relevance of career guidance services to pupils. The participants were defined by gender, age, length of service and level of education or study.

3.5.9 Gender

The participants interviewed were 290 females and 245 males representing 46% and 54% respectively as shown in table 1 below.

Table 1 Gender of Participants

GENDER	FREQUENCY	PERCENTAGE (%)
Female	290	54
Male	245	46
Total	535	100

3.5.10 Age

The age range of participants ranged from 15 to over 35 years, See table 2 below.

Table 2 Age Distribution of Participants

AGE CLASS	FREQUENCY	PERCENTAGE (%)
≤ 15	0	0
16 – 25	500	93
26 – 35	0	0
≥ 35	35	7
Total	535	100

The participants in the study were mainly 25 years old and below which is the predominant age for pupils.

3.5.11 Study Level of Participants:

The participants were categorized into either grade 11, grade 12, certificate, diploma, first degree or master's degree. They were also asked if they had any form of training in career guidance. Two teachers and two guidance teachers had training at first degree level, two teachers at diploma and certificate level respectively. While the rest (89%) had no form of training. The

respondents included 110 or 21% grade 11, 390 or 73% grade 12, ten diploma, 23 first degree and two master's degree as shown in the table below.

Table 3 Study Level of participants

LEVEL OF STUDY	FREQUENCY	PERCENTAGE (%)
Grade 11	110	21
Grade 12	390	73
Certificate	0	0
Diploma	10	2
First Degree	23	4
Master's Degree	2	0.4
Total	535	100

3.5.12 Length of Service for Teachers

All the teachers were asked the length of their service in teaching. Their responses were:

Table 4 Number of Years in Service for Teachers

NUMBER OF YEARS IN SERVICE	NUMBER OF TEACHERS
< 5	06
5 – 10	10
11 – 15	05
> 15	04
Total	25

3.6 Sampling Procedure

Sampling is defined as “the use of subset of a population to represent the whole” (Singpurwalla, 2013). The study used both purposive and simple random sampling to select the sample. The study used purposive sampling to select the five Head teachers, 25 class teachers and five guidance teachers from each school. Achola and Bless (1988) stated that purposive sampling

method was based on the judgment of the researcher regarding the characteristics of a representative sample. The five (5) schools were picked purposefully.

Simple random sampling technique was used to select pupils so as to provide every element in the population equal chances of being included in the sample. This harmonized well with Kombo and Tromp (2006) as they observed that simple random sampling permitted the researcher to provide equal opportunity for selection of each element in the population to constitute the sample for the study.

3.7 Data collection Instrumentations

Data collection instruments are devices used to collect data. These include structured interview schedules, questionnaire, tests and check lists. Kombo and Tromp (2006) brought out the following as some of the research instruments that a researcher may use in data collection from respondents. These are focused group discussion guides, questionnaires, semi structured interview schedules and observation guides. In this study, questionnaires, semi structured Interview Guide and Focused Group Discussion guides were used to collect data.

3.7.1 Questionnaires.

In order to achieve success in collecting reliable and dependable data, a semi structured questionnaire was administered to pupils (Appendix A). A Questionnaire is a written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers (Brown, 2006). That is a method in which a number of printed questions were used for collecting data. The use of questionnaire helps researcher to “secure standardized results that are tabulated and treated statistically (Ghoshi, 1992). The three basic types of questionnaires were closed ended (structured), open ended (unstructured) or semi-structured which is a combination of both (Dawson, 2002). This study adopted semi structured questionnaires because it enable the collection of both qualitative and quantitative data. In addition, questionnaires were used because they provide same question items to many respondents. The questionnaires were used on pupils to collect both qualitative and quantitative data.

3.7.2 Semi structured Interview Guide

An interview guide is a tool that helps to get people to express their views on a certain issue (Kombo, 2006). This involves direct contact with research participants where the researcher focuses on getting information by asking research participants questions relating to the topic under study. Using an interview guide allowed interaction in which oral questions were posed by the interviewer to elicit oral responses from the interviewee. Specifically with research interviews, the researcher had to identify a potential source of information and structure the interaction in the manner that was bringing out relevant information from his respondents.

Semi structured Interview guide was used to collect qualitative data from the Head teachers (Appendix F) and Guidance teachers (Appendix E). Kombo and Tromp (2006) pointed out that interview guides allow the researcher to get more in depth information from key informants about an issue under investigation. Mugenda and Mugenda (1999) also argued that interview guides were preferred due to their flexibility in data collection and that they provided room for probing which yield in-depth answers about options, observations, perceptions, experiences, knowledge, description of activities and actors. Regarding this study, the desire to in depth data and a flexible tool helped to settle for the semi structured interview guide.

3.7.3 Focus Group Discussion Guide:

Focus Group Discussion guides (Appendix B) are known to be one of the best tools to use in collecting qualitative data because they often bring respondents' immediate reactions and ideas, making it easy to observe some group dynamics and organization issues. Similarly, Casley and Khumar (1988) argue that, focus group discussions help to assess needs, develop interventions, raise new ideas, improve existing programmes and generate a range of ideas on a particular subject such as background information.

A pre-planned script of specific issues and set goals was followed to get the required type of information. During the focus group sessions, the researcher as moderator had the responsibility of controlling the situation without inhibiting the flow of ideas and comments. The researcher was as well responsible to see to it that all group members were able to contribute to the discussion and avoided letting one respondent's opinion dominate. Other than that, the researcher

had it in mind to avoid putting words into the mouths of group members by giving leading comments. Permission to use voice tape recorder was sought from the group members, a notebook, pencils and pens were also used in the study to collect the data.

Focus group discussion guide (Appendix IB) was used on pupils in five groups of ten in order to have a one on one discussion with the pupils who were the key informants in the study. In other words, it was meant to obtain learners' perspectives and experiences with regards to their awareness of the relevance of career guidance services. This enabled the researcher to collect data on the types of career guidance services offered to pupils, how relevant career guidance services are to pupils and why pupils were not clear of type of career to choose.

3.8 Data Collection Procedure:

The researcher obtained permission from the school of Education and introductory letter to carry out the research was given. Permission was sought from the District Education Board Secretary (DEBS) and Head teachers of the schools that were selected to have the research conducted in their schools. The researcher visited the selected schools prior to the study to make appointments. On the actual dates of data collection, the researcher administered the questionnaires and interviews to the sample.

The procedure that was used to collect qualitative data from the Head teachers and career guidance teachers was semi structured interview guides. While both quantitative and quantitative data from pupils were collected through questionnaires and holding of focus group discussions. Five focus group discussions with 10 pupils each at the selected schools were held outside learning hours. Pupils who were part of the sample were put in separate classrooms that were allocated by the school authorities. Data from Head teachers, guidance teachers and other teachers were collected at agreed times. A voice recorder was used to enhance correctness of the data collected.

3.9 Data Analysis:

Data analysis is a process of inspecting, cleaning, transforming and modeling collected information with the goal of discovering useful information, suggesting conclusions and

supporting decision making (Ader & Mellenbergh, 2008). In order to come up with information that answered the study questions, analysis of the data proceeded in two ways based on the nature of the collected data.

3.9.1 Qualitative Data Analysis:

Qualitative data was analyzed manually by summarizing the data into key themes, recounting some given experiences and views. This type of qualitative data analysis used was thematic analysis. The responses were grouped into themes of similarity. The emerging themes in these classes were an indicator of the prevailing views of the majority of respondents.

3.9.2 Quantitative Data Analysis:

Quantitative data was analyzed using Microsoft Excel 2013 to generate descriptive statistics by way of percentages, tables, graphs or charts. For each respondent expected and perceived scores were calculated and the results were presented as either tables, graphs or pie charts in the result section.

3.10 Validity and Reliability:

Reliability is a measure of the degree to which research instruments yield consistent results after repeated trial (Mugenda & Mugenda, 1999). A measurement that yields consistent results over time is said to be reliable (Wiersma, 1985). By subjecting the instruments to piloting, content validity was enhanced. Through piloting, items in the researcher's instruments that were ambiguous in eliciting relevant information were identified and modified. In order to ascertain reliability of the instruments used, respondent validation was done. It was done by verifying the results with respondents. In order to ensure that the results were valid, the researcher cross-checked the respondents' responses with those of other respondents obtained by a different instrument. For example, data collected through interview guide from Head teachers and guidance and counseling teachers were cross checked with data collected by focus group discussion from learners.

3.11 Ethical Considerations:

Before undertaking the study, consent was sought from all participants who took part in the study. This was in order to avoid litigation in case of anything along the way. Clarification of what was expected was done to the respondents before they filled in the questionnaires through the consent forms. The researcher assured the respondents of confidentiality of the information that they gave. In addition, the respondents were told that they were free to withdraw should they see this necessary. The consent form is in Appendix F.

3.12 Summary.

This chapter outlined the research methodology and techniques that were used in the study in order to provide the much needed answers to the research questions contained in chapter one. It also looked at how both sets of data were analyzed and explains the study outcome, validity and reliability and ethical issues.

CHAPTER FOUR: PRESENTATION OF FINDINGS

4.1 Overview:

This chapter presents findings of the study on relevance of guidance services provided to pupils in selected secondary schools in Lusaka district. The findings were based on the following research questions.

- i) What type of guidance services are offered to pupils in the selected secondary schools?
- ii) How relevant are career guidance services to pupils in selected secondary schools in terms of preparing them for career choice?
- iii) Why are pupils not clear of career on choosing their careers?

The responses to these research questions are presented in four sections. The first section presents the demographic characteristics of participants, the second section presents findings on the types of career guidance services provided, the third section presents findings on benefits and the fourth section presents findings on why pupils are not clear of type of career to choose.

4.2 Type of Career Guidance Offered in Schools:

This section is based on the first research question which aimed at finding out the type of career guidance services offered to pupils in secondary schools. The presentation of the findings follows the path of four (4) dimensions of career guidance services namely career education, career exhibition, career talk and career and life planning.

Career Education:

Career education is the type of career guidance where pupils are guided in the development of knowledge, skills and attitudes through a planned programme of learning experiences in education and training settings which will assist pupils in making informed decisions. Out of 500 pupils, 319 (64%) indicated that this type of career guidance was provided in their schools.

Career and Life Planning:

Career and Life planning was a deliberate process to plan one's life holistically including major domains such as work, learning, relationships and leisure. Pupils that indicated that they received this type of career guidance were 111 which represent 22.4%.

Career Talks:

These are detailed career talks centered on particular jobs and presented by appropriate experts or professionals invited by school authorities. This would give a true picture of the profession and may motivate others. 22 out of the 500 pupils said they received this type of career guidance.

Career Exhibition:

These are group activities involving people with diverse experiences and interests. They are organized by a group of career guidance teachers with a cluster of pupils from a number of school participants. The exhibitions may include showcases on what goes on in particular jobs as part of career information sharing. Such exhibitions are organized for the purpose of providing vocational information.

On the other hand, 47 of the 500 pupils were undecided as regards to the type of career guidance they received.

4.2.1 Teachers' Response on Type of Career Guidance Offered in Schools:

Teachers were asked if they offered career guidance and to state the type of career guidance they provided to pupils. Out of 25 teachers, 24 said they offered career guidance to pupils. Their responses were as shown in the table below.

Table 5 Type of career guidance offered by Teachers

TYPE	NUMBER	PERCENTAGE
Career Education	11	44
Career Talk	9	36
General Guidance	5	20
Total	25	100

The results in the above table clearly show that career guidance services were available in the selected schools except that those providing the services were not trained to do so.

4.2.2 Heads teachers' Response on Type of Career Guidance Services

All the five Head teachers who participated in the study were of the view that schools were providing career guidance to pupils in the form career education, career talks and in some cases career exhibition. They also indicated that career guidance was yet to be practically integrated in the school curriculum as Head teacher D stressed that;

“career talk and career education are provided though we are challenged with the providers who are not well equipped making the services not to be of high standards”

During the interview with head teachers, when asked to state the types of career guidance provided in their respective schools, they affirmed that career education and career talk were offered. One head teacher said that:

“I think my career guidance teacher provides career education since he was tasked to help pupils in choosing of right careers. For example grade twelves' only need guidance on choosing careers they would want to pursue after leaving school. It is therefore not in order to offer something that pupils are not interested in”

The other head teachers said career talk was provided. Asked as to why they provided the stated types, the four heads said so as for pupils to make right career choices. One head teacher in fact said,

“in my school I promote a situation where children are given career talk so that these children can have an opportunity to come face to face with experts and interact with them for their own good”

4.2.3 Guidance Teachers’ Response on Type of Career Guidance Services:

The career guidance teachers were also asked to state the types of career guidance provided in their respective schools. They said career talk and career education were provided. When asked to justify why they provided the two types of career guidance, they said it was important to give career education as it encourages pupils to work hard. One guidance teacher said:

When pupils are given career talk they will know what is available for them where career opportunities are concerned. The pupils will also understand that they need to work extra hard in order to achieve in life and as such, the atmosphere of competition among themselves is created which is good in academic circles”

4.2.4 Provision of Career Guidance to Pupils:

On the aspect of provision of career guidance, the Head teachers were asked on whether their schools provided career guidance to pupils and whether career guidance teachers had separate rooms to operate from as the case should be in order to promote confidentiality. All the five Head teachers who participated in the study were of the view that schools were providing career guidance to pupils. And guidance teachers had separate rooms where pupils go for guidance and counseling. To this effect, one head teacher said;

“Guidance and counseling needs privacy. And career guidance issues should be done privately, that’s why guidance teachers are given separate rooms to do their business from. Even you as a student (referring to the researcher) your Lecturer will not guide you on your report publicly but call you to his office because the business is between you and him”

Head teachers were further asked to indicate who on their staff were responsible for providing career guidance in schools. All the Head teachers interviewed indicated that teachers in the Guidance and Counseling department were the ones responsible for providing career guidance. In addition, one Head teacher said that in some cases Grade teachers and subject teachers were helping as he went on to say;

“we have a Guidance and Counseling Department with an appointed officer and a committee in place providing the services”

4.2.5 Frequency of Schools Inviting Role Models to give Career Talks:

The heads were asked on how frequent each school invited experts to give career talks on particular careers to help clear uncertainty on type of career to choose by pupils. Four said not often and one said often. However one head teacher stressed on not oftenly inviting role models to give career talks by saying that,

“It is costly and sheer waste of time to call these people as they will ‘eat’ learning time from the heavily packed new curriculum where all the periods are occupied by timetabled subjects. Besides, we have no money to give them since our pupils are not paying following government directive that we shouldn’t chase those who are not paying school fees”

Three of the guidance teachers said they did not oftenly invite experts to give career talk to pupils and two said they oftenly did so. On the other side these guidance teachers were asked to state whether career guidance was timetabled or offered by chance. All the five said it was offered by chance as it was not time tabled. On the other hand, one guidance teacher complained that head teachers were not supportive of the guidance sections as they (heads) viewed them as a school financial drain as sports does. He lamented that,

“the heads will only give support to things where they benefit directly. They feel these role models can connive with us to get money from schools and share. If these role models were to be invited by heads themselves, they (heads) would be bringing them frequently and support the program at all cost.”

4.2.6 Attainment of the Intended Goals in Career Guidance:

All the five guidance teachers were asked whether or not they were achieving the intended goals for the career guidance services they provided. Four said yes while one said no. The guidance teacher who said they were not attaining the intended goals went further to say,

“We are not achieving what we want simply because we are not given the support we need by school management as they are putting spanners on all activities we plan to do as long as monies are involved. For us to succeed, we need to work as a team. That is management and ourselves.”

4.3 How Career guidance was offered

The 500 pupils were asked on how career guidance was offered to them. 410 said it was provided to them as a group while 90 said individually.

On the other hand, teachers were asked on whether their schools were doing enough to help pupils understand themselves in relation to career choice. Their responses are shown in the table below.

Table 6 Teacher’s response on whether schools were doing enough to help pupils understand themselves in relation to career choice

RESPONSES BY TEACHERS	FREQUENCY	PERCENTAGE
Yes	12	48
No	13	52
Total	25	100

The teachers were asked to justify their responses. Those that said yes to schools doing enough to help pupils understand themselves in relation to career choice cited the organization of career talks by schools, appointment of career guidance teachers and offering of wide range of subjects in schools. Those that said no, alluded to the fact that there was no guidance from career guidance teachers who were also not qualified and wrong subject combination given to pupils by

school authorities. It is evident from the responses in the above table (table 6) that schools were not doing enough to help pupils understand themselves in relation to career choice.

4.4 Benefits of Career Guidance:

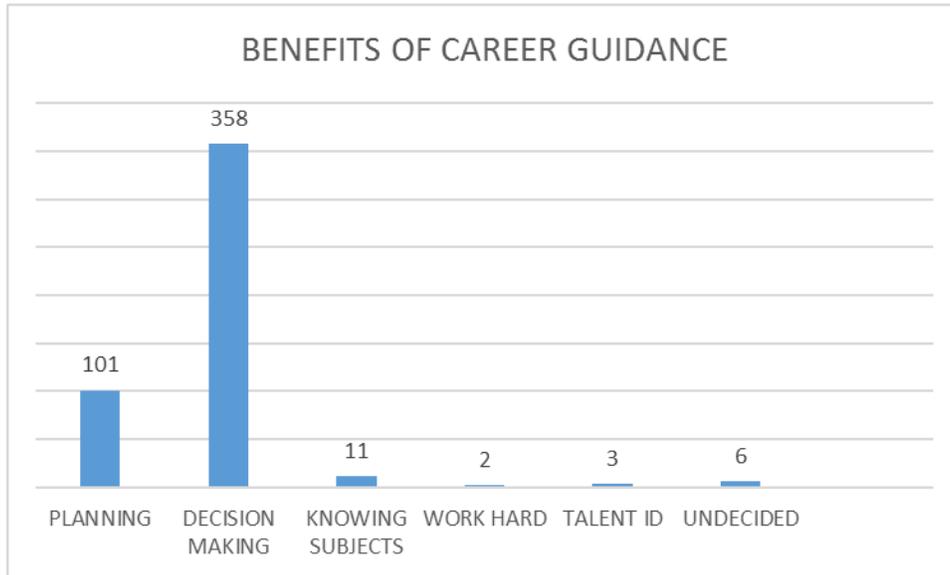
With regards to benefits of career guidance services provided, all the respondents were asked to state the benefits to pupils of the types of career guidance services provided. All the five (5) career guidance teachers stated that pupils were helped to make wise career choice decisions. While four (4) head teachers said career guidance gives pupils information for various careers and one (1) said it makes pupils be aware of careers that would suit them. Twenty of the class teachers said it was important as it helped prepare pupils for career choice. While five didn't cite any benefits.

One Guidance teacher said,

“Career Guidance Services are beneficial to pupils because it is during career guidance sessions that information needed by pupils is given as regards to their dream careers. You find that others dream of certain careers whose requirements were not known to them. In our sessions, we explain the requirements so that they know what is ahead of them”

The pupils were also asked to identify benefits of receiving career guidance. Out of the 500 pupils, 358 (72%) indicated that it helped them make wise decisions. Details of their responses are shown in figure 1

Figure 1: Benefits of Career Guidance



4.4.1 Whether career guidance services were helpful to pupils in choosing of suitable careers

Pupils were asked to state if career guidance services they received helped them to choose careers they would fit. Most of the pupils (380) indicated that career guidance they received in school helped them to choose their careers. Details are shown in table 7.

Table 7 Whether career guidance services are helpful in choosing suitable careers

RESPONSE BY PUPILS	EREQUENCY	PERCENTAGE
Yes	380	76
No	114	23
Un Decided	6	1
Total	500	100

4.5 **Relevance of Career Guidance Services:**

With regards to the dimension (issue) of relevance of career guidance services to helping pupils prepare for career choice, participants were asked to state whether or not career guidance services were relevant to helping pupils prepare for career choice and justify their responses. All the five career guidance teachers and five head teachers respectively agreed that career guidance services were relevant. Four head teachers said career guidance services equip learners with knowledge that makes them choose right careers. The other one said it was relevant as it helped pupils reform in terms of behavior. While four career guidance teachers stated that career guidance gives pupils relevant information for various careers, the other one said it makes pupils be aware of careers that would suit them.

Pupils were asked whether career guidance services they received were relevant. 483 (97%) pupils agreed that career guidance services were relevant and eleven disagreed while six were undecided. When asked to give reasons as to why they said it was not relevant, they said there was no guidance given to them.

During the focus group discussion, pupils agreed that career guidance services were relevant as these services enable them to know careers. One pupil from school A went on to say,

“some of us do not know other careers apart from teaching, nursing and soldiering. It is during career guidance that teachers made us know other careers that we do not know so the services are relevant”

The pupils that said career guidance services were not relevant cited unprofessional guidance as the reason they didn't see the services to be relevant. One of them said,

“our guidance teacher is not trained in career guidance because she is not confident when talking to us and always says let me ask the deputy head when we ask her questions. So how can we benefit like this? That's why I say the services are not relevant”

On the other hand a pupil from school C still had this to say;

“nobody helps us including all the teachers and the administration, they don't explain About careers because they don't understand some of the careers”

The table below shows pupil’s justification to show relevance.

Table 8 Why Career Guidance Services were Relevant to Pupils

RESPONSES OF PUPILS	FREQUENCY	PERCENTAGE
Choosing of suitable careers	244	49
Know our careers	110	22
Makes us study hard	107	21
Makes us make wise decisions	14	3
Makes us remain focused	15	3
Undecided	10	2
Total	500	100

4.6 Why Pupils were not clear of Career to Choose

On why pupils were not clear of career to choose, all the five head teachers alluded to the fact that pupils were not adequately guided by career guidance teachers as evidenced by what Head teacher E had to say;

“career guidance is offered to pupils but not to the extent it is supposed to. It is not compulsory for teachers to offer it in their classes. If there are teachers offering it, may be doing it because they want to promote their individual subjects. I’m not speaking on behalf of all Head teachers but I know that so far no school has made any effort to make every teacher emphasis career guidance during their lessons. So how can pupils be clear of career to choose when there is no proper guidance! No way”

Three guidance teachers said it was due to lack of proper guidance while one said it was as a result of not treating career guidance as a core discipline. The other one stated that it was due to poverty and lack of resources. One guidance teacher explained that pupils were not clear of career to choose due to lack of time to guide them adequately. He stressed that;

“We don’t have enough time to give career guidance to pupils simply because career guidance is not time tabled like any other subject. And as such, career guidance is not treated as a core discipline hence pupils don’t take it seriously and are not making themselves available for guidance. In short, these pupils are

not adequately guided. It's like in a game of football where a coach is not given enough time to drill the team, then players will not play accordingly and will not know what to do in the football pitch."

During the focus group discussion, pupils said they were not clear of career to choose because career guidance was only given to them when enter into grade twelve. One pupil stressed that,

"these teachers delay in giving us career guidance. Imagine they give us career guidance when we are in grade twelve and at this time we are busy preparing for final examinations, its too late. They should introduce career guidance just when pupils come in grade eight so that we understand and have enough time to think over some careers"

A pupil from school B added by saying;

"we don't understand because these teachers fail to put it into practice for us.by relating certain subjects to particular careers. Its only our Mathematics teacher who tries to relate his subject to careers eg becoming an accountant in a big Company and lecturing at a college or University"

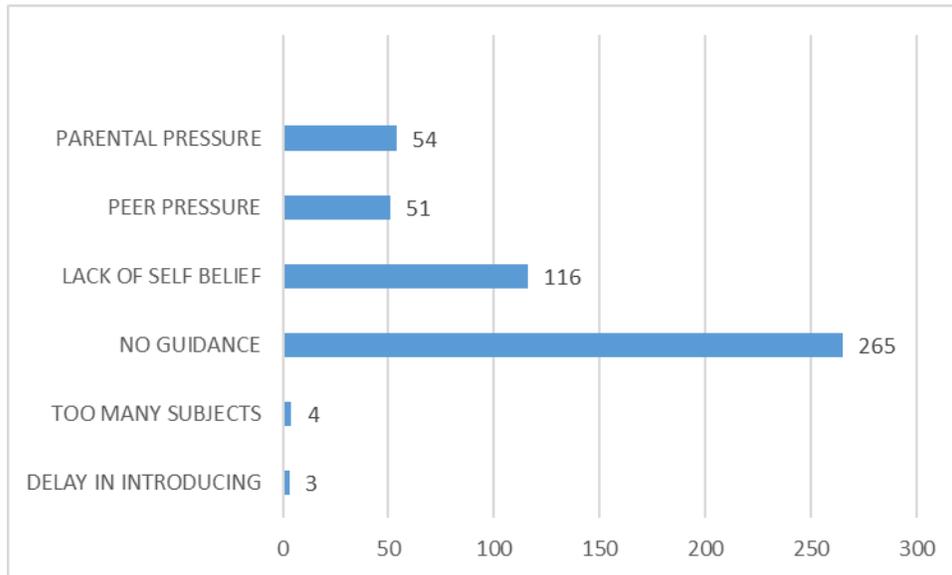
The teachers were also asked as to why pupils were not clear of careers to choose and the following were their responses.

Table 9 Teachers' Response on What Makes Pupils not to be Clear on Career Options

RESPONSES BY TEACHERS	FREQUENCY
Lack of seriousness	2
Lack of guidance	13
Parental pressure	3
Lack of role models	5
Wrong subject combination	1
No response	1
Total	25

The pupils were also asked on this very aspect of why pupils were not clear of career to fit and their responses were as shown in the graph below.

Figure 2: Why Pupils were not Clear of Career to Choose



4.7 How best career guidance can be relevant in preparing pupils for career choice:

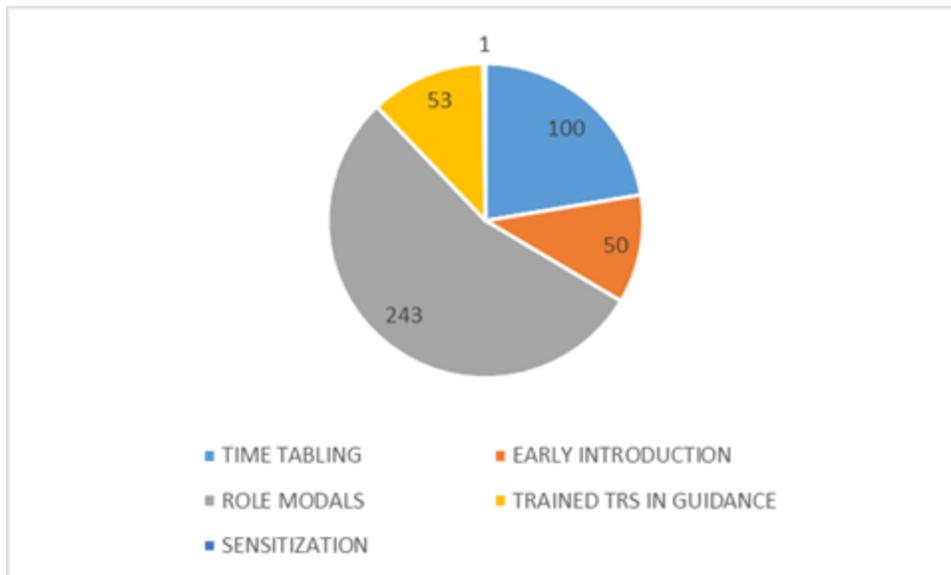
On this aspect of how best career guidance can be relevant in preparing pupils for career choice, pupils, teachers and head teachers were asked to suggest how best career guidance can be relevant in preparing pupils for career choice. The five heads teachers cited bringing of role models that have excelled in particular careers to give career talks. Of the 25 teachers, seven said by conducting career talks and ten cited time tabling career guidance. The other ten said involving trained people in career guidance offices. One Guidance teacher said;

“as schools we should realize that pupils learn properly by seeing. If we bring Role Models to our schools pupils will benefit more as they ask these role models how they managed to be who they are, what it takes to reach where they are in their particular careers. Role models give details of particular careers and this help sin making our pupils work extra hard”

On the other hand, when asked to suggest how best career guidance can be relevant in preparing pupils for career choice, 243 pupils (49%) cited the bringing of role models in schools, 100

(20%) said timetabling career guidance like any other subject. While 53 (11%) said having trained career guidance teachers, 50 (10%) said introducing career guidance at an early stage and one talked of proper sensitization. Their responses are as shown in the graph below

Figure 3: How Best Career Guidance can be Relevant to Preparing Pupils for Career Choice



4.8 Summary

This chapter has presented findings of the study on relevance of career guidance services provided to pupils in selected secondary schools in Lusaka District. The findings were presented in line with the research questions which centered on finding out the relevance of career guidance services offered to pupils in selected secondary schools. That is establishing the types of career guidance services offered to pupils by schools, determining the relevance of career guidance and establishing why pupils were not clear of career to choose. The findings under study question one revealed that the types of career guidance offered to pupils are career education, career talk and career life and planning. The study found out that both subject teachers and guidance teachers were offering career education while career talk was only offered by guidance teachers. Findings further revealed that there are no drawn up programmes in the offering of career guidance as it was not timetabled.

Findings on study question two revealed that career guidance offered to pupils was relevant. This is because the services enabled pupils to make right career decisions and helped them to plan for the future which is very important in an individual's life. Further findings revealed that career guidance services were relevant as pupils were encouraged to study hard, remain focused and also understand their careers. As regards to study question three, the study findings suggested that pupils were not clear of career to choose due to lack of guidance from people (guidance teachers) tasked to provide the services. Pupils were not clear of career to choose also due to lack of self-belief. That is pupils not believing they can do it in particular careers. Further findings reviewed that pupils were not clear of career to choose as a result of parental pressure since some parents were too demanding and wanted perfection, a situation which brought panic on pupils.

The findings have contributed to the already existing body of knowledge. In the first place, it has been clearly seen that failure by guidance teachers to apply the trait-and-factor theory in their career guidance can lead to not achieving the intended goals by schools. The study also has revealed that for pupils to fully benefit from a career guidance programme, they need to be adequately guided by people who are knowledgeable. On the other hand, career guidance was not an activity done in a day but a process and those pupils find themselves in different occupations because they possess unique abilities. This goes well with the usage of the trait and factor theory which guided the study as theories are built on the proposition that in order to explain why pupils find themselves in different occupation, the process of choice including the selection process must be taken into consideration. This means that though certain factors influence a person's career choice, there are also certain (guidance) occupational factors which in effect, select the individual. Theories provide the foundation knowledge from which secondary school guidance teachers draw useful concepts to explain pupil's behaviour and personality so as to place them in suitable career fields. The next chapter presents the discussion of the findings.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.1 Overview:

This chapter presents a discussion of the research findings on relevance of career guidance services to pupils in selected secondary schools in Lusaka District. The discussions covers also characteristics of the participants, and was guided by three objectives which were to establish the types of career guidance services offered to pupils, to assess how relevant career guidance (CG) services are to pupils in terms of preparing them for career choice and establish why pupils are not clear on choosing their career.

5.2 Types of Career Guidance Offered to Pupils

5.2.1 Types of Career Guidance Services

The first objective of the study was to establish the type of career guidance services offered to pupils in the selected secondary schools. The findings revealed that among the pupils, 319 (64%) career education services were dominant. Probably so because each time the word career is mentioned in a class set up, pupils associate it with education. For them being provided with a list of types of career guidance services, what came into mind was education. Forty seven (9%) were undecided and this could be attributed to non- allocation of time for career guidance within school routine. While eleven teachers indicated career guidance, nine career talk and five cited general education. It was rather ironic that all the teachers and the majority of the pupils indicated career education and career talk were offered in their schools and some were undecided yet they were expected to have mutual interaction because they spent three quarters of their daily time together. This contradicts Melgosal (1997) argument that the influence secondary school teachers might have over their pupils is great. Most pupils let themselves be guided and be influenced by someone who understood them, listen to them and to some extent was their friend. In this case it may be interpreted that the pupils are not able to ascertain that the piece of advice they are getting from their teachers are a form of career guidance. It could be concluded that there is no free interaction between teachers and pupils.

Majority of the Head teachers and guidance teachers indicated that career education and career talk were offered in their respective schools. They also cited that career guidance was necessary as it made pupils make right and wise career decisions. This is an indicator that most of the Head teachers and guidance teachers consider career education and career talk as major determinant factors for guidance of pupils in preparing them for career choice. This is in line with Tobert (2008) who suggested that the group career guidance given in secondary schools should cover various types such as career education, career talks, career assessment, career and Life planning, career counseling, career development, career guidance, career information career intervention and career related issues.

The theory greatly influenced the study in that it gives directions to career guidance teachers to describe jobs and be able to know the requirements in an attempt to predict future job success from the measurements of traits that are job related. Secondly, the theory emphasizes on matching the individual's personality with requirements of specific occupations and guidance teachers are tasked to mold characters of pupils so as for them to match personalities with particular job descriptions. Fundamental to the Trait and Factor theory is the assumption that individuals have unique patterns of ability that can be objectively measured and correlated with the requirements of various types of jobs. The implications of the trait and factor theory on secondary school career guidance teachers are that because pupils possess measurable traits that can be related to occupational choice, guidance efforts should be directed at helping pupils understand themselves: their abilities, aptitudes, skills and interests. Above all, learning how to gather, understand, apply information about self and the world of work is an important skill and basic to making informed career decisions, hence it should be thought to pupils.

5.2.2 Provision of Career Guidance and Invitation of Role Models:

The study established that career guidance was offered by career guidance teachers who had separate rooms where they operated from. Although most of the pupils were not aware that career guidance services were offered in separate rooms occupied by the career guidance teachers as they thought only examination issues were dealt with in these rooms. The offering of career guidance should use all members of staff and determine their role in it (Mortmore, 2004). It is clear that schools are contradicting Mortmore's argument and as such, it is difficult for

schools to achieve the purpose of providing career guidance without team work. The researcher entirely agrees with Mortmore as the saying goes “together we stand and divided we fall”. In order to succeed in career guidance, the provision must involve all members of staff. Currently in the selected secondary schools there is no team work involved at all as the provision of career guidance services is entirely left to guidance and counseling teachers.

Further the study established that schools were rarely inviting role models to give career talks on particular careers to help pupils clear uncertainty on type of career to choose. This shows that schools attach little importance to role models as important partners in terms of helping pupils clear uncertainty where choosing of suitable career is concerned. This on its own is a recipe for not achieving intended goals of career guidance services.

5.2.3 Attitude towards Offering of Career Guidance to Help Pupils Understand Themselves in Relation to Career Choice:

The findings of the study indicate that career guidance services were offered to learners mostly in a group. This clearly shows that those assigned to provide the services to pupils have no time for one-on-one type of guidance which is an ideal situation if an institution was to meet an intended goal of career guidance programme. It is widely said that shy pupils will not ask for clarity in a group as they perhaps would have done in one-on-one set up. As long as these pupils keep quiet even when things are not clear to them, the uncertainty on them where career choice is concerned will still be there. The 90 (8%) out of 500 pupils who said they received career guidance services individually were too few to make an impact on the programme or influence it.

The study also established that schools were not doing enough to help pupils understand themselves in relation to career choice. This is evident from the majority of the teachers who said so. On the other hand, twelve (48%) of the teachers said schools were doing enough to help pupils understand themselves in relation to career choice as they appointed career guidance teachers. To these perhaps seeing individuals in guidance offices was the entire programme needed in order to succeed. Guidance and counseling teachers can be appointed in offices but if they don't know what to do and are not trained, then the whole purpose of career guidance is

defeated. That is to say may be teachers that are put in these offices are not trained for the purpose of giving correct and valuable career guidance to pupils.

5.2.4 Benefits of Career Guidance:

Study findings indicate that both participants alluded to the fact that career guidance services were beneficial to pupils. Prominent on the list of benefits given was career guidance services helping pupils in decision making. Each individual makes decisions but perhaps those that decide after receiving guidance make quality decisions. It is important that at their level pupils make wise and quality career choice decisions. Pupils on their own can make career choice decisions which may not work to their advantage but with the aid of teachers through career guidance, what they can pick would be to a great extent advantage them. That is choosing of suitable career looking at what suits them.

Further findings reveal that career guidance services help learners make future plans. This is in line with Broscio & Paulick (2003) who suggested that empirical field research, studies at a college level, and a popular career Development Literature all support the importance of systematic career planning as a prelude to successful job searchers and long term career management. Planning is very important aspect in an individual's life. Career guidance services equip pupils with knowledge for future. Career guidance is necessary to the task of socialization ie, preparing young people to become functioning and contributing members of society and is more than just helping the children learn to get along with others and to become an effective part of our society (Taylor & Francis, 1974). Socialization also refers to the process through which a person utilizes his talents, abilities, and his skills for the good of himself and for society. In our society which is competitive, we expect and accept in unusual cases demand what each individual make some contribution. Work is essential, and if a person is to find his place in life, he must be prepared to function as a worker. Pupils can be helped to understand the importance of work and the effects of work up on their lives. This shows that career guidance puts pupils in line with realities of life. For instance, a pupil can use knowledge gained from such services to sequence activities in life and choose suitable career. It was also found out that career guidance services are beneficial in that they help pupils in subject combination. Pupils are equipped with the knowledge of good subject combination for particular types of job. A pupil that is weak in

calculation oriented subjects will not waste time in selecting careers that need calculations on daily basis like accountancy. However, others said there are no benefits. Maybe these are not aware that there are career guidance services and believe that only their parents can select careers for them. Other findings were too minute like working hard and for talent identification which had 2 and 3 pupils respectively.

5.3 Relevance of Career Guidance Services to Pupils in Terms of Preparing Them for Career Choice:

Regarding the issue of relevance of career guidance services, the guidance teachers and the Head teachers interviewed revealed that these services were relevant in preparing pupils for career choice. The justification was that career guidance gave pupils vital information for various careers and equip them with knowledge vital for choosing of right careers. Parson's trait and factor theory proposed that, to select an occupation, an individual should have a career understanding of him or herself-activities, abilities, interests, ambitions, resource limitations and other causes and knowledge of requirements and conditions of success, advantages and disadvantages, compensations, opportunities and prospects in different lines of work and finally true reasoning of these two groups of facts. The theory guided the study as it unveils the fact that career guidance teachers should be aware of different occupational tasks, especially in this information age, in order to be able to help pupils become familiar with the futures of different occupations, thus preparing the pupils for career choice. This is in line with Mender (1994) who argued that career guidance in the United States of America was important as it prepared learners for college life. These children come from different back grounds with different parental influence. Parents have dream careers for their children but this in most cases is done without taking into account the interest and capability of their children. To some extent without knowledge regarding requirements for particular careers. The offering of career guidance by teachers at schools open the minds of individual pupils such that they will discover suitable careers for themselves and perhaps share the knowledge with parents. This will make the two parties meet somewhere and settle for a suitable career for pupils. Out of the 500 pupils that took part in the study, 244 (49%) cited that the relevance of career guidance services were seen in helping them choose appropriate careers. This is true in that choosing of career is one easy thing

but settling on the right one is another. This implies that without career guidance services pupils can choose careers that are not suitable for them but with guidance, can settle for those that suit them.

Further findings on relevance of career guidance services indicate that 110 (22%) pupils said that these services made them know their careers. Perhaps from an ordinary pupils' angle, everybody is aware that there are careers without really understanding themselves in relation to these careers. It is probably after receiving career guidance that pupils will be made to know careers to fit in relation to their ability. One hundred and seven (21%) pupils see the relevance in studying hard. This is in line with Magati (2013) who argues that career guidance in Kenya was viewed as a vehicle to best academic and professional achievement. Children need to be reminded that in order for them to achieve their dream careers, they need to work hard as their careers demand good results. And this is the only way they can study. A pupil who wants to be a Lawyer might take it that the requirements are the same as for one who wants to be a Soldier of which is not the case. It is during guidance that he/she will be told that the Law career demands excellent results compared to that of being a defence personnel. The pupil will pull up his/her socks in order to attain the required level of excellency. However, the study also revealed that ten (10) did not see any relevancy of career guidance services. The different backgrounds of pupils affect the way they perceive these career guidance services. For some who are tailored by parents towards particular jobs or careers, any other form of guidance is nothing to them. And such will be regarded as irrelevant in their ears.

5.4 Why Pupils were not clear of Careers to Choose;

5.4.1 Pupils Responses on why they were not clear on choosing their career:

The majority of the pupils 265 (53%) cited lack of guidance as to why they are not clear of career to choose. An approach to career guidance wherein all students are aided to develop to their utmost is necessary and more effective in meeting their needs (Francis & Taylor, 1974). Most students appreciate professional help in their development. These pupils require guidance in order for them to be able to choose suitable careers. Gupta (2017) argue that everybody including pupils want to be successful but pupils do not get guidance to make right decisions at right time. In secondary school, career guidance is not timetabled as a subject and the task of

giving career guidance is given to guidance teachers. It is clear that the guidance teachers are not doing their job as expected. On the other hand, this may be an indicator that guidance teachers are not trained to be in such offices. It is common in schools for Head teachers to appoint teachers in guidance offices and in most of the cases such teachers have no form of training in guidance. Such teachers are not in position to give guidance to learners. Right career guidance can tell a pupil about career options that should suit him/her (Gupta, 2017). In this case right career guidance can only come from someone who has undergone some training in guidance and possess the right papers in this field. Teachers without any form of training in guidance will not guide pupils adequately. In fact mostly these teachers end up misleading pupils and create more confusion in the preparing of these children in career choice. This definitely causes pupils not to be clear of career to fit.

Further findings show that pupils were not clear of career to fit due to lack of self-belief. A secondary school pupil has a future and it is his duty to make a right career decision (Gupta, 2017). Many pupils do not believe that they can make it in life and perform in particular careers. They don't have self-conviction and confidence that they can pass in certain subjects and settle for careers that go with particular subjects they view as challenging. Pupils look at things to be so difficult and that they are not capable of making it. They need to work extra hard in order to restore their confidence and self-belief. Findings from FGDs show that pupils were not clear of career to choose as a result of too many subjects given to them. This is in line with Gupta (2017) who argue that in the time of globalisation, when there are myriads of career options, it is normal that novice pupils get lost in these options. Since career guidance is only introduced to pupils at grade 12 level, coupled with too many subjects, it's possible that they can fail to marry subjects with careers. That is to say they are not able to decide a career which is best for them. The reason for this confusion lies in dozens of subjects that are used for career choice available in just one line. This confusion could easily be clarified with the help of trained career guidance teachers but these are not available in secondary schools.

Out of the 500 pupils, 54 (11%) and 51 (10%) of the pupils indicated that they are not clear of career to fit due to parental and peer pressure respectively. The age group for pupil participants in this study was 16 – 21 years. This shows that all the pupils were in the adolescent stage. At

this stage most of the pupils experience difficulties while coping with realities of life and puberty. This is in line with Shertzer and Stone (1996) who suggested that emotional changes in this period include frequent mood shift leading to anger, hostility, frustrations, emotional stress, embarrassment and anxiety. The emotional changes lead to resistance to authority (teachers), hyper criticalness towards teachers, and oversensitivity to adult suggestions regarding issues of life, appropriate advice and use of school time. These changes put pupils at risk of engaging in various behaviour problems which in turn negatively affect the acceptance of career guidance services. Due to pressure from their peers and parents, some pupils will neglect career guidance at school and go into the wilderness thinking that their peers' advice is right. Others will blindly follow their friends and get confused further. Although very few pupils mentioned delay in introduction of career guidance to them as a reason for them not to be clear of career to choose, the researcher finds this to be a strong and valid point. In this study, it was established that career guidance was only given to pupils upon reaching their twelfth (12th) grade. Early introduction as pupils enter grade 8 can really benefit them in that they will have information needed for career choice so as for them to choose suitable careers. This is in line with Taylor & Francis (1974) who recounts that early elementary years in pupils can provide a broad foundation upon which secondary school teachers can build. It is also in line with Ball (1984), who believes that career education should be part of a pupil's curriculum from the moment she/he entered school. He further suggested that as a pupil progresses through school the skills, knowledge and above all the attitudes necessary for work success were stressed. Pupils should have had career orientation at an early stage.

5.4.2 Head Teachers and Guidance Teachers' Response on Why Pupils were not Clear of Career to Choose:

Following the Head teachers and guidance teachers' response on why pupils were not clear of career to choose, the findings show that pupils were not adequately guided. It is quite normal that pupils fail to figure out what they want to do in the near future but career guidance from the right person could really help them to figure out perfect careers for themselves (Gupta, 2017). Career guidance and counseling have office bearers and from result analysis, it shows that those appointed to be in these offices do not know what to do. In other words that is to say that they

have no knowledge on career guidance and as such pupils are not provided with the correct information on career choice. Another interesting finding that came from guidance teachers is that pupils are not clear of career to choose because career guidance was not taken as a core discipline by schools. Surely this is an indication that career guidance is given little or no attention at all by school authorities. Perhaps there was no team work involved to promote career guidance program. This is in line with Mortmore (2004) who suggested that for the career guidance program to succeed, it requires team work approach where every member of staff was considered responsible to contributing to the success of the program.

5.4.3 Class Teachers' Response on Why Pupils were not Clear on Choosing their Career:

The findings demonstrate that thirteen of the twenty five teachers were convinced that pupils were not clear of career to fit due to lack of guidance. That is pupils were not guided by guidance teachers. Today's school guidance teachers are failing to implement school guidance programMEs to complexity that exists linking school guidance program out come to academic achievement (Brown & Trusty, 2005). Sink (2005) argue that guidance teachers fail to execute their dues due to the quasi- administrative task given to them. According to thoughts above, guidance teachers are not able to guide pupils adequately simply because on top of guidance work they are given classes to teach. The researcher entirely disagrees with this. As much as it is true that career guidance teachers are tasked to teach, a person who knows what to do understands his job description and trained to do so will still perform to expectations. Guidance teachers should come up with guidance programs that will not be disturbed by their teaching. This is in line with Bemark & Chung (2005) who have criticized school teachers for maintaining the status quo, and encourage them to be more proactive in creating school guidance programs that are responsive to the needs of the pupils who live in a diverse society. What comes out as a result of the pupils not to be clear of career to choose due to lack of guidance is that those appointed as guidance teacher are not trained and therefore do not qualify to hold such positions. Teachers that have undergone that training and qualify to be in those offices will use experience to come up with strategies that will help in clearing uncertainty where choosing of suitable careers is concerned. Finding further reveal that pupils were not clear of career to fit due to lack of role models. Role model provide vocational information which is necessary to make

career choice. The models speak on different topics for instance Law as a career, Teaching as a career, Nursing as a career. The involvement of role models does not necessarily mean that all pupils will be clear of career to choose but will at least give direction to each individual pupil for the path of career choice which will in the long run help to clear uncertainty.

5.4.4 How Best Career Guidance can be Relevant in Preparing Pupils for Career Choice:

When the pupils were asked on how best career guidance can be relevant in preparing them for career choice, 243 (49%) said involving role models and 100 (20%) said timetabling it as a subject. The finding demonstrate that the majority were for the idea of putting career guidance on the timetable like any other subject and frequent bringing of role models in schools. Other pupils 53 (11%) suggested having trained teachers in guidance and counseling offices. Just like a trained class teacher who goes to teach in class with a lesson plan, a trained guidance teacher must plan his/her work. The trained guidance teacher must provide leadership to the rest of the school in the area of guidance (Hollis, 2008). Pupils probably saw that there was no activity in guidance and hence concluded that the guidance teachers were not trained.

Further finding indicate that the five head teachers and seven teachers cited bringing of role models to give career talk on particular career while eight teachers said involving trained teachers in offices. This implies that the head teachers knew that the guidance teachers were not doing enough to help learners hence suggesting the involvement of outside experts. This somehow supports assertions made earlier on by the researcher that those appointed by the head teachers are bootlickers and do not qualify to hold such positions. The other ten teachers said timetabling career guidance like any other subject was the best as it will force pupils take it seriously.

5.5 Summary

The chapter was discussing findings of the study. It discussed that career education and career talk were offered in the selected schools as these helped pupils make right and wise career decisions. It also discussed that schools attach little importance to role models as they did not invite them (role models) to their schools. The chapter also discussed that career guidance

services were relevant to pupils as they prepared them for career choice. The justification here was that career guidance gives pupils vital information for various careers. Finally, it has also discussed that pupils were not clear of career to choose due to inadequate guidance from teachers who were not trained to give career guidance.

CHAPTER SIX: SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Overview:

This chapter presents the summary, conclusion and recommendations of the study based on the findings and discussions towards the Relevance of Career guidance services offered to pupils.

6.2 Summary of Findings:

The research was looking at Relevance of Career guidance services to pupils in selected secondary schools in Lusaka District. Prior to the research, it was observed by the researcher that pupils were not clear of career to fit after leaving school. This motivated the researcher to find out why this was so and establish the relevance of career guidance.

The study was based on three objectives and responded to three research questions. The first objective and research question set out to establish the types of career guidance services offered by secondary schools to pupils in selected schools. The second objective and research question set out to assess the relevance of career guidance and the last objective and question set on why pupils were not clear on choosing their career.

As outlined in both the presentation of findings and discussion of findings, it can be summarized as

- (i) The type of career guidance services pupils received were career education, career talk and general guidance.
- (ii) As concerning relevance, career guidance services were relevant to pupils as they enabled pupils to: Choose suitable careers, Know their careers, study hard, make wise decisions and remain focused.
- (iii) Career guidance services were beneficial to pupils as they equipped them with relevant information required for decision making in one's life.

- (iv) Pupils were not clear on type of career to choose due to lack of professional guidance and that in most cases those entrusted in guiding them were not trained in the field of guidance and counseling.

6.3 Conclusion:

Implications of the trait and factor theory of career development exist for practitioners, especially adult and secondary school career/guidance counselors. Because students possess measurable traits that can be related to occupational choice, guidance efforts by guidance teachers should be directed at helping students understand themselves: their abilities, aptitudes, skills, and interests. Above all, learning how to gather, understand, and apply information about self and the world of work is an important skill and basic to making informed career decisions (McDaniels & Gysbers, 1992), hence it should be taught to pupils. Career guidance teachers themselves should be aware of different occupational tasks, especially in this information age, in order to be able to help pupils become familiar with the futures of different occupations. Also, it is important for guidance teachers to realize that they may encounter remarkable differences between their own aptitudes, achievements, interests, values and personalities and those of their pupils. In such situations, the counselor should recognize and be tolerant of these differences. This and some other problems make trait and factor theory one of the most difficult theories for counselors to implement.

From the study, it is clear that schools were not coordinated in the offering of career guidance services and that there was no team work in the selected schools contrary to what the researcher thought that there was team work involved as schools offered career guidance. This is evident from the fact that there was no time allocation for career guidance on school calendars. As such, the researcher observed that very little if not at all career guidance was taking place in these schools. Pupils in these schools were keen to go for career guidance as long as there was time allocated and programme drawn for them.

None the less, the study established that besides the school and career guidance teachers in particular did not draw a program to involve everybody, some class teachers were giving some form of guidance in their classes before teaching. On the other hand, this made little impact on

pupils as these teachers were not doing it in the right way since most of them have no form of training in career guidance. The study also established that career guidance teachers had separate rooms where they operate from a situation good for the guidance program except that these rooms were too close to classes of learning. This probably discourages those wanting to seek guidance services in fear of being seen by others that they have problems and be laughed at.

The study has also established that career guidance was offered in large groups. This situation is not ideal for the shy and language disadvantaged learners as these cannot ask or talk to clear uncertainty in fear of being mocked by the talkative ones. Also established is that schools are not inviting role models to give career talks on particular jobs. Career talks are very important if uncertainty on type of career to choose was to be cleared on pupils as career talks give insights of what happens in certain jobs. For instance, a role model will talk in depth on what goes on in nursing as a career, Law as a career and so on. Information about different careers coming directly from role models (horse's mouth) may help pupils to make up their minds on particular careers.

It is imperative to state that, the present study met the study objectives. In addition it has added new knowledge on relevance of guidance services offered to pupils in secondary schools to the body of knowledge. For instance, in order for pupils to fully benefit from a career guidance programme, they need to be adequately guided by people who are knowledgeable.

6.4 Recommendations

Arising from the study findings, the following are the recommendation made for the attention of various stakeholders:

6.4.1 Recommendations to the Ministry of General Education:

- (i) Government through the Ministry of Education should ensure that Guidance office is gazetted as a department with qualified Head of Department for smooth running and programming of activities to benefit learners.

- (ii) Government through the Ministry of Education should ensure that all teachers are given in service training in career guidance so as to promote the spirit of team work unlike leaving the task of career guidance to a few guidance teachers.

6.4.2 Recommendations to schools:

Based on the findings of the study, the following recommendations were made:

- i. There is need for schools to separate career guidance from counseling as the present scenario make guidance teachers concentrate on counseling to maintain good discipline levels.
- ii. School authorities should consider assigning school guidance teachers less teaching loads in order for them to have ample time to offer career guidance services to pupils.
- iii. There is need for schools to ensure that career guidance is timetabled like any other subject to attach importance so that pupils can treat it as a core discipline in order to benefit from it fully.
- iv. School authorities should make it a policy that they invite role models to give career talks to pupils as this can help in clearing uncertainty where career choice is concerned.
- v. School authorities should ensure that those appointed as guidance officers are appointed on merit and have some training in guidance (or are recommended for training) to promote adequate guidance of pupils.
- vi. School authorities should ensure that career guidance is introduced as early as grade 8 so that by the time pupils reach grade 12 they would have made their choices unlike the present scenario where such services are given to grade 12s only.

6.4.3 Suggestions for Future Research:

- (i) The study suggests that future research should look at whether schools were doing enough to promote career guidance.

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APPENDICES

APPENDIX A: PUPILS' QUESTIONNAIRE ON RELEVANCE OF GUIDANCE SERVICES OFFERED TO PUPILS.

This is a research and not an examination. There is no correct or wrong answer. The answer you give will be confidential and used purely in research study. Give your opinion accurately and do not write the name of the school or your name anywhere in this paper. Put a tick (✓) where applicable.

SECTION A

1. What is your gender? Male [] Female []
2. How old are you? 16- 20 [] 21- 25 []
3. Category of school. Boys day [] Girls day [] Mixed day [] Mixed boarding []
4. Grade 11 [] 12 []

SECTION B.

5. Which of the listed types of career guidance services below are offered in your school?

Career Education []

Career Exhibition []

Career Talks []

Career and Life Planning []

SECTION C.

6. How is career guidance offered in this school?

.....
.....

7. What benefits do you get from the Career guidance services you receive in this school?

.....
.....

8. Do you think the Career guidance services you receive from the guidance teacher make you be able to choose Careers you would fit?

.....
.....

9. Do you think the Career guidance services provided to you are relevant in terms of preparing you to choose a career? Please say why for either of your response.

.....
.....

SECTION D

10. What makes pupils not to be clear of Career they would fit after leaving school?

.....
.....
.....

11. Suggest how best career guidance can be relevant in preparing pupils for career choice.....

.....

APPENDIX B: FOCUS GROUP DISCUSSION GUIDE FOR PUPILS

INTRODUCTION

Dear Participants,

My name is Malambo Phillip Munyati and I am a student at the University of Zambia pursuing a Master of Education in Guidance and Counseling. As a partial fulfillment of the requirements for the programme, students are required to research on topics of their choice.

My topic of choice is Relevance of Career Guidance Services to Pupils in Selected Secondary Schools in Lusaka District. In addition the information collected through this study is strictly for academic purposes only and therefore shall be kept confidential and no name or any identity shall be attributed to anyone of you.

Furthermore you are free to choose to participate in this research and you can also choose to pull out at any time.

I would highly appreciate if you could spare some time to answer some questions because your participation is valued.

QUESTIONS.

1. How is career guidance offered in this school?
2. What benefits do you get from the Career guidance services you receive in this school?
3. Do you think the Career guidance from the guidance teacher make you be able to choose Careers you would fit?
4. Do you think the Career guidance services provided to you are relevant in terms of preparing you to choose a career? Please say why for either of your response.
5. What makes pupils not to be clear of Career they would fit after leaving school?

6. Suggest how best career guidance can be relevant in preparing pupils for career choice.

THANK YOU FOR PARTICIPATING IN THE STUDY

APPENDIX C: QUESTIONNAIRE FOR TEACHERS ON RELEVANCE OF GUIDANCE SERVICES OFFERED TO PUPILS

This questionnaire is purposed to collect information on the relevance of Career guidance services offered to pupils by secondary schools. The information you give will be treated with utmost confidentiality and only used for the purpose of this research study. Kindly respond to all the items in the questionnaire and do not write your name anywhere in the questionnaire.

SECTION A

1. What is your gender? Male [] Female []

2. How long have you been a teacher?

Less than 5 years [] 5- 10 years [] 11- 15 years [] More than 15 years []

3. Do you have any form of training in Career guidance related issues? Yes [] No []

If yes up to what level?

(a) Master’s degree and above [] (b) First Degree [] (c) Diploma [] (d) Certificate

(e) Other (specify) []

SECTION B

4. Do you give any form of Career guidance to pupils in your class?

.....
.....

5. Kindly justify your response above by stating the types of Career guidance services you provide or why you do not provide them.....

.....

SECTION C

6. As an individual, do you think Career guidance services provided to pupils are helping them prepare in career choice?

.....
.....
.....
.....

7. Is Career guidance beneficial to pupils as they make Career choices?

Explain.....

.....
.....
.....

SECTION D

8. From your experience, what do you think makes pupils not to be clear of Career they would fit in?.....

.....
.....
.....

9. Do you think the school is doing enough to help pupils understand themselves in relation to Careers they would fit in?

Explain.....

.....
.....
.....

10. Suggest how best career guidance can be relevant in preparing pupils for career choice.....

.....

.....

THANK YOU FOR PARTICIPATING IN THE STUDY.

APPENDIX D: INTERVIEW GUIDE FOR GUIDANCE TEACHERS ON RELEVANCE OF CAREER GUIDANCE SERVICES OFFERED TO PUPILS

This interview is aimed at collecting information on the relevance of career guidance services on pupils in secondary schools. The information you give will be treated with utmost confidentiality and only used for the purpose of this research study. Kindly respond to all the questions below as honestly as possible.

SECTION A

1. What is your gender? Male [] Female []

2. How long have you been the guidance and counseling teacher?

Less than 5 years [] 5-10 years [] 11-15 years []

More than 15 years []

3. What is your teaching load? Less than 15 periods []

15-20 periods [] More than 20 periods []

4. Do you have any training related to guidance and counseling?

Yes [] No []

If yes up to what level?

(a) Master's degree and above []

(b) First Degree []

(c) Diploma []

(d) Certificate []

(e) Other (specify) []

SECTION B

5. What kind of the Career guidance services do you provide in your school?
6. Why do you provide the types of career guidance services you have listed above?
7. What are the benefits to pupils of the types of Career guidance services you provide?
8. Are you achieving the intended goals for the Career guidance services you provide?
9. Do you think Career guidance services are relevant to helping pupils prepare for career choice?
10. Kindly justify your response to the question above.
11. From your experience, why is it that pupils are not clear of Career they would fit after leaving school?
12. How often does your school bring experts to give career talks to pupils for particular Careers to help clear uncertainty in pupils? Often [] Not often [] Not at all []
13. Is Career guidance timetabled or offered to pupils by chance?

THANK YOU FOR PARTICIPATING IN THE STUDY

APPENDIX E: INTERVIEW GUIDE FOR HEAD TEACHERS ON RELEVANCE OF CAREER GUIDANCE SERVICES OFFERED TO PUPILS.

This interview is aimed at collecting information on the relevance of Career guidance services on pupils in secondary schools. The information you give will be strictly confidential and will only be used for research purpose. Kindly respond to the questions below as honestly as possible.

SECTION A.

1. What is your gender? Male [] Female []
2. How long have you been a Head? Less than 5 years [] 5 -10 years []
11-15 years [] Over 15 years []
3. Do you have any training related to guidance and counseling? Yes [] No []

If yes, up to what level?.....

- a) Master's degree and above []
- b) First Degree []
- c) Diploma []
- d) Certificate []
- e) Other (Specify) []

4. Does your school guidance teacher have a separate office where pupils can go for guidance and counseling? Yes [] No []

SECTION B

5. Does your school provide Career guidance to pupils?
6. If no, why doesn't the school provide Career guidance services to pupils?

7. Who provides Career guidance to pupils?
8. What type of Career guidance services are provided to pupils in your school?
9. In your opinion, how relevant are these Career guidance services to preparing pupils for career choice?
10. Kindly provide examples to justify your response to the above question.
11. Why do pupils seem not clear about their Career choices?
12. Suggest how best career guidance can be relevant in preparing pupils for career choice

THANK YOU FOR PARTICIPATING IN THE STUDY