

**TEACHER EMPLOYABILITY AND PROSPECTS IN CHIPATA COMPOUND OF
LUSAKA ZAMBIA: EXPLORING LIVED VOICES OF UNEMPLOYED TEACHER
GRADUATES**

By

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A dissertation Submitted to the University of Zambia in partial fulfillment of the requirement
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AUTHOR'S DECLARATION

I, **Tendai Mugabe**, do hereby solemnly declare that this dissertation represents my own work and it has never been previously submitted for a degree at the University of Zambia or any other university. All published work or materials from other sources incorporated in this dissertation have been specifically acknowledged and references thereby given.

Signature

Date

CERTIFICATE OF APPROVAL

This dissertation by **Tendai Mugabe** is approved as fulfilling part of the requirement for the award of the degree of Master of Education in Educational Management of The University of Zambia.

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ABSTRACT

Since the statistics on employment constitute one of the yardsticks in determining how well an economy is fairing, it is not surprising that tackling unemployment is a topmost agenda item for most countries, including Zambia. However, despite government's renewed focus in tackling the problem in Zambia, teacher employability has been on an upward trend and is now much higher than that of other professions. While one can appreciate the magnitude of teacher unemployment in Zambia due to the publication of various statistics, it is however worrying that most research that has been conducted on this phenomenon has ignored the lived voices of unemployed teacher graduates.

This study explored the lived voices of unemployed teacher graduates teacher in Chipata Compound of Lusaka Zambia .The unemployed teacher graduates from Chipata compound where selected using purposive and snowball sampling and structured interview, schedule was used to obtain qualitative data from twelve of them. Meanwhile, Tesch's eight-step approach for data analysis was employed. Data collected from semi-structured interviews was analysed using themes so as to easily interpret and understand the essence of the data. The study was qualitative and used phenomenological research design.

From the findings of the study, most participants revealed that investing in education is perceived to increase employability in that an individual with greater knowledge and skills will be more productive in competitive labour markets than one with less human capital. The findings also showed that educational training provides substantial returns to individuals and, as individual returns are aggregated throughout a community, also creates broad social benefits perceived far more cost-effective than paying for the social consequences of under-funded low quality education. The study also established that, teacher employability has negatively impacted the teachers due to the fact that there is lack of employment hence the unemployed teacher graduates develop coping strategies in order to remain resilient to unemployment. The study further established that teacher graduates employability is likely to have long-term effects on employment prospects and wages in the near future.

The study recommended that, there is need to initiate programmes to upgrade the knowledge and skills to actualize the unemployed teacher graduates' entrepreneurial aspirations, Additionally, promotion of merit based job recruitment processes to enhance employability and empower unemployed teacher graduates so that they can engage in small scale businesses.

DEDICATION

This research work is dedicated to my cherished mother Juliet Musonda who taught me the value of education and has been there for me at all stages of life. This research work is also dedicated to my beloved Husband Martin Sichilima and daughter Taizya Nachilima. They encouraged me to work hard and allowed me to be away from home during the time of my study. Your presence in my life motivates me to do all the hard work so as to give you the best in your life time.

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LIST OF ACRONYMS

SNDP-Seventh National Development Plan

BETUZ-Basic Education Teachers Union of Zambia

CSO-Central Statistical Office of Zambia

EU-European Union

FDGs-Focus Group Discussions

MESVTEE-Ministry of Education, Science, Vocational Training and Early Education

NAQEZ-National Action for Quality Education in Zambia

STEM-Science, Technology, Engineering and Math

TCZ-Teaching Council of Zambia

TEVET-Technical Education, Vocational and Entrepreneurship Training

USA-United States of America

ZNTC-Zambia National Teacher Coalition

CHAPTER ONE

INTRODUCTION

1.0. Overview

This chapter presents the background to the study and defines the problem that the study addressed. It states the purpose, objectives and research questions that the study answered. The chapter further reflects on the significance, delimitations or scope of the study, theoretical framework, operational definition of terms, and provides the summary of the chapter.

1.1. Background of the Study

The importance of teacher employability can hardly be overestimated. The teachers are the potential and future of every country. Governments with a long-term vision for welfare and development in their countries are concerned with the best ways to integrate the teachers into the labour force. The topic has been receiving media attention and has been discussed in many business and policy forums. The issue of unemployment among graduate teachers is of great concerns globally and have been documented in many books. According to a global estimates by the World Bank, unemployment rose by 26.5% between 2008 and 2011; leaving a staggering global population of nearly 75 million people without jobs (World Bank, 2013). While our industry strive to get the right students into the right educational institutes around the world, and to enhance their skills through language learning, apprenticeship or internship experience, others begin to question the value of higher education these days due to the limited opportunities for jobs (Bello, 2017).

Additionally, the issue of unemployment has risen to the top of the political agenda. Businesses and citizens alike are facing increasing levels of unemployment as the challenging economic climate continues to hit hard. The debate about unemployment is far reaching. It extends beyond the more high profile OECD (Organization for Economic Co-operation and Development) countries to the fast growth economies, such as Latin America, Mexico South East Asia and India. While these countries appear to be bucking the global economic trend, there are still challenges in the area of unemployment. Much of the population remains in a poor economic state because of the need to shape and invest in skills that make them employable. We are seeing just such a situation in Mexico. Despite unprecedented macroeconomic stability reducing inflation and interest rates to record lows and increasing

per capita income, Mexico is currently struggling with an increasing rate of unemployment. In the first quarter of 2007 the unemployment rate was 3.96%. Five years later in 2012 the National Institute of Statistics and Geography (INEGI) determined that this rate had risen to 4.93% for the first quarter. In the latest INEGI update, the unemployment rate for January 2013 was 5.42% amongst the economically active population (Capgemini and Oracle's World Jobseeking Report, 2013).

Regionally, Africa is experiencing unemployment which is one of the problems that affect the social stability of many nations, both in the developed and the less developed countries there is unemployment. This problem particularly affects the teachers. Recent studies have shown that in terms of profession, 39% of those who are unemployed are teachers. Thus, unemployment is higher among the teacher graduates and least among those from other professions. As a result of these findings, most countries are concerned with the dwindling state of employment opportunities. Many of the unemployed people in these countries are bound to become non-productive, anti-government and social abnormal force which calls for action to be taken by organizations both at the national and international level (Adolescent Girls initiative, 2015).

Furthermore, unemployment is a socio-economic challenge with economic costs and many other challenges that have affected African countries. It reduces economic welfare, reduces output and erodes human capital. These costs make unemployment a high priority in a lot of countries. For example, the South African economy has been experiencing rising graduate teacher unemployment over many years. In 2011, the unemployment rate was at 24.2% and in 2013 it had increased to 25.2%. At the same time, there was a structural change observed in labour demand trends shifting towards high-skilled workers (Statistics South Africa, 2014).

Zambia is one of Sub-Saharan Africa's most highly urbanized countries. About one-half of the country's 16 million people are concentrated in a few urban zones strung along the major transportation corridors, while rural areas are under-populated (Chanda, 2008). As a result of this unemployment and underemployment there are many serious problems faced in Zambia. In the year 2016 the University of Zambia reported that it was offloading a total of 4,890 graduates into the job market after they successfully completed their studies in various fields. Of the total 4,890 graduates to be offloaded on the market, 25 were Doctors of philosophy, 421 graduated with Masters' degrees and 3,582 were conferred with bachelor's degrees while six graduated with postgraduate diplomas. From the figures mentioned, 200 were teachers

from 421 graduated with Masters' degrees and 3,582 who were conferred with bachelor's degrees and six graduated with postgraduate diplomas were all teachers (secondary and primary level inclusive) (Chansa, 2018).

Chansa (2018) further postulates that, the university also awarded diplomas and certificates to 734 and 122 graduates teachers respectively during the graduation ceremony which was conducted at the Great East road campus. This study assesses teacher employability with focus on Chipata Compound in Lusaka district. As a basis for the detailed analysis of the study, the researcher will explore lived voices of unemployed teacher graduates ; have a closer look on the theoretical background of teacher employment, regarding different definitions, causes and theoretical approaches as well as consequences.

According to Chabala (2019) one sector where there is unemployment in Zambia is teaching. Many teachers have been trained but have not been deployed since their graduation. Some of the teachers have stayed for five to six years without being formally employed by government. Chansa (2018) quoted by Chabala (2019) stated that, the National Action for Quality Education in Zambia (NAQEZ) is deeply concerned over the swelling number of trained teachers who are unemployed. Currently, statistics are stubbornly indicating that we have about 50,000 teachers who cannot find any employment in government or private sector. It is now abundantly clear that the private sector cannot employ anymore and that government has no capacity to absorb all these teachers. When government advertises to recruit 2,000 teachers, for example, more than 45,000 teachers apply. This is fertile ground for untold corruption, nepotism and favouritism when selecting the paltry 2,000. Despite, government employing 5000 and 2000 teachers in 2016 and 2017 respectively, by 2018 Zambia had 30, 000 unemployed teachers. In the early months of 2019, the number increased to 40, 000 unemployed teachers. By September 2019, the number swelled to 50, 000 unemployed teachers (Chabala ,2019). It is predicted that the number of unemployed teachers will keep on rising if stiff interventions are not implemented. This will result in increased crime rates and other vices. To absorb rising numbers of unemployed teachers, it is also predicted that Zambia needs to employ over 130, 000 teachers by the year 2030.

In addition, the rate of unemployment among teachers varies from early 1999 to date with different statistics. In 1999 there were roughly 30,000 trained teachers and 9,000 untrained teachers (Chanda, 2008). The goal was to produce 4,400 teachers every year between 1990 and 2000. The annual output of teachers from colleges was 2,226-2,174 less than the goal

(Central Statistical Office, 2013). There had been a shortage in the output of trained undergraduate as well as qualified graduate teachers. Consequently, the country relied on untrained teachers in primary. A large number of the untrained teachers concentrated in rural areas. The secondary school teacher supply and retention was also beset with a high attrition rate. The shortage of secondary school teachers was cited to be particularly acute in mathematics and science subject. In an effort to improve pupil teacher ratios government recruited 5000 teachers in 2016 and a further 2000 in 2017. The number of teachers recorded as at 2016 was 96,228, giving Pupil-Teacher Ratio of 55.3 in 2014 to 43.3 in 2016 at primary level. Pupil-Teacher Ratio had remained fairly stable at 36.5 at secondary level. From the statistics, it is deduced that, teaching fraternity became overwhelmed with unemployment levels in the recent years due to poor planning (Central Statistical Office of Zambia, 2019).

However, Zambia currently has around 50,000 teachers who cannot find jobs in government or private schools, the situation might turn into a social, economic and political catastrophe if nothing is done to help the situation. Thousands of professional teachers who trained and graduated more than seven years ago are still without teaching jobs (Chabala, 2019). According to Sampa (2019) the government's incapacity to recruit as many teachers as it could due to lack of funds had created fertile ground for nepotism and corruption as employers only consider those close to them. Furthermore, teaching now as a profession is sending a bad image to the future generation in that everyone's thinks there are no jobs for teachers because of the number of graduate teachers on the street without jobs. For example, recently, the Ministry of Education made a pronouncement to recruit 1200 teachers. This information has been questioned by many well-meaning Zambian because the recruitment will just promote corruption and does not give hope to a graduate teacher as the number of unemployed graduates amount to 60, 000.

Over the years, the Zambian government has allocated resources towards the building of schools and universities in different parts of the country so as to bring education closer to the people for more Zambians to be educated. As in 2011 we had three public universities, 32 private universities and colleges, and 48 public technical universities and colleges, including 14 teacher training colleges which fall under the Ministry of Education. Despite the allocation of the resources, very few changes have taken place and teachers are suffering. In addition there are 239 technical and vocational institutions which fall under TEVETA. However, increasing the "quantity" of education and neglecting the "quality" thereof could cause significant gaps in a country's economic growth (Sampa, 2019).

1.0. Problem Statement

Graduate teacher unemployment is a growing global problem that is negatively affecting their present and future social-economic wellbeing. The level of unemployment in Zambia among graduate teachers is worrisome and need better attention or strategies. Zambia as a country has been hit by a flood of graduates who have no jobs. Graduate teacher unemployment is damaging the economy for it can lead to ‘frustration and disillusionment among many people, while extended periods of unemployment may result in the erosion and outdated of trained teachers skills base in the country (Moleke, 2005). However, there is need for a study on exploring the lived voices of graduates among graduate teachers in Lusaka, Zambia. Limited research into this problem leads to lack of understanding of the nature of the problem, the factors contributing to it and the appropriate interventions that could promote graduate teacher employment.

It is against this assertion, that the issue at hand needs immediate and serious attention in order to address the problem on teacher employability and prospects in Chipata Compound of Lusaka Zambia through exploring lived voices of unemployed teacher graduates in the Area.

1.3. Purpose of the Study

The purpose of this study was to explore the lived voices of unemployed teacher graduates in Chipata Compound of Lusaka.

1.4. Research Objectives

The objectives of this study were as follows;

- i. To explore the real and perceived returns on investment in teacher educational training in Chipata Compound, Lusaka.
- ii. To establish coping strategies have been developed by the unemployed teachers to remain resilient to the current high unemployment levels in Chipata Compound, Lusaka.
- iii. To investigate the future prospects for teacher unemployment in the teaching sector in Chipata Compound, Lusaka.

1.5. Research Questions

This study was designed to seek responses to the following questions:

- i. What are the real and perceived returns on investment in teacher educational training in Chipata Compound, Lusaka?
- ii. What are the coping strategies that have been developed by the unemployed teachers to remain resilient to the current high unemployment levels in Chipata Compound, Lusaka?
- iii. What are the future prospects for teacher unemployment in the teaching sector in Chipata Compound, Lusaka?

1.6. Significance of the Study

The findings of this research may reinforce the implementation of strategies/measures that may help the unemployed graduate teachers in the country. The study also may act as an eye opener to both interested parties and the stakeholders to get insight information on the rise of unemployment among graduate teachers and help to generate strategies that will help the country and make submission where possible to reorient the education system with the world of work. But above all, this research may stand out as one of the starting points in educational planning for graduate unemployed teachers and encourage further researches. There is also the prospect that the current study findings of public understanding of unemployment may contribute to understanding of the challenge and potential solutions to unemployed graduate teachers in Chipata Compound of Lusaka.

1.7. Scope of the Study

The study focused on teacher employability and prospects in Chipata Compound by exploring lived voices of unemployed teacher graduates in Lusaka Zambia. It just focused on the research theme mentioned, did not touch any other areas of study and it maintained its boundary, Chipata Lusaka only. This compound was chosen because it is highly populated with unemployed teacher graduates. In light of the above, the findings of this study may not be generalized to districts across the country. To this effect, similar studies will need to be conducted in other districts.

1.8. Theoretical Framework

A theoretical framework is a general set of assumptions about the nature of phenomena. It is a reasoned set of propositions, which are derived from and supported by data or evidence (Kombo and Tromp, 2006). A theory is also defined as a set of propositions which together describe and explain the phenomenon being studied (Punch, 2006). This study was guided by the economic labour market theory of supply and demand. The general theory can be found in economics texts, such as Ehrenberg and Smith (1997), and numerous authors have described the application of the theory to the specifics of teacher labour markets in detail (Haggstrom, Darling-Hammond, and Grissmer, 1988; Boardman, Darling-Hammond, and Mullin, 1982). Briefly summarizes the theory here. The demand for teachers as the number of teaching positions offered at a given level of overall compensation and the supply of teachers as the number of qualified individuals willing to teach at a given level of overall compensation. In this study 'Theory of supply and demand' was used to explain how the current high levels of unemployment for teacher graduates is usually brought about in that achieving employment is wanted by everyone, as socially and individually none of us want to remain and feel worthless. Also took note that it is apparent that the enrollment in the schools all over the country started increasing yearly in Zambia.

Barker (2007) explains that by overall teacher employment, it refers not only to salaries (including bonuses, other forms of monetary compensation, and expected future earnings) and benefits but also any other type of reward derived from teaching that can be encompassed under the heading of "working conditions" or "personal satisfaction". The prevailing or negotiated levels of salaries, benefits, and working conditions in a given school district will determine the number of teachers the district will be willing to employ and the number of qualified teachers who will be willing to teach. In view of the above, these principles of supply and demand and the factors that influence them provide a logical frame work within which policies relating to recruitment and can be investigated, understood, and evaluated.

Filer et al. (1996) claim that, the basic principle driving the supply of teachers is the following: Individuals will become or remain teachers if teaching represents the most attractive activity to pursue among all activities available to them. Government policy has independent variables for these elements of attractiveness are the policy levers that can be manipulated at the school, district, or state levels to bring supply in line with demand. The demand for teachers is driven by student enrolments, class-size targets, teaching-load norms,

and budgetary constraints. Teacher shortages occur in a labor market when demand is greater than supply. This can be the result of either increases in demand or decreases in supply or of both simultaneously.

As noted above, teacher surpluses result when supply is greater than demand. The extent to which the demand for teachers is either unmet or exceeded will generally determine the motivation for changes in policy. The labour market for teachers is nested within and continuously influenced by a larger labour market that includes the markets for all other occupations requiring roughly similar levels of education. Based on the current oversupply of teachers, it appears as though many teachers will likely continue to struggle to secure and access teaching employment and establish careers as educators in Zambia because of the limited opportunities in the current economy. In this vein, the economic labour market theory supply and demand becomes very useful for this study.

Currently as noticed, the supply is higher than demand leading to increase in graduate unemployment levels among teachers. In constructing policies that promote recruitment, the goal of policymakers would be to increase the rewards of teaching relative to those of the competing occupations available to the types of people they wish to attract. Because ease of entry, monetary compensation, working conditions, and personal satisfaction are elements of the attractiveness of teaching that can be affected by policy levers, studies that focus on recruitment might examine, for example, changes in policies related to credentialing and alternative certification requirements, early recruitment strategies, and entry-level teacher compensations (Carmody,1982).

In conclusion, it is clear that expansion and improvement of education facilities, led to growing numbers of children going to school. With the progress in development of the country, there had been extensive improvement in the education facilities which made significance changes in the lives of the people. Since then, the enrollment of the students kept increasing annually especially in the teaching sector. On the other side, the annual increase in enrollment indicates an increasing supply of a large number of jobseekers in the labour market in years to come. Over the period of time, it is a concern that this number will outnumber the jobs available in the market it is evident that there are jobseekers with various levels of qualification, yet they do not have related skills which would equip them to match with the jobs available in the job market. While the graduate teachers begin their college or university education with diverse educational goals and life plans, their career paths after

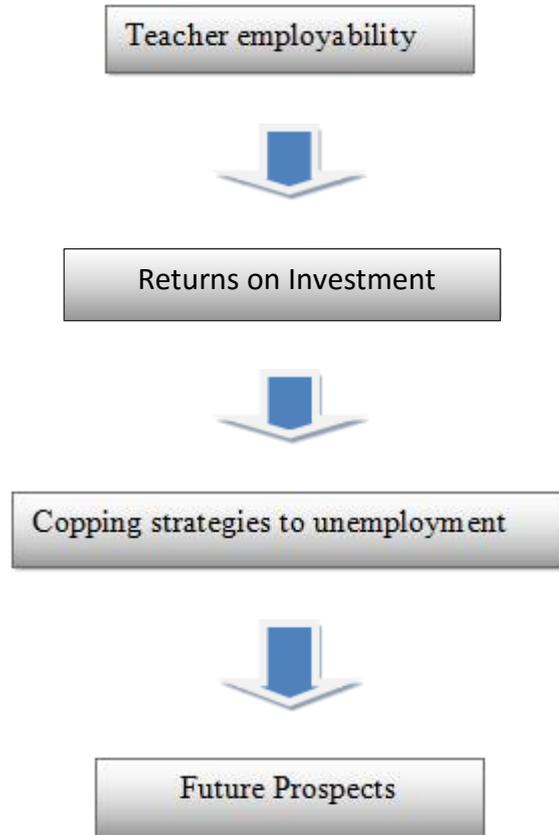
graduation ultimately interact with aspects of the external environment such as the job market. Therefore, the supply and demand theory is also very important for this study because, these variable external factors found in it sometimes affect the graduates' future planning or influence them to go into different fields. The complicated interactions between these components account for unemployment in society, and so prospective teacher graduates should consider decreasing the gaps between their ideal career goals and actual possible employability to avoid unemployment in the future in this context.

1.9. Conceptual Framework

According to McGaghie, Bordage & Shea (2001), conceptual framework is a framework that represents the researcher's synthesis of the literature on how to explain a phenomenon. It maps out the actions required in the course of the study; given his or her previous knowledge of other researchers' point of view and his/her observations on the subject of research. In other words, I can say the conceptual framework is the researchers' understanding of how the particular variables in the study connect. Thus, it identifies the variables required in the research investigation. It is the researcher's 'map' in pursuing the investigation of the study at hand. In this case, the study adopted a conceptual framework derived from the presentation of the results and specific objectives on teacher employability and prospects in Chipata Compound of Lusaka, Zambia by exploring lived voices of unemployed teacher graduates.

The figure below shows the conceptual framework

Figure 1: Conceptual Framework



The above conceptual framework on teacher employability and prospects in Chipata Compound of Lusaka explains that, teacher employability has negatively impacted the teachers due to the fact that there is lack of employment among the graduate teachers hence they regard teacher education training be unbeneficial due to the lack of the perceived returns on investment in teacher educational training, so as the result teacher graduates develop coping strategies in order to remain resilient to unemployment. Therefore, very few people would want to study teaching in the future for it is perceived to have long term effect on employment prospects and wages, if at all they end up being trained as teacher they need to engage in consistent job search.

1.10. Limitations of the Study

All studies have limitations (Drisko, 2005) and this study was no exception. There were two limitations in this study that needed to be acknowledged. These limitations were related to the methodology used. Firstly, a qualitative research approach is subjective in nature, and with the small size of the sample used, the credibility of the research findings are vulnerable to the presence of biased views of research participants. Therefore, this study should be generalized with caution. Secondly, another limitation of this study was the homogeneity of the participants. The participants of this study all reside in Chipata Compound of Lusaka and shared the same values and views, and were affected by the same phenomena. This means that the findings of this study might not easily be generalized.

The generalizability of the findings of this study is also limited because of the type of sampling used, Purposive which is not random. Although the decision to stop data collection was determined by data saturation, the research aimed to recruit as many participants as possible into the study. It is important to state that despite contacting several eligible unemployed teacher graduates, it was a daunting task finding unemployed teacher graduates willing to participate were reward expectation for participation and high mobility of unemployed teacher graduates was due to their job searches.

1.11. Definition of Key Terms

Employed: According to the 2019 Labour Force Survey of Zambia, the ‘employed’ are “those people of working age (above 15 years old) who performed some work for pay, profit, barter, or family gain in reference period of 12 months” (CSO 2019, in World Bank, 2013: 33).

Graduate: In this study, a graduate will be broadly defined as “an individual with any form of post-high school qualification such as a diploma, technical qualification or degree”.

Unemployment: Unemployment occurs when a person who is actively searching for employment is unable to find work. Unemployment is often used as a measure of the health of the economy. In this paper, unemployment refers to graduate teachers who are unable to find work.

Teacher Resilience: The extent to which unemployed teachers withstand the effects of unemployment expressed in terms of their physical exposure and socio-economic personal factors.

Copping Strategies: What unemployed teachers do for a living or the specific efforts that they employ to master, tolerate, reduce, or minimize their stressful events in the economy.

Investment on Education: Money teachers spent on their education in colleges and universities.

Labour Force: (economically active persons): The number of people of working age (ages 15-64) who are employed or who are unemployed and were available for work in the last seven days before the survey day (World Bank, 2013: 33).

Returns on Investment: Benefits or Money that has been realized after teachers completed their training.

1.12. Organization of the Study

This study was organized and divided into six chapters. The first chapter gave the introduction to the study and it also presented the background to the study, statement of the problem, purpose of the study, objectives and research questions, significance of the study, conceptual framework and operational definition of terms used in this study. Chapter two presented the literature review. Literature was reviewed and gaps were identified. Chapter three presented the methodology which was used in the collection and analysis of data. The chapter explained the research strategy, research methods, research approach, and methods of data collection, sample selection, research process and ethical considerations. Chapter four presented findings from the study. The chapter gave answers to the research questions. Chapter five discussed the findings of the study. The discussion was based on the objectives of the study. Finally, chapter six gave the conclusion of the study and made recommendations based on the findings.

CHAPTER TWO

LITERATURE REVIEW

2.0. Overview

This chapter provides scholarly literature that informed this study. It specifically, provides literature on teacher unemployment also compile available information on educational training returns, coping strategies have been developed by the unemployed teacher and future prospects for teacher unemployment. A review of these studies helped to give an insight of practical information that would answer the research questions and provide the kind of information that is needed to address teacher graduate unemployment. These studies were drawn from the global level, Africa and lastly from Zambia.

2.1. Studies on Real and Perceived Return on the investment in Educational Training

Educational training is widely accepted as one of the leading instruments for promoting economic development. Higher education is an important form of investment in human capital development. In fact, it can be regarded as a high level or a specialized form of human capital, the contribution of which to economic development is very significant. It is rightly regarded as the engine of development in the new world economy. For the individual, educational attainment is a key determinant of earnings and has a significant effect on labour market outcomes. Investment in education also delivers non-monetary benefits. Higher education is also associated with longer life expectancy, improved health, reduced participation in crime, and greater participation in civic and social life (for more educated people) among others. The private return to education constitutes an important incentive for individuals to invest in post compulsory education. (Ozsoy, 2008). In this context the word 'return' is always used in the sense of the internal rate of return. The rate of return or internal rate expresses revenues as a percentage return on the investment. A high private return constitutes a strong incentive for individuals to invest in (further) education beyond compulsory schooling.

Furthermore, the return on investment in education training cannot be undermined and is a beacon of development. Investment in education is one of the most important factors of the development in any modern country. Investment in education is a necessary for it certifies higher productivity in the economy. In this sense, to measure the proceeds on the educational investment the cost-benefit analysis is usually used including the calculation and assessment

of all the relevant costs and benefits. Estimations show that the return on the investment in education is higher than that on the investment in physical capital. Investment on education has both private and public returns-individual and social. Individuals with more human capital manage to be very efficient at their employment search, and suffer less from unemployment. Most educated people have high labour productivity and this has effects on the profit of the firm and its market evaluation (Weber, 2020).

Additionally, education is a fundamental right for every man and a key to the future of a modern country. It has its price, everywhere and at any time. Inadequate education produces high costs for society, for example in the spheres of public spending, crime, health and economic growth. Any country must help its children to achieve the competencies needed for a self-fulfilled life in economic independence. However; the general challenges in the field of education differ among continents and countries. The changing in industrial situation faces the impact of demographic change as a lack of skilled labor and ageing societies. Emerging countries need to come up with a solution for a growing demand in education. In some countries it is still not given that every child has the right to go to School or other kind of education institutions and get most part of their population to read and write (Boockmann, 2019).

Benos (2018) explains that, education is an important aspect of human life and thinking of education as human capital motivates societies to invest in education to raise productivity, and to increase individual and social benefits. Education can be produced in a number of ways such as by private or public educational institutions, working places or by cooperation of both at different levels. Mainly, societies provide education in schools which largely depend on state control and contexts of programs are determined often by state-related institutions. Although many collaborative educational activities are carried out by different groups such as non-profit organizations, business organizations, and state educational institutions, decisions on education are mostly made by government-related institutions (Bello, 2015). However, the business community affects the educational system by expecting certain kinds of educational skills and qualifications. In many situations, from my observation success for an educational institution can be evaluated according to the rate of graduates who are enrolled in higher education, and are employed with high position or high rate wages.

Furthermore, to determine the benefits from education is much more difficult and involves philosophical issues relating to the purposes of education and how to assess whether these are

being achieved (Boockmann, 2019). Economists have tended to concentrate on the relatively hard evidence that exists in most countries that those people with higher levels of education on average receive higher employment opportunities throughout their lives than people with lower levels of education. These differences, as measured by data known as age earnings profiles, appear to be relatively stable and consistent over time. It has therefore seemed reasonable to regard the income-stream differentials, or some proportion of them, as attributable to the education received and it has become conventional to use them to measure the benefits from education. Clearly, to do so is not without problems and leaves a number of questions unanswered but efforts to find alternatives have met with difficulties. One of the most interesting alternatives was the attempt to measure the contribution of education directly by comparing the physical output of educated and less educated workers (Benos, 2018). The chapter presents a review of the literature related to the study. Past studies are important as they guide the researcher on other studies done on the same topic.

Weber (2020) denotes that, using educational indicators in hiring is an important support for schooling and especially schools that produce the skills which workplaces prefer. Using educational qualifications to hire in the business world affects the schooling type, context of education, and decision making of families about the type of education for their children as well as graduates' decisions to enter work. It is important to understand how the system of transition to jobs works and which educational characteristics or indicators are being used in the labour market. Furthermore, I also agree that the decision to invest in human capital is assumed to be a function of the expected cost of education, the expected benefits of education, and the expected time frame of benefits that will be received. Thus, a fully informed rational individual will make the decision to invest in additional education when there is foreseeable rate of return.

A study by Mindzak (2016) reveals the rate of return to schooling equates the value of lifetime earnings of the individual to the net present value of costs of education. For an investment to be economically justified, the rate of return should be positive, and should be higher than the alternative rate of return). For the individual, weighing costs and benefits means investing if the rate of return exceeds the private discount rate (the cost of borrowing and an allowance for risk). The costs incurred by the individual are the foregone earnings while studying, plus any schooling fees or incidental expenses incurred. The private benefits amount to how much extra an educated individual earns (after taxes) compared with an

individual with less education. More and less in this case refer to adjacent levels of education for example, university graduates compared to secondary school leavers.

In practice, Mindzak (2016) describes the social rate of return as the society's spending on education for the money spent on renting buildings and professorial salaries. Besides, the social attribute of the estimated rate of return refers to the inclusion of the full resource cost of the investment the direct costs by government and the foregone earnings of students as they invest in their education. In justifying this point further, I agree with the view that the rate of return to schooling is a powerful tool of educational decision making since it calculates how much the return from the investment made. For example, individuals can compare the rate of return with the rate of interest to decide whether it is a good investment, and society can weigh the social rate of return with other possible uses of funds.

Mafumbate, et al. (2014) in another study also observes that, the social return should be measured by including non-monetary and external benefits of education, such as the number of lives saved because of improved sanitation conditions followed by a woman because she has received more education. Given the scant empirical evidence on the social benefits of education, the social rate of return estimates are usually based on directly observable monetary costs and benefits of education. In this sense, they could be characterized as 'narrow-social' returns. Echoing from the above, I postulate that since the costs are higher in a social rate of return calculation relative to the one from the private point of view, social returns are typically lower than a private rate of return. The difference between the private and the social rates of return reflects the degree of public subsidization of education since practically the only difference is the addition of social costs.

A study by Burd (2018) argues that higher education is often thought of as an individual-level investment, where dedication of time and tuition dollars yields rewards in improved skills and higher earnings. Although higher education pays off for many teachers, the exact returns for an individual are highly uncertain and evolve over time. Factors contributing to an individual's return in higher education can be broken down into several (often interrelated) component parts, including the cost of higher education after grants; the length of time in school and the likelihood of certificate or degree completion; the earnings returns from a given level of degree, major, or institution; the student's demographic background; and unemployment. Echoing from the above studies, we can therefore conclude that for most people, an investment in higher education yields a substantial economic (and personal) return,

but this investment may not pan out for some students. By understanding the factors that contribute to lower returns or negative returns, policymakers can better enact policies that mitigate the risk of a negative outcome for those investing in higher education.

Similarly, education and investment cannot be separated in Zambia. Education as an investment makes sense; an example is the education of subordinate groups in a stratified society, such as black education under racial stratification and the education of indigenous people in a colonial stratification. In Gwembe, societal investment in the education of subordinate-group members was based on the dominant group's perceptions of the educational needs of subordinate-group members, given their niche in the social and economic order. That is, society's investment in black education in Gwembe people's education in the colonial period was not based on expectation of maximum social rate of return. Besides that, education help to attain Sustainable Development Goals (SDG).For instance, goal number one (Eradicate Poverty) which Zambia is battling with in order to improve the country standard of living (Carmody, 1982).

According to the report by World Bank dated 2020, the government of Zambia is committed to allocating more resources to the education sector in order to expand access to primary, secondary, and tertiary education because the rate of returns on investment in education cannot be compared to any sector in the country. Furthermore, education is seen as a major factor in fighting poverty and hunger which are key problems the country is facing. The goal of the education sector is to increase equitable access to quality education and skills training to enhance human capacity for sustainable national development. The country formed the National Implementation Framework III's (NIF II) whose primary goal was to enhance human capacity by improving quality education and skills training to graduates teachers with particular attention to raising learning achievement levels and mitigating inequities and inefficiencies. From the information above hope is given to the unemployed teacher graduates in that, the country has started realizing the returns of investment in the education sector.

2.2. Studies on Copping strategies Developed by unemployed teachers

Unemployed teachers have developed different strategies to cope with the burden of unemployment levels from a global, African and Zambian perspective. Writing about entrepreneurship on the issue of entrepreneurship employment opportunities in Pakistan,

Okafor, (2018) argued that the shape and pace of entrepreneurship in the emerging economies is significantly determined by the dominant influence of the institutional environment. They further argue that ‘for newly forming organizations, the institutional environment defines, creates, and limits entrepreneurial opportunities’, and this affects the speed and scope of entrepreneurial entry rates. They suggest that there appears to be a need to initiate programmes to upgrade the knowledge and skills of the people to actualize their entrepreneurial aspirations and this initiative is underway to help unemployed teachers.

Baldry (2019) argues that the ability to embark on an efficient and consistent job search journey is vital for graduates in need of employment. However, the ability to be active and effective in the job search venture is dependent on the socio-economic situation of individual graduates. In a study, it was found that graduates of low socio-economic status had difficulty accessing resources hence showed the highest prevalence of unemployment. These graduates opted for entrepreneurship rather than, the common job search techniques, like internet access, newspapers for job adverts, calling or visiting labour market networks, and mailing, all require money. Furthermore, on the effects of teacher unemployment, people (graduates) excluded from the economy may experience poverty and in order to have a livelihood, most of the unemployed graduates get involved in the illegal act of writing assignments and reports for students in various colleges and universities to earn something that they could use for their personal needs and this is becoming common these days (Baldry, 2019).

Mindzak (2018) adds that, over the past decade, the number of new teachers unable to secure employment within the teaching profession in Ontario has continued to grow. As the oversupply of teachers is expected to persist, an extremely competitive labour market has made the position of being an unemployed teacher increasingly ‘precarious’. Precarious employment in some form or another could be found in industrial, agricultural, and domestic forms of employment. Teachers revealed that precarious work and precarity have both become common features of, and in, their work and lives as they navigate the labour market in Ontario. Many unemployed teacher graduates in this study engaged in this sort of instrumental volunteering for various periods of time as a means to an end that being securing paid employment or improving the chances of securing teaching opportunities.

A research study conducted in 2012 in Ontario by Peace, found that volunteerism appears to have been growing in recent years. Teachers in this study continued to engage in volunteering as a result of their unemployment. Engaging in such volunteering was largely seen as a means

to an end, where the possibility of improving employment outcomes in the teaching profession justified the act of volunteering inside of schools. Peace (2012) found her study of newly-certified, unemployed teachers in Ontario, noting that participants were volunteering primarily to enhance their job opportunities. In light of the above study, volunteering was perceived as a necessity to access the teaching profession and paid work for teachers. Hence, while volunteering is not a guarantee of future employment, it remains a perceived mode of overcoming the barriers associated with contending in an intensely competitive labour market. It appears as though volunteering in schools has become an increasingly salient practice for unemployed teachers to access work in Ontario.

Additionally, Szirmai et al (2013) revealed that many unemployed teachers have created partnerships with various community tuition institutions forged around the principles of creating the conditions for learning that make the difference especially to the examination classes. As a result, partnership-based tuition centers schools offer distinct advantages over traditional public schools by providing learning opportunities that develop academic competencies also garnering additional resources that directly support teaching and learning goals while reducing demands on staff for the centers.

According to Brenda (2012) some business are common in the unplanned settlements like street vending commonly done by some graduates due to lack of employment. Thus another coping strategy developed by unemployed teacher graduates is street vending for they have opened shops in their localities where they sell consumables to their community members. Others operate their own stationery shops where they offer services such as typing, photocopying, scanning and printing out. Brenda (2012) further explained that, buying and selling/street hawking: these are coping strategies employed by unemployed graduates. She explained that, they were observed to go to the neighboring cities or towns to purchase domestic goods that may be useful to the other dwellers. Graduates of this category are mostly educated up to at least school certificate level. Also, many of the graduates bought farm produce and hawk through the streets. Proceeds from such business are often used to cater for their needs, while some deliver such to their parents who primarily own the enterprise.

Accordingly, I agree with the fact that ,the practical application of enterprising qualities by unemployed graduates, such as initiative, innovation, creativity, and risk-taking into the work environment (either in self-employment or employment in small start-up firms), using the

appropriate skills necessary for success in that environment and culture is also a coping strategy used that enhances self-employment. Self-employment is a situation in which an individual works for him/herself instead of working for an employer that pays a salary or a wage. A self-employed person earns their income through conducting profitable operations from a trade or business that he/she operates directly. The self-employed in this regard, can be considered as graduate who come gets into some other sorts of business to earn a living (Chigunta, 2016).

Furthermore, graduates who are not employed pick up skills and build up social networks while ‘doing nothing’, as the tales of Joseph and Elizabeth demonstrated in Langevang (2008) also shows in a Ghanaian context. Nevertheless, a small number of men graduates who hang about on the street, known locally as the imimbulu or ‘wild dogs’ in Bemba street lingo, are also ‘doing nothing’. High on drugs and alcohol they are too ‘wasted’ to engage in kubaza – baza ‘proper’ or any form of income-generating activity. They have a very precarious existence and are looked down upon by other unemployed graduates for their perceived lack of street manners. In a different context, Mains (2007) similarly shows how the khat chewing men who hang out in video houses in urban Ethiopia are not respected by those who do not engage in such activities.

A study by Mafumbate, (2014) in Namibia found that as the country struggles with a relatively high unemployment rates and especially among the youth, unemployed graduates have turned to doing online business and repairing appliances as a means of survival. Unemployed youth who spoke to Youth Corner said they were forced to venture into business online because they were unemployed, despite having obtained qualifications at tertiary institutions. And according to the Namibia Labour Force Survey conducted in 2018, unemployment among the youth aged 15 to 34 is at 43.4 percent. Focusing on Zambia, Bongo-Hive as the first technology and innovation hub in Zambia was established in May 2011. Its objective was to build upon the entrepreneurship hub concept that has already proved successful in several other sub-Saharan countries. The bulk of those targeted to come to the tech hub are young, university graduates, with few job prospects given the limited number of jobs available in urban areas.

In light of the above it is true that, unemployed teachers are joining Bongo-Hive as it provides an informal learning environment where they can network, practice programming, and subsequently gain employable skills. In 2013, it secured funding from Google and is

trying to connect entrepreneurs with business opportunities through its network. This suggests a growing dynamism in terms of job searching and skills upgrading for young people (World Bank, 2013).

In a different context, Haan (2006) similarly shows how the unemployed graduates often find themselves in the highly precarious independent service sector and the Informal Microenterprise Sector (IME further defined work in the IME sector as ‘very small scale (both in terms of workforce and capital investment), use of outdated technologies and traditional forms of work organization and management, and reliance on local and regional markets’. In an environment of limited formal employment opportunities and difficulties in establishing a business, many young people engage in casual work of various kinds. Unemployed graduates who claimed to be ‘just sitting’ in Chiwama, when questioned further revealed that they are rarely idle but rather may be assisting family members in their businesses or, especially women graduates, may be doing household chores or looking after younger siblings (Hansen, 2010). As these activities are not income generating, they are not seen as ‘work’ by the unemployed graduates who call them ‘fake work’ or simply say they ‘get by’ or *kuwaya waya* in Lusaka street lingo, and are not perceived as contributing to the possibility of obtaining a more secure livelihood in the future.

In addition, another study by Li & Zhang (2010) states that, the increasing engagement of multinational and national companies in food value chains along with increased consumer sensitivity to global issues of sustainability and poverty reduction means that opportunities for unemployed teachers to engage in agriculture today and in the future are arguably greater than was the case for their parents. At the same time, however, greater competition and more demanding quality standards at the market side and more competition over scarce natural resources, including land, from the production side imply the need for these unemployed teachers to develop a range of skills and knowledge that have not always been readily accessible.

Kawenga (2018) reports that in Zambia, some unemployed teachers engage in agriculture reason being that, the agricultural sector offers a number of opportunities for the youth to be engaged in gainful employment, whether self-employed or otherwise. Those who engage in farming activities often bring their farm produce to market for sale. Developing the knowledge, skills and talent of unemployed teachers also require investing in smallholder agriculture in order to provide successful examples and viable livelihoods for all future

generations. In light of the above, I agree with the understanding that at times, however, the potential returns of capturing the opportunity to engage today's unemployed teacher graduates in the challenge of raising agricultural production by 60 percent by 2050 in terms of food security, poverty reduction, employment generation, as well as peace and political stability are enormous, but so too are the challenges. Echoing from the above, we can see that, agriculture is becoming ever more important as the challenges associated with adopting sustainable, climate-smart production methods and linking up with marketing opportunities in modern value chains are growing and this can reduce unemployment to a certain level.

2.3. Future Prospects for Teacher Unemployment

Many countries in the world, irrespective of their economic and political strengths, have been analysing the problem of teacher graduate unemployment due to the swelling number of graduate unemployed teachers which would result in social, economic and political turbulence if not addressed urgently. The alarming unemployment numbers are attributed to the presence of corruption, favoritism and the selection criteria when recruiting teachers in the.

In light of the above, drastic measures would have to be taken to ensure that the situation does not result to a crisis in the near future. Graduate teacher unemployment is a growing global phenomenon that is negatively affecting their present and future social-economic in the sense that, a problem affects not only the individual graduate teacher unemployed, but also the family, and the whole of society. Idleness, frustrations and depression resulting from exclusion from employment may lead unemployed graduate teachers to engage in social vices such as prostitution, drug-abuse and alcohol consumption as well as criminal activities (Mafumbate, et al, 2014).

However, in another study by Benos (2018), she acknowledged the fact that youth involvement in solving their own problems through voicing out in demand of their rights would be a way to promote youth graduate employment. She argued that 'youth participation has become a policy cliché to say 'increased youth participation' will 'empower' young people, help build community and remedy a range of social problems that young people go through. Another way that would promote youth employment is the promotion of merit based job recruitment processes. Issues of nepotism and corruption in employment recruitment create unequal access to employment opportunities, thereby creating some form of exclusions that could lead to long sustained poverty on the part of the victims. In this context if an

increasing part of the new generation begins its adult life with the feeling of being unnecessary and having no chance to integrate into the mainstream society, the future will be burdened with more and more inexperienced and disappointed people with all the consequences of this.

In addition, another study by Mindzak, (2016) examined in detail the problem of unemployment in Kerala in his work 'Economic Development and the Unemployed.' employment generation in Kerala is likely to demand more investment in productive sectors and in public sector undertakings compared to investment in public administration and social services. In his view, I think restriction of entry into higher education will be a solution to the problem of educated unemployment.

This overall picture conceals much right from the USA to India where many countries have been generating research reports periodically on this concept of unemployment. For example, despite the employment advantages associated with higher education, the employment rate for university graduates aged 25 to 64 years in Canada has dropped from 86.8% in 1990 to 83.2% in 2007. Employment increased for university graduates during this period. However, the increase in the university graduate population outweighed their gains in employment, explaining the drop in their employment rate (Okafor, 2018). Studies from the Ontario College of Teachers shows that two-thirds (67 percent) of education graduates from Ontario's class of 2009 found themselves unemployed or underemployed in the following year. And, the unemployment rate among new teachers has exploded to a staggering 24 percent- up from just three percent in 2006, the job market is bad in western Canada too.

In British Columbia, 2,700 new students were certified by the College of Teachers 2010. The BC Public School Employers' Association says that only 1,000 are needed, according to the Victoria Times Colonist. Even in fast-growing Alberta, many school boards are laying off. The problem for graduates is that Canada has fewer school-aged children, fewer retiring teachers and yet teacher's colleges have chosen to pump out more graduates over the past decades. The new cap in Ontario forced first-year classes to shrink by 885 students overall by 2012-13. That meant a maximum of 9,058 new students started next fall. But was that enough. The new cap was still far above the 8,077 teachers from Ontario schools who registered with the provincial college in 1999 - a period when an average of 7,200 Ontario teachers' retired each year, creating many spots for new graduates. In the period 2005 to 2009, average annual retirements fell to just 4,600, meaning thousands fewer jobs per year.

In light of the above study, teacher retirements are forecast to remain under 5,000 annually over the next seven years; it was concluded in the college of teachers' report that means the bleak job market for new teachers is unlikely to improve any time soon. On the other hand, although the competition for teachers in some provinces of Canada is tight now, Boswell says it is a job that will always be in demand. Both elementary school and high school level teachers will be needed, however high school teachers will see the most demand. The rest of Canada, however, is expected to experience fair demand (Okafor, 2018). Generally, the study by Okafor, (2018) in Canada mainly focused on how high teacher unemployment can be solved in Canada. This study adds more knowledge on teacher employment prospects in the future in Lusaka District.

Belfied & Bailey (2017) stresses that a number of papers over the years have noted that the effects of unemployment or joblessness early on in one's 'working' career are likely to have long-term effects on employment prospects and wages. The regularity with which such scarring has been found as well as more recent attempts to control for selectivity effects suggest that there really is a scarring effect that goes beyond unobserved individual heterogeneity. The implication is that extended difficulties in the search for work early on are likely to have long-term negative consequences. In the context of the current prolonged recession, this creates the spectre of a lost generation of teacher graduates who become permanently excluded from productive employment. Echoing from the above findings unemployment is a real problem; and one which has prompted the recent resurgence of interest in youth guarantee schemes in the EU. It is for this reason that Europe is currently struggling to overcome the biggest economic crisis in its recent history.

The employment situation across the EU has worsened dramatically since 2007 employment levels have gone down because the chance for unemployed people to find a job has decreased in most Member States; long-term unemployment has increased for all groups, especially for young people and the lower qualified, young people neither in employment, education, nor training (NEET) rates are increasing. Structural unemployment on the European labour market has also increased since 2008. Despite the growing number of people seeking jobs in Europe, some sectors and employers are simultaneously reporting shortages of certain skills. Demographic developments will cause these shortages to grow in the coming years. Alongside the challenges of the economic downturn, creating new jobs and reducing unemployment and social exclusion, due to the challenge of skill mismatch which prevails as shown in the other studies (European Commission, 2010).

The study realized by Strydon, (2015) in 'Teacher Shortage Areas by State in the US' suggests there will always be a need for great teachers especially in Natural Sciences, Maths and Technological subjects. Regardless of temporary economic conditions, hiring practices, budget cuts other factors that impact the education system so the need for teachers is timeless and universal. Society will always need educators, and in that respect, teaching is one career in which one can be confident they will always have a purpose. A teacher shortage occurs when there are not enough teachers in key subject areas, which has been partly caused by years of teacher layoffs during the great recession, a growing student population and fewer people entering teacher preparation programs.

In recent years an increasing number of studies have expressed concern about current and prospective teacher shortages in many countries. Some studies claim that severe shortages currently exist and there is a gap between the quality of current teachers and the quantity needed to ensure effective instruction. In this way, teacher shortages have become a major source of concern for educational authorities and are being addressed continuously by policy makers (Chabala, 2019).The Vision 2030 compounds the emphasis to develop a quality human capital by supporting investment in quality education and skills development. Our Zambian government enacted the Teaching Profession Act in 2013, which propels the enhancement of professionalism in the teaching service, and regulation of the teacher training institutions. To further achieve diversification objectives in skills development, the Technical Education, Vocational and Entrepreneurship Training (TEVET) ensures that human capital is built to offset constraints surrounding low access to quality skills training, poor quality of skills training and skills mismatch. I agree this will help some but not solve the problem at hand.

Nevertheless, the views of Styron (2015) are true because the specific needs of schools vary from district to district. Some areas, particularly in high-needs schools in the south and west, have higher needs for teachers. There is also a demand for teachers by subject, with certain academic areas needing teachers more than others. Science, Technology, Engineering and Maths (STEM) education is a great example of an area where there is a high demand for great teachers. The need for teachers is quite real. According to the Occupational Outlook Handbook, 2018-2019, employment of teachers is expected to grow by 13% between 2020 and 2030. In 2018, there were about 3.5 million kindergarten, elementary, middle and high school teachers in the country, so it is expected almost another 500,000 to be hired by 2030

with a higher number in Science, Technology, Engineering and Math. Also indicative of the high demand for teachers is the large volume of grants available for teachers.

In a study by Boockmann, (2019) they agreed that the field of study maybe a reason for unemployment. On career choice, Okigbo, (2019).also argues that, educational and attitudinal choices are tilted toward the public sector in countries where public jobs are much more attractive and available than private sector jobs. This suggests that attractiveness and availability of job opportunities for a specific career also influences choice of a career. Besides, numerous studies have shown that coordination and cooperation lead to improved interpersonal and inter-group relations. This is because they create advanced approaches in dealing with problems that emanate from intra-link and cross cultural contexts in relation to an organization.

In light of the above studies, a special focus on coordination gives a good answer to the question of performance in the near future. Because, the more efficient coordination is at all levels of administration, the common outcome, cohesion, will be reached in a more efficient manner, According to previous researchers, in a study by Marzban et al (2014), university and employers students and employers and the university and others is the cause of teacher graduate unemployment. Similarly, poor coordination and collaboration among university, government and industry leads to graduate unemployment issues.

An additional study conducted by Weber, (2020) indicated that the coordination and cooperation maintained among students and postgraduate students and between students and alumni. For example, the students appreciated the meetings with their mentors and postgraduate coordinators. Similarly, other studies revealed that there exists collaboration between undergraduates and postgraduate bodies, not only within the same university, but also within a whole student union (for example, the students' union of the Management faculties in the country). To illustrate, chemistry students collaborated with each other by using one another's compounds in different chemical studies. Accordingly, this allowed the students to work not only with others in their branch of chemistry, but also with other students from other branches of chemistry, namely, organic, physical, and inorganic chemistry.

Other empirical researches on the unemployment problem among teacher graduates also contain the study realized by Marzban, et al. (2014) who examines this aspect among the unemployed teachers and some factors like the early training abandon the weak quality of the

educational system and the economic cycles which have represented the key determinants of the increased unemployment among teachers. The study also shows that the social statute and the family historical have an important impact on the unemployment among teacher graduates. If both parents or one of them are part of these categories: unemployed people, inactive people, people with a low educational degree, people without qualification or abilities, people with low incomes, people who belong to ethnic groups, there is a bigger risk for their descendants to confront the same problem.

The study undertaken by Kingdon (2019) titled: Unemployment in South Africa, 1995–2018, found out that causes, problems and policies stated that universities in South Africa receive government funding based on the number of graduates they produce. The bachelor of education is a relatively easy degree to pass, and Universities have boosted their statistics by admitting plenty of them. The vast majority of these graduates have been trained for subjects and phases in which there are no jobs! Not only is this a waste of parents' fees and taxpayers money, it condemns some hard working graduates to despair when they discover the truth - they are not going to be employed. This calls for future modification of some programmes in universities to world of work. I also feel universities should stop offering places in courses that lead to unemployment because the students who are already enrolled are going to add to the unemployment problem for the next three years,

A study in Zambia by Mwiinga (2015) titled Graduate employability: A conceptual framework for understanding employers' perceptions; Higher Education, revealed that lack of job opportunities is further worsened by the kind of education curriculum that promotes and produces graduates who rarely see themselves as potential employers, but only as potential employees in the formal sector. Furthermore, the structure of the economy and sources of growth are such that formal wage jobs are being created slowly, limiting the number of employment opportunities amidst increasing employment demand (World Bank, 2013). Subjects studied also matters. Social sciences are not in demand on the labour market as there are a lot of graduates in social sciences due to the required entry in these subjects which are lower than in science subjects.

Accordingly, I agree with the fact that, some students prefer social sciences because they are deemed to be simpler than natural science subjects. These results in producing more graduates than the government can employ. The major concern of this study therefore .If there is an increase in number of people accessing education in Zambia, there should be

increased employment rates for our teachers, whether it is in the government or private sector such that the challenges that unemployed graduate teachers are faced with can be addressed. Recently, there was a suggestion that the two Ministries of Education must stop training teachers in social sciences and only train them in subjects that are critically needed. National Action for Quality Education in Zambia (NAQEZ) says that the number of unemployed teachers in both private and public sector of employment was alarming and that the matter needed intervention for the betterment of our future (Chabala, 2019).

Conclusively, analysing the findings of the studies above, provides evidence that unemployment rate is high among teacher graduates. Hence they act as a guide to this study. However, the literature is about various countries. Therefore, there is a need to do a local study in Zambia, specifically, Lusaka District. This is because what might be a case in one country may be different in another country. Therefore, this research will fill this gap. The field of study of graduates is said to be a factor in influencing the employability of teacher graduates. It is suggested that Universities should stop offering places in courses that lead to unemployment because the students who are already enrolled are going to add to the unemployment problem for the next three years.

2.4. Summary

From the discussions about the literature on teacher graduate unemployment, different studies from the global perspective, Africa and Zambia in addition, there appears to be agreement that a substantial problem of teacher unemployment exists in Zambia. This problem is influenced by a number of factors at both the individual and structural levels, and this problem is experienced more by socially and economically disadvantaged teachers. Furthermore, the literature reveals that there are different coping strategies to this problem of teacher unemployment. Besides, the literature also reveals that there are future interventions to this problem of teacher unemployment.

CHAPTER THREE

METHODOLOGY

3.0. Overview

Research methodology is the specific science of research that followed to accomplish predetermined research. Hence, all specific methods used in accomplishing this study are presented in this chapter. To meet the main objective of this study; exploring the lived voices of unemployed teacher graduates in Chipata compound of Lusaka, this methodological chapter further described the research design that was used, identified targeted population and the sample, it also explained the data collection approaches and the tools that were used to collect data, the data analysis method and the ethical considerations during the study before concluding the chapter.

3.1. Research paradigm

To meet the research objectives of this study involved a thorough analysis of lived voices of unemployed teacher graduates in Chipata Compound Lusaka, the use of an exploratory qualitative approach, an epistemological position based on interpretivist was deemed necessary. A qualitative research approach is defined as the study of people as they go about their daily lives. It tried to understand how people live, how they talk and behave. It strived to understand the meaning peoples' words and behaviours have for them, Marshall, (2019). Thus, the use of an exploratory qualitative approach in this study helped the researcher to gain an understanding on employability of teachers in Chipata Compound, Lusaka.

3.2. Research Design

To gain an understanding of how, the researcher used a phenomenological research design. Phenomenology is an approach to qualitative research that focuses on the commonality of a lived experience within a particular group. The fundamental goal of the approach was to arrive at a description of the nature of the particular phenomenon (Creswell, 2018). Typically, interviews were conducted with a group of individuals who had first-hand knowledge of an event, situation or experience. The interview(s) attempted to answer two broad questions (Maxwell, 2013). What have you experienced in terms of the phenomenon? What contexts or situation have typically influenced your experiences of the phenomenon (Creswell, 2018)? Other forms of data such as documents, observations and art were also used. The data was

then read and reread and culled for like phrases and themes that are then grouped to form clusters of meaning (Creswell, 2018). Through this process the researcher constructed the universal meaning of the event, situation or experience and arrived at a more profound understanding of the phenomenon. The study involved a thorough exploration of lived voices of unemployed teacher graduates in Chipata Compound, Lusaka. All collected data was relevant in this study in that, the study provided an opportunity for the intensive analysis of many specific details often overlooked by other methods.

3.3. Research Population

The unemployed teacher participants for this study were residents of Chipata Compound, a socially and economically disadvantaged community close to the researcher's place of residence in Lusaka. The reason for the choice of this geographical area is because in this community, the majority of people are unemployed, according to the Zambia report (2015). In this study, there was one population and one sample that together fulfilled the objectives of this study.

The population from which the research sample was drawn is from all the unemployed Teachers in Chipata compound with tertiary education level qualifications from any higher learning institution in Lusaka, Zambia. There was no data base available for this population in the selected study community of Chipata. Therefore, access to this population was through faith based organisations that were present in the community.

3.3.1. Sampling Method

Being a qualitative study, the research sample was drawn from the research population in this study using a non-probability sampling method (Strydom, 2015). Under non-probability sampling method, purposive sampling and snowball sampling was used. Purposive sampling is the most common sampling method in qualitative research where the researcher actively selects the most productive elements from the research population to answer the research questions. In this case the type of purposive sampling was homogeneous sampling. Homogeneous sampling is a purposive sampling technique that aims to achieve a homogeneous sample; that is, a sample whose units (e.g., people, cases, etc.) share the same (or very similar) characteristics or traits (e.g, a group of people that are similar in terms of age, gender, background, occupation, etc.). With purposive sampling, clear selection criteria

or specifications of the sample was necessary in order to gather meaningful data. To reach the desired size of the study sample, snowball sampling from the study population was used.

Snowball sampling was used to select respondents for this study. Snowball sampling is the process of selecting a sample using networks. To start with, a few individuals in a group or organization were selected and the required information was selected from them. They were then asked to identify other people in the group or organization and the people that were selected by them became a part of the sample. Information was collected from them, and then these people were asked to identify other members of the group and, in turn, those identified became the basis of further data collection (Strydom, 2015).

In this study, both respondents and key informants were selected using networks. To start with, a few individuals in Lusaka District of Chipata Compound were selected and the required information was collected from them. They were then asked to identify other teachers in Chipata Compound that were affected by unemployment and the people selected by them became a part of the sample. Information was collected from them, and then these people were asked to identify other residents affected by unemployment and, in turn, those identified were the basis of further data collection. This process continued until a saturation point was reached, in terms of the information being sought.

3.3.2. Selection Process

To get in touch with the faith based organizations leaders, the researcher approached one church in Chipata Compound on the day they had their Sunday service worship, and the researcher talked to one of the leaders of that church about the study's objectives and their potential role in identifying unemployed teachers in their congregation. During that meeting, the church leader was asked to direct me to one teacher member who was unemployed. This unemployed Teacher was asked to participate in the study after being told of the study's objectives and was asked to identify other unemployed teachers that he knew in Chipata Compound some from government higher learning institutions and others from private higher learning institutions. To make up the twelve unemployed Teacher graduates (4 certificate holders, 4 diploma holders and 4 degree holders), snowball sampling method was used.

Access to the identified participants by the researcher was through their cell phone numbers, and through the phone, the researcher introduced herself, introduced the study and its

purpose, and asked them if they were willing to participate in the study. If they were willing to participate, appointment dates for the interviews were agreed upon.

3.4. Data Collection

Creswell (2018: 120) defined data collection as “a series of interrelated activities aimed at gathering good information to answer emerging research questions”.

3.4.1. Data Collection Approach: The study used semi structured, face-to-face interviews with each of the 12 participants. Permission to use one of the church premises as an interview venue was sought from the church leaders. In the interviews, only the researcher and the participant were present in an effort to maintain confidentiality of the information shared, and also in order to keep the discussion focused without any third party interruptions.

The advantages of these face-to- face interviews for data collection were that: the researcher was able to explore the context in which participants gained their understanding of their experiences and perceptions regarding teacher employability; the researcher was also able to see things from the participants’ point of view during the interviews; and allowed for a high level of confidentiality while allowing more flexibility and freedom for participants to share their experiences and perceptions of teacher employability (Babbie, and Mouton, 2014). However, this approach was time consuming in terms of data collection and data analysis. The face-to-face interviews were also costly in terms of transport to and from the place of interviews, and calls made to set up appointments. The above data collection approach was used to collect primary data. Secondary data was collected through desk research from various sources such as the two Ministries of Education reports, Teaching Council of Zambia reports, Central Statistics office (CSO), internet and other relevant publications.

3.4.2. Data Collection Instruments

One semi-structured interview schedule was compiled to specifically address the three research objectives. This acted as a guide to prompt an in-depth discussion around various themes that the researcher wished to address with the participants. According to Okigbo (2019), a semi-structured interview schedule is a model for collecting comprehensive and comparable data. See appendix C or the interview schedule that was used. In the interview schedule, simple language was used and leading questions were avoided so as not to distort the data. The questions in the interview schedule were open-ended to allow participants to

give more data. The schedule began with the introduction which introduced the researcher; the study objectives; the study ethics around voluntary participation, issues of confidentiality; permission to use a digital recorder, informed consent, access to the research findings and the length of the interview. This introduction helped the participants prepare for the interview, to open up after knowing that their information would be kept confidential, and to generally know their role during the interview.

After the introduction, the interview schedule had the section that covered the three study objectives. Questions that related to a similar objective were grouped together so as to capture and understand the themes, categories, and sub-categories that were emerging from the data for each research objective, this also encouraged probing for more information during the interviews. Lastly, the interview schedule had a conclusion which included: the appreciation of the researcher for participation in the study; probing for more information from the participant; reassurance of confidentiality of the information they shared; and it gave participants an opportunity to express their experience of the interview section. Through the questions posed in the conclusion part of the interview schedule, the researcher was able to get additional important information about the study that could have been missed out during the time of the interview.

3.4.3. Data Collection Tool

With the signed consent of the participant, a digital recorder or phone was used to record the interviews. Recording the interview sessions allowed the researcher to concentrate on exploring the topic, noting the non-verbal cues and being more attentive during the interview process.

3.5. Data Analysis

The data collected was analysed by the researcher, using the eight steps suggested by Tesch (1990) which are as follows:

- 1) This process involved transcribing all the interviews and analysing each transcript.
- 2) During the analysis, labels were accorded to various texts in an effort to understand the underlying meanings in relation to the objectives of the study.
- 3) The texts were then coded according to the main themes, categories and sub-categories.

- 4) Further refinement of this coding was done in order to arrive at a coding framework, to make sense of the data.
- 5) The findings were then written up using the coding framework as a guideline.
- 6) Actual quotes were used to illustrate the themes or categories or sub-categories and these quotes were linked to various authors in the literature review.
- 7) The researcher added their critical commentary in the discussion. This was done by comparing and contrasting the research findings with other studies in order to provide critical understanding as to why it was similar or different.
- 8) A further step was taken to use a causal layered analysis approach and developing a deeper level of understanding.

3.6. Sample Type and Size

In this study, one small purposive sample was used and drawn using a snowball sampling method. This sample size of 12 research participants (4 certificate holders, 4 diploma holders and 4 degree holders) was not representative of all unemployed teachers in Lusaka, Zambia. As a result, the findings from this study cannot be generalised. Purposive sampling may adequately represent the issues studied, but did not produce a sample that represented the broader population.

3.7. Data Collection

During the interviews, all the interviews for this study were conducted in English language. However, Due to the public nature of the church organisation where the interviews were conducted, there were some instances where there was loud background noise from children playing outside the church. Participants were informed of this situation. Furthermore, the presence of the interviewer could make the interviewee uncomfortable and unable to express them fully, thereby, distorting the quality of data that will be collected.

3.8. Ethical Considerations

Ethics are a set of moral principles which are suggested by an individual or groups. are subsequently widely accepted, and which offers rules and behavioral expectations about the most correct conduct towards experimental subjects and respondents, employers, sponsors, other researchers, assistants and students (De Vos, 1998).

Ethics are very important as they provide a ‘code of conduct’ which is acceptable behavior by society and in the field of scientific research. Its importance warrants extensive emphasis. Kombo and Tromp (2009: 106) state that “Researchers whose subjects are people or animals must consider the conduct of their research, and give attention to ethical issues associated with carrying out their research”. Research ethics are specifically interested in the analysis of ethical issues that are raised when people are involved as participants in research. Furthermore, all morals, values, norms, culture and perspective of people in the area was treated with respect and treated as equal and abided by all ground requirement of the compound. Since, it was the time for COVID-19, all participants were taught to mask up and abide by all COVID-19 guidelines. As a researcher, I ensured the health and safety of all the participants.

In view of the above, clearance was obtained from the University of Zambia Ethics Committee to enable the researcher collect data. Informed consent was obtained from both the respondents and the people in charge of the places where the research was carried out. One of the ethical considerations was keeping the identity of the participants confidential. In addition, all efforts were made to ensure that the answers from participants were treated with strict confidentiality. The participants were assured of confidentiality of the information they would give as well as their identity. During the study, the participants’ responses were neither interfered with nor contested by the researcher. The researcher made it clear that the information was purely for academic purposes and not going to be used for any other purpose. Furthermore, the participants were given equal treatment and were free to withdraw or leave if they were not comfortable or busy.

3.9. Summary

The chapter covers discussion on the methodology that was used in this study. The paradigm which was used is the qualitative method while the design is the researcher used was phenomenological research design in which interviews were conducted with a group of individuals who had first-hand knowledge of a situation or experience. This design enabled the researcher to collect and analyse qualitative data .The chapter also revealed, the sample population was twelve participants .The sampling technique used was both purposive sampling and snowball sampling in order to carter for qualitative data and how data analysis was approached is also covered. The researcher took care of necessary ethical considerations as well.

CHAPTER FOUR

PRESENTATION OF THE FINDINGS AND ANALYSIS

4.0. Overview

Chapter Four presents the findings of the study under investigation. Data presented in Chapter Four of this study was obtained using the instrument called interview schedule, the data is also presented in accordance with the generated themes which are in line with the objectives of the study. The objectives of the study were: to explore the real and perceived returns on investment in teacher educational training in Chipata Compound, Lusaka; to establish what coping strategies have been developed by the unemployed teacher to remain resilient to the current high unemployment levels in Chipata Compound, Lusaka and to investigate the future prospects for teacher unemployment in the teaching sector in Chipata Compound Lusaka .The chapter also descriptively presents, as much as possible, the actual words said by participants (verbatim), while other words have been paraphrased. The results have also been presented in figures.

4.1. Findings on Real and Perceived Returns on the Investment in Teacher Educational Training

The first objective of this study was to explore the real and perceived return on investment in teacher educational training in Chipata Compound Lusaka. The findings are presented in themes and verbatim. The results showed that various themes emerged from the interviews.

Twelve (12) participants were interviewed to explore the real and perceived returns on investment in teacher educational training. Nine (9) out of twelve (12) participants reported that, the investment in education brings about individual returns. Investing in human resources is perceived to increase employability due to the fact that, an individual with greater knowledge and skills will be more productive than one with less human capital because greater knowledge and skills enable people to produce more output value per unit of time. In competitive labour markets, skilled workers will reap the rewards of their higher productivity in the form of higher wages and salaries Thus, the issue of individual returns emerged as a theme in this study.

Some of the views given by the participants for example, (P5) included the following as indicated in transcribed verbatim.

Educational training is perceived as an important aspect or tool which can provide substantial returns to individuals' life through the raising of productivity which can also increase individual earnings. What I mean is that, education is always referred to be a great investment no wonder it is being produced in a number of ways such as by private or public educational institutions, working places or by cooperation of both at different levels because of it perceived individual returns (November, 2020).

One of the unemployed teacher graduate (P3) also commented that:

Education training is perceived as the investments in human capital due to the fact that, An individual with greater knowledge and skills will be more productive in competitive labour markets not only that, skilled workers always reap the rewards of their higher productivity in the form of higher wages and salaries (November, 2020).

On returns however, one participant (P12) argued that:

There are so many individual returns one can acquire from teacher educational training. If one is involved in teacher training, one would have a better level of understanding on how to get employed after wards and they will have skills in job seeking. Besides, one will acquire skills like methodology on how to teach and psychology on how to handle pupils and problems (November, 2020).

Another theme that emerged from the findings was social returns. All the participants in this study pointed out that, teacher educational training plays an important role in determining the level and distribution of income in society, firms' productivity and economic growth. It also contributes to the social and economic returns derived from education for all members of society.

One participant (P8) had the following to say:

All of society benefits from teacher educational training especially when more people are able to find adequate and stable employment. A better educated work force not only leads to more research and innovation, but the benefits of this economic innovation are then spread more widely and powerfully throughout a better educated public (November, 2020).

One other participant (P6) echoed similar sentiments and stated:

Teacher educational training brings about social returns in that, everyone benefits when fewer citizens experience alienation or general distrust of others and government. And the children of well-educated parents are less likely to seek public assistance, even when eligible. In short education contributes to the social and economic returns derived from teacher educational training for all members of society. This is to say various non-economic returns, including greater social cohesion, lower crime and better health. (November, 2020).

Additionally one Participant (P2) asserted that:

There are returns in investing in teacher educational training because I think after the trainings, the job one gets when employed is a returns which also goes to the benefit of the society and. Some of the benefits take the form of higher earnings, productivity or

economic growth. In addition, investment in human capital has also been related to a wide range of non-benefits of education like determinant of individuals' earning capacity and employment prospects, and therefore plays an important role in determining the level and distribution of income in society, firms' productivity and economic growth (November, 2020).

From the findings, unemployment is real and investment in education is valued but perceived differently by participants due to the challenges they go through in life. Most unemployed teacher graduates viewed investment in education in the form of higher wages, salaries and higher productivity of the educated workers. It is also clear that, teacher educational training provides substantial returns to individuals and, as individual returns are aggregated throughout a community, creates broad social and economic benefits, including greater social cohesion, lower crime and better health hence investing in teacher educational training is perceived far more cost-effective than paying for the social and economic consequences of under-funded low quality education.

Furthermore, Participants were asked about the kind of returns which investment on teacher educational training gives. The majority of them said that they were no kind returns on educational training investment on individuals and their families although the returns are usually associated with various non-economic returns, including higher wages, increased productivity, lower crime and better health in the society.

One participant (P8) argued and explained that:

I do not think my qualification from teacher educational training has ever given me any kind of return on investment, Paused. That is the sad truth. I used to think it can lead to higher wages which can enable me to keep my family members, but no .it is just a lot of us studying and who studied teaching. It is not an 'in need' career like nursing. I regret taking it and maybe if I had career guidance before I would know this and take something way different and something that would guarantee me an individual return in form of a job immediately after graduation (November, 2020).

Another participant (P1) stated that:

I have my degree which cannot give me a job and I have been dropping application letters in different places, depreciating shoes and the response hasn't been overwhelming. Increasing productivity how my foot! My inability to secure employment after three years of graduation has taught me that investing in educational training sometime does not guarantee you returns and pursuing a course because of your personality or love for a particular field will not put food on your table... You must study something that the world is in need of. It is very painful; you find that people who are being employed they are not qualified. (November, 2020).

Yet another Participant (P7) concluded that:

Maybe if you talk about lower crime and better health in the society yes .But there are no returns whatsoever in that a lot of teachers are just roaming the streets of Lusaka. I am regretting doing teaching because I do not know when I will be employed because there are already thousands of teachers yet to be employed and it is better to venture into other academic fields unlike doing teaching which people associate to confer benefits to individuals, enterprises and societies (November, 2020).

The above responses revealed that, most unemployed teacher graduates think that there are no kinds of returns on investment in teacher education. In an attempt to countercheck, the study sought to understand the real and perceived returns on investment in teacher educational training; there were few real and perceived returns. When the researcher probed to be given reasons for this state of affairs, most of the unemployed teacher graduates said the rate of return From teacher educational training equates the value of lifetime earnings of the individuals to the net present value of costs of education and that for an investment to be economically justified, the rate of returns should be positive, and should be higher than the alternative rate of returns.

One participant (P8) had the following to say:

For the individual, weighing costs and benefits means investing if the rate of return exceeds the private discount rate. The costs incurred by the individual are the foregone earnings while studying, plus any schooling fees or incidental expenses incurred .Hence I could mention to say that, the real kinds of return are not granted sometimes, because one is trained for years and the only place where one works is at a private school or engage in self-employment instead of being employed as a teacher in government not to end up doing business (November, 2020).

One other participant (P6) echoed similar sentiments and stated:

I think that the real and perceived return of educational training of teacher is returns should be positive... Nowadays it like going to the university seems to be just a means of obtaining a paper instead of acquiring necessary and applicable knowledge and skills which will benefit you by earning giving you employment (November, 2020).

The above responses revealed that, most unemployed teacher graduates think that there are no returns on investment in teacher education due to the higher teacher unemployment .However, other unemployed teacher graduates thinks the investment in teacher education gives many returns which benefit the society and the job one gets when employed is also regarded as an individual. Essentially, some themes emerged from the research question on the real and perceived returns on the investment in teacher educational training and these were: Individual returns and Social returns.

4.2. Findings on Coping Strategies Developed by the Unemployed Teacher Graduates

The second objective of this study was to establish what coping strategies have been developed by the unemployed teacher graduates to remain resilient to the current high unemployment in Chipata Compound. The findings showed various themes that emerged from this objective.

Nine (9) out of Twelve (12) participants reported that the unemployed teachers usually remain resilient to the current high unemployment levels by being innovative and utilizing entrepreneurship skills rather than waiting on the government which has failed to recognize teachers. Unemployed teacher graduates utilize the entrepreneurship skills obtained in schools and try to partner up and form a school because waiting on the government is not okay reason being that, it have failed to recognize graduate teachers. So they try to be innovative and try out things that will help them. Thus, the issue of utilizing innovative entrepreneurship skills emerged as a theme in this study. Some of the views given by the participants included the following:

For example, (P2) included the following as indicated in transcribed verbatim:

The unemployed teachers have adopted the entrepreneurship skills by being innovative enough... some are venturing into ah designing, yes, fashion and designing... which is usually their own thing. Yeah, that makes them to survive because they think in those lines; the thing is...At least there is a strong back-up even if there are high unemployment levels in Zambia (November, 2020).

Another theme that emerged from the findings was the issue of offering tuitions. All the Twelve (12) participants indicated that one of the coping strategies that have been developed by the unemployed teachers to remain resilient to the current high unemployment levels is offering tuitions to pupils in the community by opening tuition centers where they offer extra school lessons to school children especially those in exam years.

One of the participants (P1) stated that:

I think one of the coping strategies that have been developed by the unemployed teachers for them to survive is by offering tuitions to local pupils because they have the knowledge and skills obtained from college to teach and understand pupils (November, 2020).

Another theme that emerged from the findings was opening up private schools. All the Twelve (12) participants concluded that, one of the coping strategies that have been

developed by the unemployed teachers to remain resilient to the current high unemployment levels is opening up private schools by collaborating with fellow unemployed teachers and investing in education to earn a living.

One participant (P12) explained that:

The number of unemployed teachers is increasing every year in that students are graduating every year adding to the already high numbers of unemployed teachers. Therefore, I think unemployed teachers come together and put resources together and open up their own private schools rather than depending on the government to employ them (November, 2020).

Another theme that emerged from the findings was engaging in agriculture .Twelve (12) unemployed teacher graduates interviewed. Ten (10) out of Twelve (12) asserted that, some unemployed teachers are into agriculture in order to earn a living than depending on government deployment. The agricultural sector offers a number of opportunities for the youth to be engaged in gainful employment, whether self-employed or otherwise.

One of the participants (P6) stated that:

The unemployed teacher graduates are into agriculture and engage in farming activities which involves bring their farm produce like vegetables, fruits and cereals to the market for sale weekly or over the weekend for selling (November, 2020).

A majority of the participants view business as a coping strategy that has been developed by the unemployed teachers. In view of business as a coping strategy Twelve (12) unemployed teacher graduates interviewed Ten(10) out of Twelve (12)where in support that unemployed teachers engage in business for they mentioned to say that, business done involves street vending were they sell commodities such as shoes, clothes and phones to passers-by. Some of them have opened shops in their localities where they sell consumables to their community members. Others operate their own stationery shops where they offer services such as typing, photocopying, scanning and printing out.

One participant (P4) further added that:

Unemployed teachers do not just entirely depend on the government for a job because they do not know when the government will give them a job and time is running out for them, so they have decided to engage in businesses like stationary which keeps them going for the meantime (November, 2020).

Another theme that emerged from the findings was engaging in voluntary teaching. All the Twelve (12) participants stated that, a number of teachers also engage in voluntary teaching in schools especially in areas where teachers are inadequate like community schools.

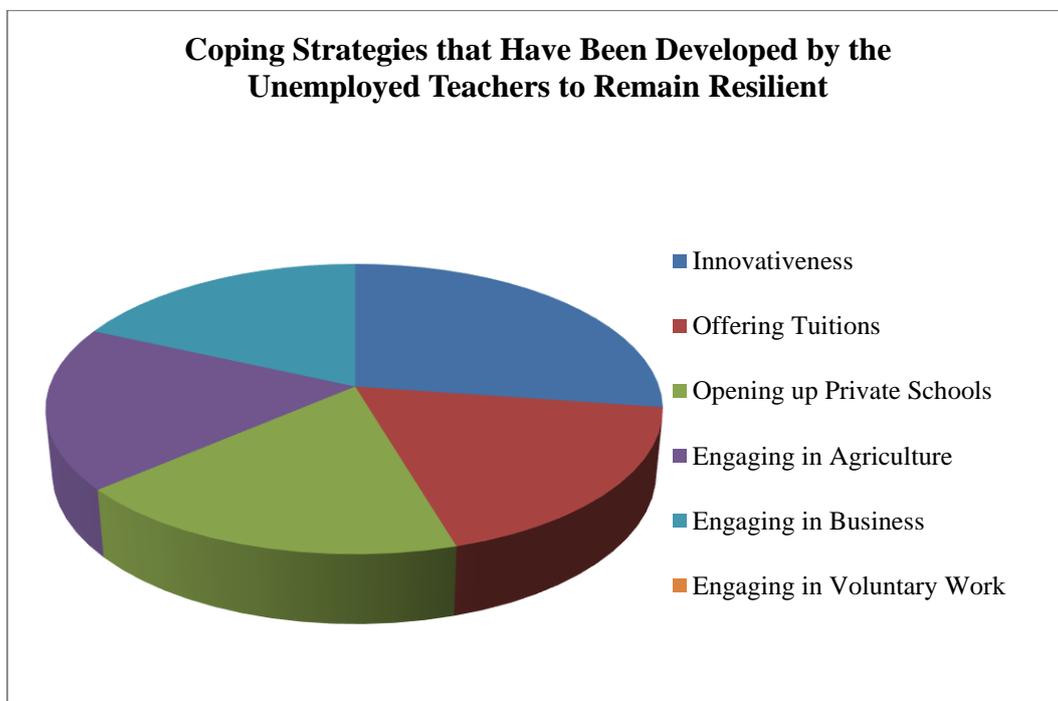
One of the participants (P6) stated that:

There are a number of things that unemployed teachers do to survive and one of the coping strategies that have been developed to remain resilient to the current high unemployment levels is to engage in voluntary teaching in both public and private schools (November, 2020).

In addition, one participant (P11) concluded that:

I think teachers even teach and volunteer even in community schools for them to improve their skills and knowledge. Moreover, if one is volunteering, they stand a better chance of being employed by the government (November, 2020).

Figure 2. showing emerging themes



From the above responses, one can deduce that participants reported that the unemployed teachers usually remain resilient to the current high unemployment levels by being innovative and utilizing entrepreneurship skills rather than waiting on the government which has failed to recognize teachers. Essentially, a number of themes emerged and these were: Utilizing Innovative entrepreneurship skills, Offering tuitions, Agriculture and Voluntary works as shown above.

When requested to explain the kind of jobs the unemployed teacher graduates were currently doing. In response to this question on kind of jobs .Dealing with the question ‘what do you do/where do you work?’ was as an issue of concern for some participants.

One of the Participant (P11) commented that:

I hate it when people ask me what do you do? Citing my job title as a security guard is always embarrassing to me. Where I work is a prestigious institution but what I do there is so menial (November, 2020).

Another participant (P3) stated that:

I prefer the question where do you work? What do you do? It feels better to tell someone I work in the Ministry of Finance than to say I do photocopy or arrange documents dumped in their basement.’ ‘I don’t like to talk about where I work or what I do (November, 2020).

Yet another participant (P6) concluded that:

I just want to keep it to myself and people very close to me who understand my situation.’ ‘I can’t even give my job a title. So it is easy to tell someone I work for MTN than to go further describing what I do there (November, 2020).

As the above quotes suggest, some of the participants worked in prestigious institutions but were employed as peripheral workers (menial positions) not as core workers. To at least gain some degree of respect, those who worked in well recognized and prestigious institutions found it easier telling people where they worked than what they do.

Moreover, some of the participants stated that there was nothing they were doing and had no income so they experienced economic hardships. The researcher probed on the how they survived without an income and most of the unemployed graduate participants indicated that they were involved in business such as stationery and illegal act of writing assignments and reports for students in various colleges and universities to earn something that they could use for their personal needs.

For example, one of the participants (P7) stated that:

The effect of not having money leads into so many bad things because others will be going into behaviours which are not accepted. People will start doing certain things which were not supposed to be done, because somebody will say “me the only survival ways I have now is being maybe in a brothel”. “It’s tough but we have to cope. You know, sometimes. I wonder why people go to school these days, because in the past people used to go there for knowledge but these days they go to school and end up giving us the assignments and reports to do for them. But we grateful cause, even with the little money we get from those... if it wasn’t for them we would have died of hunger (November, 2020).

Another participant (P10) echoed similar sentiments and commented that:

So instead of me just being seated, I need to utilize my skills. So I go and meet students who are in colleges and universities, they give me their own work, I write for them, they give me money, that's the only way I will keep going. It has now become formal in Zambia because we don't have employment. Yah, that's what is keeping me busy, actually I get an assignment for someone and charge K150, I write it because I have that skill then life continues (November, 2020).

The above finding illustrates the coping strategies that have been developed by the unemployed teachers to remain resilient to the current high unemployment level in Lusaka .when commenting on the above illegal acts, some participants indicated that such acts would further diminish the value of education in the country.

For example, one of the participants (P6) stated that:

I don't know, education is ah becoming so, is like a game now days, it's no longer what it was long time ago where people would learn and go to school for the sack of learning...I wonder why people go to school these days. I am saying this cause I've been surviving cause of writing assignments and reports of people. So they are there, such people who just go to get the research and give it to others to write it (November, 2020).

Further, one of the unemployed teacher graduate moves from door-to-door and from street-to-street every day to sell shoes and cosmetics. He wonders whether his hard earned money and years of sleepless nights were worth spending. While lamenting on his present situation Participant (P5) remarked:

After graduation I dropped applications for jobs everywhere but couldn't secure even a low-paying job. Things became difficult by day so I decided to go back to my old business, I mean hawking. I didn't have capital of my own so I went to a shoes shop and a cosmetics shop and registered myself, so every morning I go there to collect items and I am being paid a percentage of what I sell every day. I don't have a fixed salary. The only thing that consoles me is that I am not in this alone; many of us (I mean graduates) are in this situation and in this line of business (November, 2020).

This Participant questioned the value of his degree and doubts if anyone will go to the university just to end up as a hawker upon graduation. He remarked that he is not in this situation alone as many Zambian graduates have been reduced to menial jobs and some have embraced street vending as a way out of joblessness.

One of the participants (P4) commented that:

When I graduated in 2011 from the College, I moved to Lusaka where I assumed there were more opportunities. Then I started this piece work as a taxi driver. I never had a taxi of my own so I had to work for someone. After one year, I raised some money and with some financial support from my family I bought my own taxi and that is what I have been doing till today. It is annoying at times to fight passengers with people who did not

even complete secondary school and sometimes you get insulted by those who know your qualification (November, 2020).

A Social studies graduate teacher earns a living by repairing gadgets and downloading and installing music and applications on people's smart phones, tablets and laptops. According to participant (P12):

Ever since I was young repairing appliances has been my hobby but little did I know I will end up making a living out of it. After almost three years of job search with no success, I decided to turn my hobby into an occupation, so I ended up with this small kiosk. It was difficult at the beginning but gradually I advanced and now I can say it is moving especially when a lot of people are using smart phones and tablets now. I thank God for mobile technology and the android generation, at least it has given some of us a means to put food on our table (November, 2020).

One of the participants (P10) recounted:

I have done street vending and many other things and finally met a friend who brought me to this place where I was offered this ka piece work. All I do is that every morning I come and burry myself in this underground and arrange or photocopy documents, sale stationery materials and at the end of the month I am paid money which keeps life going because, if the desirable is not available, the available becomes desirable. So this part time job helps me out for now (November, 2020).

The researcher further probed on the jobs the unemployed teacher graduates engaged in, Some of them said they were just staying at home not doing anything and waiting for the adverts so that they can apply for a job was raised. Most participants reported that the type of teaching courses offered in the universities and colleges in Zambia are largely out of synchronization with the society. The education is wishy-washy and not tied to the needs of the labour market. Some of the views given by the participants included the following as indicated in transcribed verbatim:

For example, one of the participants (P7) stated that:

I am just staying at home reason being that, times have changed, things have evolved but our educational system seems to remain static. Gone are the days when admission into a university guaranteed employment in the public sector. The few university students admitted then were trained to the administrative needs of the public service. But things have changed, the number of graduates has increased, the public sector is saturated, the needs of the labour market have changed yet the same curricula established many decades ago are still being used in our universities (November, 2020).

Yet, another participant (P12) commented that:

I think the reasons why I am in this present condition are just too many and complex to explain (pause). First there are too few jobs out there, we are too many of us and many more keep adding. What we have acquired in school is different from what employers want. Our university teaches one thing while the labour market demands another. Our curriculum seems not to meet the needs of the job market any longer. I think the

universities are disconnected from the job market and this has made it difficult for us to relate the acquired knowledge to the required knowledge (November, 2020).

Another participant (P7) added that:

The labour market seems to be changing a lot but our curricula remain the same. I never thought of the difficulties I will face as a History teacher graduate until I graduated you don't get to know the labour market realities and needs until you have graduates. How do I survive? I have been assisted by my parents with rentals from a shop in the Chipata market, that money I use it to survive and to keep on with my job search, so the money I get, I use it as a continuation and to keep on job searching...Am being kept by my father, he provides everything, the food...and the money I use for job searching (November, 2020).

From the findings above, labour market has changed and has become more vocational and professional making education inclined towards just academics less relevant. Meaning there is a need for a curriculum change to meet this demand and make graduates employable. Many unsuitable elements in the curriculum are carried forward each year without regard for the changing needs of the labour market. Graduates are stuck with knowledge which does not match the needs of the contemporary labour market and as a result these graduates become vulnerable to problems during their job search. Despite that, the above responses suggest that these unemployed teacher graduates have improved their abilities, hence engaged in business, stationary, research and piece works were as others are currently doing nothing as shown in below:

Figure 3. showing emerging themes

Type of Job	Participants
Research work	Eight (8) Participants explained that they have resorted to being researchers and help fellow students in writing assignments and researches.
Piece works	Eight (8) Participants asserted that piece works are the jobs they are engaged in.
Engaging in Business	All the Participants indicated that the current activity they were engaged in was business.
Engaging in Stationary	Eight (8) Participants added that engaging in paper business of stationary was the job they were engaged in to earn a living.
Staying at Home	However, eight (8) Participants stated that they were not doing anything and were just home waiting for the adverts so that they can apply for a job.

From the above table, it was observed that the current jobs or activities the participants were engaged in were many. Eight (8) Participants stated that, they resorted to being researchers and help fellow students in writing assignments and researches while eight (8) Participants explained that that they were doing piece works. All Participants indicated that they were into business; eight (8) Participants added that they were engaged in paper business of stationary so as to earn a living. Whereas eight (8) indicated that they were not doing anything. Therefore, a number of themes emerged from the research question on coping strategies developed by unemployed teacher graduates and these were: Research work, Piece works, Engaging in business, Engaging in stationary and Staying at home.

4.3. Findings on Future Prospects for Teacher Unemployment

The third objective of this study was to investigate the future prospects for teacher unemployment in the teaching sector in Chipata Compound. The findings showed various themes that emerged from this objective. Through the process of analyzing the themes that emerged from this research study and comparing and contrasting the existing body of literature, various future prospects were investigated. The findings showed various themes that emerged under this objective.

In response to the third objective, (the future prospects for teacher unemployment): All the twelve (12) participants that participated in this study indicated that, the market for teachers is unlikely to improve because teacher retirements are forecast to remain under 5,000 annually over the next seven years and that means the bleak job market for new teachers is unlikely to improve. Thus, the issue of market for teachers unlikely to improve emerged as a theme in this study.

In relation to the future prospects for teacher unemployment, some of the responses included the following:

For example, one of the unemployed teacher graduates (P4) commented that:

The market for teachers is unlikely to improve because a number of teachers cannot find employment in both government and the private sector in the country. The number of teachers produced every year exceed 5,000 from both public and private schools and majority of these teachers end up teaching in private and community schools where they are paid low wages in addition to bad conditions of service (November, 2020).

Another participant (P11) stated that:

I know my field of study is not in high demand but I don't think that is the only reason why many of us should not have jobs. In the first place there are very few jobs for so many people seeking employment. New jobs are not created and in the near future it's gonna be worse due to the fact that, the public sector which is the main employer is saturated and the private sector is stagnating and even declining. I can say that I don't know where we are going (November, 2020).

Yet another participant (P1) said that:

Our economy is weak. From my knowledge of development, I know job creation comes with economic growth and development but our economy is not developing that much. New jobs are hardly created especially in the public sector and can we honestly say that the market for teachers will improve no ways please... The same positions are there every year and those positions are already occupied and until people retire there will be no

vacancy. So I think finding myself in this situation is not all my fault. If there were many jobs out there maybe I would have had the opportunity to secure one (November, 2020).

Another theme that emerged from the findings was the issue of unemployment likely to have long term effects on employment Prospects and wages. All the twelve (12) participants stated the unemployment in one's working career is likely to have long-term effects on employment prospects and wages .The regularity with which such scarring has been found as well as more recent attempts to control for selectivity effects suggest that there really is a scarring effect that goes beyond unobserved individual heterogeneity.

One of the participants (P7) stressed that:

The implication is that extended difficulties in the search for work early on are likely to have long-term negative consequences". in the context of the current prolonged recession, this will creates the specter of a lost generation of teacher graduates in the near future and if not attended to they will become permanently be excluded from productive employment . reason being that, there are no new jobs created, even those occupying the available jobs are due retirement and do not want to go on retirement, this has left no opening for us the young graduates to come in (November, 2020).

Similar opinions were raised by another participant (P2) who commented that:

Our government is just interested in opening new universities and admitting thousands of students every year without thinking of what these students will do upon graduation. In the past there were few universities and few graduates and jobs were guaranteed upon graduation but today, there are too many universities and too many graduates, no job guarantee and graduates are forced into demeaning jobs here and there. In future it is going to be worse even (November, 2020).

Yet another participant (P1) concluded that:

I think the government has to do something regarding the number of people who gain admission into the university or colleges and which programs they study so as to reduce the high unemployment levels in future. Besides, there are just too many Historians, Geographers, Philosophers etc. in short there are too many Arts and Social Sciences teacher graduates out there and the employment prospects for them are too slim (November, 2020).

Another theme that emerged from the findings was the issue of demand for great teachers especially in natural Science, math and technological subjects likely to increase. Most of the Participants reported that another future prospect was the issue of a need for great teachers especially in natural science, math and technological subjects to be trained.

In view of the above finding, one of the participants (P4) stated that:

A teacher shortage will always be there and it occurs usually when there are not enough teachers in key subject areas like natural Sciences, math and technological subjects

which has been partly caused by years of teacher layoffs during the great recession (November, 2020).

Another theme that emerged from the findings was the issue of more teachers likely to be trained in natural science, math and technological subjects. All the twelve (12) participants indicated that: the vast majority of these graduates have been trained for subjects and phases in which there are no jobs and not only is this waste of parents' fees and taxpayers money. Besides, the fact of the matter is that natural science, math and technological subjects will always need teachers to be trained.

One participant (10) asserted that:

Universities should stop offering places in courses that lead to unemployment because the students who are already enrolled are going to add to the unemployment problem for the next three years. Social sciences are not in demand as there are a lot of graduates in social sciences as required entry in these subjects are lower than in Science subjects (November, 2020).

Yet another participant (P1) commented that:

I don't think the problem is entirely our certificates. It is true that Historians are not in high demand, but natural scientists. It is also true that my program was very theory inclined and simple .But come to think of it even if I and many others out there had all these qualifications where are the jobs? The jobs are just too few and...even if we prefer social sciences...in the next few year the ones who will be employed the most are those who did Math and natural sciences only . Paused. It's a bitter truth to admit especially by us who did social sciences (November, 2020).

However, some students prefer social sciences because they are deemed to be simpler than Natural science subjects. These results in producing more graduates than the government can employ.

Participant (P3) remarked:

The truth is even if jobs were created on a daily basis, it will still be difficult for all graduates to have jobs in their field of study. I say so because there are too, too many graduates out there. Every year a lot of students graduate from the universities and colleges, especially from the faculties of Social Sciences. In my badge we were about 250 students admitted in my department (pause), you can imagine the total number of students that are admitted in all the departments and in all the universities and colleges. This seems too much for a developing economy like ours. This makes it difficult for people to get dream jobs because so many people are competing for too few positions (November, 2020).

The above responses suggest that most the participant considers graduate teacher unemployment as a growing global phenomenon that is negatively affecting their present and future social-economic in the sense that, a problem affects not only the individual graduate

teacher unemployed, but also the family, and the whole of society in that, However if not attended to it is like to effect the market for teachers, long term effects on employment prospects and wages. More teachers are likely to be trained in natural science, math and technological subjects which will lead to the demand for natural science, math and technological subjects.

Unemployed teacher graduates were then asked to explain how they pictured themselves if they did not find employment. The majority of participants pointed out that, their future would be unbearable without employment,

Some of the views given by the participants for example, Participant (P1) included the following as indicated in transcribed verbatim:

It is very difficult for me to picture my future because when you look at things which are happening...Then we just see a dark, almost a dark future because when you say, ok, what am I going to eat tomorrow, what am I going to do, you can't make long term plans. So what is in my mind is that have I should find money for me to buy food for today and tomorrow...You can't have any thoughts of like investing in bigger projects (November, 2020).

Another participant (P7) commented that:

It can be dreadful, I think I can become more and more depressed in almost everything... if I don't find a job." Paused." I see myself suffering. I think I see poverty increasing in my life because ah being unemployed is not easy because I've really felt it. Yes, I've really felt it and I am praying I find something to do (November, 2020).

The above responses show that unemployment would negatively affect the future development of unemployed teacher graduates. Moreover, some of the participants stated that. When asked about how they will be surviving without employment most of the unemployed graduate participants indicated that they would engage in any business that will help them survive and earn a living. The types of business suggested included selling groceries, stationary and were thinking of changing or diverting to other professions like health related courses which offers direct entry into employment and they concluded that if the government does not employ them, they would rather invest in any opportunity that will benefit them in their future in terms of investment returns as shown below:

Figure 4 .Showing emerging themes

Engaging in Business	All participants indicated that if they would not find employment as teachers, they would engage in any business that will help them survive and earn a living. The type of business suggested included selling groceries, stationary.
Diverting to other professions	Eight (8) participants further explained that teacher educational training has lost value for the meantime and were thinking of changing or diverting to other professions like health related courses which offers direct entry into employment.
Investment	Eight (8) participants concluded that if government does not employ them, they would rather invest in any opportunity that will benefit them and their future in terms of investment returns.

Clearly, all participants indicated that if they do not find, Eight (8) participants mentioned to say they would divert to other professions and the other eight (8) participants said they make an investment in any opportunity from the above. Thus a number of themes emerged from the research question on future Prospects for teacher unemployment and these were: Engaging in business, Diverting to other professions and Investment.

Furthermore, the researcher asked the unemployed teacher graduates about their views on teacher employability and prospects on the views on teacher employability and prospects. Many participants pointed out that, unemployed teacher graduates involvement in solving their own problems through voicing out in demand of their rights would be a way to promote teacher graduate employment in the near future.

For example one unemployed teacher graduates Participant (P2) stressed that:

It is worrying sometimes teachers aren't involved in the solving of their issues because, the employers sometimes interpret your reality for you. I once attended an interview and I felt like I did really well. I was told that I will be contacted but months after months, nothing was forthcoming. And then when I made inquiry from the HR, I was told the panel thought I was over-qualified for the post and that they think I will leave their company if I have better offers. Seriously, who does that? I was crushed because I did not have any employment and I would have taken the job if given the opportunity to voice out (November, 2020).

Furthermore, another interview with eight (8) participants indicated that there is need to initiate programmes to upgrade the knowledge and skills of the people to actualize their entrepreneurial aspirations. Amidst the growing size of the youth labour force and the limited growth rate of the labour market especially in the formal sector in Zambia, investments to expand the informal sector and inculcation of entrepreneurship spirit and skills in the labour force can be possible alternatives for expansion of labour demands.

In view of this, one of the participants (P11) lamented that:

I think the biggest problem right now in our country is that we do not have any Programs to upgrade the knowledge and skills to deal financial literacy in our education system. If maybe schools and universities were to implement financial literacy, it would enable us to start our businesses at an early age. Because we do not have financial literacy, we do not know the importance of having money. Education should not progress from schooling to graduation and then job. No one is encouraging us to start our own businesses, empowering graduates with financial literacy will curb unemployment since more people would be starting their own business (November, 2020).

Additionally, interviews with eight (8) participants stated that another way that would promote teacher employment is the promotion of merit based job recruitment processes. Issues of nepotism and corruption in employment recruitment create unequal access to employment opportunities, thereby creating some form of exclusions that could lead to long sustained poverty on the part of the victims .

One Participant (P5) further added that:

I think the issue of nepotism in some of these areas should be looked at, I think people should be going into institutions to check what's really happening to check if people are being employed based on their qualifications or merit. "Let people be picked on merit. Let them ensure that qualified people are the ones employed not nepotism or tribalism because at the end of the day it will not only affect those who are not employed and the labour market (November, 2020).

One Participant (P10) concluded that:

Yar, it is just endurance, you try as many applications as you can but with the criterial that a country like Zambia uses, we know there is this whole corruption thing, the nepotism itself awe sure, jobs are being politicised now... And we should keep on

advocating for justice, I mean there is too much corruption happening, especially in government institutions. And also this thing of connections is a challenge because that is how people get jobs today and we are out here, deserving the job but because we do not have connections we closed out (November, 2020).

Lastly, interviews with eight (8) participants also concluded that the ability to embark on an efficient and consistent job search journey is vital for graduates' employability. However, the ability to be active and effective in the job search venture is dependent on the socio-economic situation of individual graduates. The common job search techniques, like internet access, newspapers for job adverts, calling or visiting labour market networks and mailing, all require money.

For example, participant (P7) stated that:

The education system does not equip us to be successful at job search. It is like if you are set up for failure... The educational system must look at ways of empowering its graduate for employability, incorporate skills development in the curriculum development and become more involved in linking the graduates with employers (November, 2020).

Another participant (P6) commented that:

Graduates do not need support after graduation especially when it comes to job search; support should be before graduation and completion of degrees. If that is done, then we would not find ourselves in this situation. The support I am talking about is the employment search skills programmes. We need those skills development programmes to be part of our curriculum (November, 2020).

Clearly, from the above responses it is shown that, unemployed teacher graduates' involvement in solving their own problems, initiating programmes to upgrade the knowledge and skills of the people to actualize their entrepreneurial aspirations through voicing out in demand of their rights, the promotion of merit based job recruitment processes and the ability to embark on an efficient and consistent job search journey can promote teacher graduate employment in the near future.

4.4 Summary

Chapter Four has presented findings of the study. The findings of the study were presented according to themes that emerged in line with the specific objectives of the study. The next chapter presents discussion of the findings.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.0. Overview

This chapter presents the discussion of the findings presented in the previous chapter. It is organized based on the themes arising from the research objectives: to explore the real and perceived return on investment in teacher educational training in Chipata Compound, Lusaka, to find out what coping strategies have been developed by the unemployed teacher to remain resilient to the current high unemployment levels in Chipata Compound, Lusaka and to investigate the future prospects for teacher unemployment in the teaching sector in in Chipata Compound, Lusaka.

5.1. Discussion on Real and Perceived Returns on Investment Educational training

The first research question of this study focused on exploring the real and perceived returns on investment in teacher educational training in Lusaka Zambia. The question sought to explore the real and perceived returns on investment in teacher educational training.

5.1.1. Individual Returns

The research findings under this theme indicated that educational training brings about a lifelong learning perspective for the knowledge based individuals in society and the achievement of the goals increases the overall need for investment in human capital. Investing in human resources is essential to increasing employability due to the fact that, an individual with greater knowledge and skills will be more productive than one with less human capital because greater knowledge and skills enable people to produce more output value per unit of time. In competitive labour markets, skilled workers will reap the rewards of their higher productivity in the form of higher wages and salaries .Thus, education is an important aspect of human life and thinking of education as human capital motivates societies to invest in education to raise productivity and to increase individual returns.

This finding is also in line with the sentiments of Benos (2018) who stated that, educational training contributes to a production of human capital which motivates societies to invest in education so as to increase individual benefits likely to improve decision-making abilities that then help individuals stay out of trouble and live better, healthier, and longer lives. Benos (2018) further explained that, education can be produced in a number of ways such as by

private or public educational institutions, working places or by cooperation of both at different levels. Mainly, societies provide education in schools which largely depend on state control and contexts of programs are determined often by state-related institutions. Although many collaborative educational activities are carried out by different groups such as non-profit organizations, business organizations, and state educational institutions, decisions on education are mostly made by government-related institutions.

From the researcher's point of view, the researcher noted that, societies provide education in schools which largely depend on state control and contexts of programs are determined often by state-related institutions. However, people are passionate about raise productivity and to increase individual returns so the business community affects the educational system also by expecting certain kinds of educational skills or qualifications. In many situations, success for an educational institution can be evaluated according to the rate of graduates who are enrolled in higher education and are employed with high position or high rate wages. Therefore, this finding confirms the theory economic labour market theory of supply and demand which also claims that, the real wages plays an important role in deciding the equilibrium education-related components such as education level and number of graduates which has a significant effect on the level of hiring.

A large body of research, accumulated over decades, has firmly established that education delivers a variety of returns at many levels. These include return for individuals, companies, and society as a whole. Individuals profit from investment in education through higher wages. No less important are the lower probability of unemployment and higher rates of labour force participation for more highly educated individuals. From the study, it was observed that higher education is often thought of as an individual-level investment, where dedication of time and tuition dollars yields rewards in improved skills and higher earnings. Although higher education pays off for many teachers, the exact returns for an individual are highly uncertain and evolve over time and that factors contributing to an individual's return in higher education.

5.1.2. Social Returns

Another theme that emerged from the findings was social and economic returns. The research findings under this theme indicated that, education is a mean to upgrade society through present powerful and well-planned education. While, undertaking education is an investment where it incurs cost during the process rather than returns that extends over lengthy future periods. For instance, return on investment is likened to the net monetary benefits of training for it is calculated by comparing programs costs to benefits, and expressed as a percentage of measuring return on investment on training is to determine fiscal accountability, as well as to determine future allocations of funds. Higher education levels in an area will directly increase average incomes in the area because having more highly educated workers with high wages raises the local average. However, this effect alone does not necessarily mean that an individual worker is better off by living in an area with more educated people. According to the law of labor supply and demand, if there are spillover effects from human capital, then living in an area with more educated people may boost wages and well-being for workers of all education levels. High human capital worker might increase the productivity of coworkers, friends, and neighbors because of knowledge spillovers and the generation of new ideas.

This finding is also in line with the findings of Brown (2008) who explained that, investment in education is one of the most important factors of the development in any modern country. Investment in education is a necessary investment that certifies higher productivity in the economy For instance, better-educated employees are not only more productive, but also raise the productivity of their less-educated colleagues and Firms reap benefits from education via the higher productivity of their employees, economic prosperity and social welfare returns.

From the researcher's point of view, firms reap benefits from education via the higher productivity of their employees in the sense that, better-educated employees are not only more productive, but also raise the productivity of their less-educated colleagues .Not only that, societies benefit from education through the direct effect of higher productivity on growth. A number of additional returns including better public health and greater social cohesion have also been found. A commonly used measure to determine whether investment in education, or in any other project, is worthwhile is the internal rate of return. This measure compares the current and future value of costs and benefits arising from education.

From the study, some participants indicated there are very few returns on that educational training, because one is trained for years and the only place where one works is at a private school instead of being employed as a teacher in government because mostly when people go to college to become teachers, their aim is to be employed in government. Most of the participants had set themselves goals and expectations that their degrees will open sustainable and suitable employment for them. They had the expectation of landing a dream job in their field of study with a good pay package, one which is secured and fulfilling in terms of skill utilization and career advancement. However, in reality these expectations seem rather pessimistic and far from the truth. The research findings show almost a reverse pattern in that teacher educational training currently is regard to unbeneficial in that most teachers are trained but do not find jobs easily. Besides, factors like nepotism, corruption, and connections has made it worse because you find those who are supposed to get the jobs are out there, and those who are not supposed to get the jobs are the not likely to get them. Therefore, nepotism and corruption hindered participant's access to employment which was perceived as a return.

Asaju, Arome and Anyio (2014) also found out that, rising levels of unemployment was due to nepotism and corruption in both public and private sectors. Participants expressed high emotions when speaking on this issue. In the researcher's view, nepotism has a negative effect of not having or lack of enforcement of job recruitment labour policies. Many participants indicated that if such job recruitment practices continue, the value of education will be lost because having a qualification is no longer necessary in accessing formal employment and investing in teacher education is a share worst of time.

The findings indicated there are currently few returns on investment in educational training in that, teachers in most cases are trained but do not find jobs easily. It takes one more than ten years for someone to find a job. This finding supports that of Maarten, et al (2005) who found that unemployed participants who valued having a job and felt pressured by the family after graduation, indicated losing hope in find jobs and value for education is strongly questioned also. The participants expressed the desire to have gotten a job upon graduation in order to be self-reliant and to assume family responsibility as a return from educational training investment. However, their poor income acted as a constraint and they found it difficult to assume the expected economic responsibility of their families who invested in their education.

Based on my personal experiences, in the context of the African culture in general and Zambia particular, there is that strong sense of family solidarity and responsibility towards one another in every sector of life. Family members believe in communalism and a common property for all. In this case the success of one family member implies the success of the entire family and the rest family relies on the successful member's financial fortune. Based on this notion of solidarity and communism, stakeholders in education provision (parents and other sponsors) devote resources in the education of their children with the belief that upon graduation they will secure a good job suitable to maintain a decent and dignified life. Such stakeholders who take the opportunity cost of investing in the human capital of their children do so in order to raise future job opportunities and earning prospects. In return, the sponsored individuals are expected upon graduation to pick up a decent job and be able to cater for the needs of the entire family. Therefore, as a Zambian, the burden of economic responsibility that rest on the shoulders of successful family members goes beyond personal and immediate family needs to include the needs of extended family and those who have in one way or the other contributed to your success.

Generally, participants stated that, higher education is often thought of as an individual-level investment, where dedication of time and tuition dollars yields rewards in improved skills and higher earnings. This finding is similar with the findings of Weber (2020) who explained that, although higher education pays off for many teachers, the exact returns for an individual are highly uncertain and evolve over time and that factors contributing to an individual's return in higher education can be broken down into several component parts, including the cost of higher education after grants; the length of time in school and the likelihood of certificate or degree completion; the earnings returns from a given level of degree, major, or institution; the student's demographic background and unemployment. The findings of this study do not depart from those in literature.

The study indicated that investment in teacher educational training does give any kind of returns, according to some of these unemployed teacher graduates. This finding is also in line with the findings of Maarten, et al (2005) who found that unemployed participants who valued having a job indicated losing hope in find jobs and value for education investment is strongly questioned also. The findings established that the rate of return to schooling equates the value of lifetime earnings of the individual to the net present value of costs of education and that for an investment to be economically justified, the rate of return should be positive, and should be higher than the alternative rate of return. Furthermore, this finding is also in

agreement with ILO (2016) which denotes that, for the individuals, weighing costs and benefits means investing if the rate of return exceeds the private discount rate. Besides that, some of the participants revealed that, investment on teacher educational training gives some kinds of return although the irregularity of the income is there after the investment, income is not regular and depended on the profit of the enterprise or personal effort and luck.

On returns however, some of the Participants argued that, there were so many returns one can acquire from teacher educational training. If one is involved in teacher training, one will acquire skills like methodology on how to teach and psychology on how to handle pupils and problems. The returns one gets is that it goes to the benefit of the society and the job one gets when employed. They further stated that, there were returns in investing in teacher educational training because after the trainings, one would have a better level of understanding on how to get employed afterwards in they will have skills in job seeking. Hence, this finding similarly confirms the arguments of other scholars.

5.2. Discussion on Copping Strategies Developed by the Unemployed Teacher Graduates

The second objective of this study was to establish what coping strategies have been developed by the unemployed teachers to remain resilient to the current high unemployment levels in Lusaka District. In the quest to address this objective the research question: what are coping strategies that have been developed by the unemployed teacher to remain resilient to the current high unemployment levels was to be answered.

5.2.1. Utilizing Innovative Entrepreneurship Skills

The first theme that emerged from the findings on coping strategies was innovative entrepreneurship skills. From the findings presented in this study it was observed that, unemployed teachers utilize the entrepreneurship skills rather than waiting on the government which has failed to recognize them. Further, unemployed teachers try to be innovative by doing things that would help them. It was discovered from the findings that, there is need to initiate programmes to upgrade the knowledge and skills of the people to actualize their entrepreneurial aspirations. Amidst the growing size of the youth labour force and the limited growth rate of the labour market especially in the formal sector in Zambia, investments to expand the informal sector and inculcation of entrepreneurship spirit and skills in the youth labour force can be possible alternatives for expansion of labour. This finding is in line with the proposition of the labour market theory of supply and demand with respect to how the

growing size of the youth labour force and the limited growth rate of the labour market especially in the formal sector. Therefore, this finding confirms the theory of supply and demand.

From the findings, there is evidence that the environment for self-employment is indeed not favourable. In a study by Manolova et al (2008) they found that the institutional environment defines, creates, and limits entrepreneurial opportunities, thereby affecting the speed and scope of entrepreneurial entry rates. They argue that there seems to be a need to initiate programmes that will upgrade the knowledge and skills of the people so that they can actualize their entrepreneurial aspirations.

The finding supports the finding of a study done by Nel and Neale-Shutte (2013) in South Africa in which graduates were asked to identify ways in which graduate unemployment can be countered. Graduate's responses included that entrepreneurial skills should be taught. In the studies by Baldry (2013) and the World Bank (2013), they argue that in cases of a growing youth labour force, and the limited growth rate of the labour market especially in the formal sector, inculcation of an entrepreneurship spirit and skills in the youth labour force could be possible alternatives for employment opportunities. Therefore, self-employment through entrepreneurship is one way of promoting teacher graduate's participation in the labour market and the economy of the country.

5.2.2. Offering Tuitions to Pupils in the Community.

Another vital theme that emerged from the findings was the offering of tuitions to Pupils in the Community. Participants stated that some of the teachers unemployed have opened tuition centers where they offered extra school lessons to school children especially those in examination classes. Essentially, the study observed that one of the coping strategies that have been developed by the unemployed teachers to remain resilient to the current high unemployment levels is offering tuitions to pupils in the community. This finding is similar with Szirmai et al (2013) who revealed that many unemployed teachers have created partnerships with various community tuition institutions forged around the principles of creating the conditions for learning that make the difference especially to the examination classes.

In agreement with the participants' views, the researcher also supports that offering tuitions to pupils in the community is beneficial a coping strategy for it help address out-of-school

factors and connect home, school, and community in ways that make student success possible. By paying attention to academic learning, in tuition centers, engagement precedes achievement and intensifies it in classrooms and community-based learning opportunities for students who come for tuition because they want to learn; what is more, they are ready to learn. Thus providing means for unemployed teachers' survival.

5.2.3. Opening up Private Schools

Another great theme that emerged from the findings was opening up private schools. Participants stated that, one of the coping strategies that have been developed by the unemployed teachers to remain resilient to the current high unemployment levels is opening up private schools by collaborating with fellow unemployed teachers and investing in education to earn a living. As a result, partnership-based private schools offer three distinct advantages over traditional public schools by providing learning opportunities that develop academic competencies also garnering additional resources that directly support teaching and learning goals while reducing demands on staff for the centers. Therefore, this finding correspondingly confirms the arguments of other scholars like Szirmai et al (2013).

5.2.4. Agriculture

Another great theme that emerged from the findings was agriculture. It was established from the findings that some unemployed teachers engage in agriculture in order to earn a living than depending on government deployment. It was reported that, the agricultural sector offers a number of opportunities for the youth to be engaged in gainful employment, whether self-employed or otherwise. Consequently, this finding is also in line with the ideas of Kawenga (2018) who reports that, in Zambia some unemployed teachers engage in agriculture. Those who engage in farming activities often bring their farm produce to market for sale. Developing the knowledge, skills, and talent of unemployed teachers will also require investing in smallholder agriculture in order to provide successful examples and viable livelihoods for all future generations.

From the researcher's point of view, there are potential returns of capturing the opportunity to engage today's unemployed teacher graduates in the challenge of raising agricultural production by 60 percent by 2050 in terms of food security, poverty reduction, employment generation, as well as peace and political stability are enormous, but so too are the challenges. Key natural resources, biodiversity and ecosystems upon which agriculture is reliant have

been degraded or lost in some cases irreversibly. Meanwhile, agriculture is becoming ever more important as the challenges associated with adopting sustainable, climate-smart production methods and linking up with marketing opportunities in modern value chains are growing.

Furthermore, this finding is also in line with the ideas Li and Zhang (2010) who states that, the increasing engagement of multinational and national companies in food value chains along with increased consumer sensitivity to global issues of sustainability and poverty reduction means that opportunities for unemployed teachers to engage in agriculture today and in the future are arguably greater than was the case for their parents. At the same time, however, greater competition and more demanding quality standards at the market side and more competition over scarce natural resources, including land, from the production side imply the need for these unemployed teachers to develop a range of agriculture skills and knowledge that have not always been readily accessible.

Given these realities according to the researcher, it is unfortunate that the training needs in particular for those needed to develop capacities to engage in productive, profitable and sustainable agriculture have rarely been systematically addressed in education and training agendas. Even today, many national training plans contain no specific acknowledgement of the particular requirements. In such a scenario, it is not surprising that many unemployed teacher graduates do not see agriculture as a viable and attractive coping strategy.

5.2.5. Business

Another important theme that emerged from the findings was business. Generally, the majority of the participants reported that, unemployed teachers are engaging in businesses where they sell commodities such as shoes, clothes and phones to passers-by. The similar finding is revealed in the study done by Brenda (2012) where she stated that: some people due to lack of employment have opened shops in their localities where they sell consumables to their community members. Others operate their own stationery shops where they offer services such as typing, photocopying, scanning and printing out. She explained that buying and selling/street hawking: these are coping strategies employed by unemployed graduates. Brenda further explained that, they were observed to go to the neighboring cities or towns to purchase domestic goods that may be useful to the other dwellers. Graduates of this category are mostly educated up to at least school certificate level. Also, many of the graduates bought farm produce and hawk through the streets. Proceeds from such business are often used to

cater for their needs, while some deliver such to their parents who primarily own the enterprise. Hence, this finding similarly confirms the arguments of other scholars.

From the researcher's opinion unemployed graduates engage in business in which they are offering easy access to a wide range of goods and services in public spaces. They sell everything from fresh vegetables to prepared foods, from building materials to garments and crafts, from consumer electronics to auto repairs to haircuts. As highlighted by the participants most street vendors provide the main source of income for their households, bringing food to their families and paying school fees for their children. The researcher acknowledges that, street vendors create jobs, not only for themselves but for porters, security guards, transport operators, storage providers and others.

5.2.6. Voluntary Teaching in Schools

Another vital theme that emerged was voluntary teaching in schools. Findings stated that, a number of unemployed teacher graduates also have developed a coping strategy of voluntary teaching in schools especially in schools areas where teachers are inadequate. For unemployed teacher graduates in this study volunteering emerged as a key activity and concern in relation to accessing work and improving paid employment opportunities. Volunteering was understood as an important, if not necessary, point of entry into teaching employment in Zambia. This finding is also in line with Weber (2020) who discusses, volunteering as something that can get you "in" and potentially hired as a teacher, as well as improve your teaching employment opportunities down the road.

By and large, many unemployed teacher graduates in this study engaged in this sort of instrumental volunteering for various periods of time as a means to an end that being securing paid employment or improving the chances of securing teaching opportunities. In agreement with the participants' views, the researcher also supports such volunteerism appears to have been growing in recent years teachers in this study continued to engage in volunteering as a result of their unemployment. It means that, engaging in such volunteering was largely seen as a means to an end, where the possibility of improving employment outcomes in the teaching profession justified the act of volunteering inside of schools.

Peace (2012) found similar results in her study of newly-certified, unemployed teachers in Ontario, noting that participants were volunteering primarily to enhance their job opportunities. Volunteering was perceived as a necessity to access the teaching profession

and paid work as teachers. Hence, “While volunteering is not a guarantee of future employment, it remains a perceived mode of overcoming the barriers associated with contending in an intensely competitive labour market” (Pearce, 2012: 138). It appears as though volunteering in schools has become an increasingly salient practice for unemployed teachers to access work in Ontario.

For the unemployed teachers in this study, volunteering was viewed primarily as instrumental in relation to access to teaching employment. It was noted that, their discussions around volunteering included motivations for informal learning and improvement pedagogical practice, the impetus for such volunteerism remained rooted in securing connections, reference and thus, future paid employment opportunities. Hence, teacher-volunteerism for unemployed teachers was regarded essential.

In this regard, when the unemployed teacher graduates were asked about the kind of jobs there where currently engaged in. In response to this question on kind of jobs .Dealing with the question ‘what do you do or where do you work?’ was as an issue of concern for some participants. In my experience, when people meet especially for the first time, in most cases they inevitably ask this question, ‘what do you do?’ This implies people relate what you do for who you are. Those who take pride in what they do for a living will not hesitate to say what they do or where they work. However, dealing with these questions becomes difficult when the jobs individuals secure do not meet their expectations or do not convey a sense of dignity and pride in the society and those in institutions found it easier telling people where they worked than what they do.

From the researcher’s point of view, any job has its drawbacks and people always complain about one aspect of their job or the other. But what so ever justified complaints, people in decent, standard employment and career oriented jobs are privileged to be in such jobs which are assumed to provide them with intrinsic intellectual, personal, emotional satisfaction, social respect and a sense of belonging. The participants of this study felt deprived from the aforementioned values since they did not have the privilege to secure decent and standard jobs but instead laboured to put food on their table. It was observed that, the current activities that teachers were engaged in were business such as engaging in paper business of stationary and some resorted to being researchers and help fellow students in writing assignments and researches and teaching in private schools was the job they are engaged.

Moreover, some of the participants stated that there was nothing they were doing and had no income so they experienced economic hardships. When asked how they survived without an income most of the unemployed graduate participants indicated that they were and that they got involved in business such as stationery and illegal act of writing assignments and reports for students in various colleges and universities to earn something that they could use for their personal needs. For example .among the participants was one who mentioned that, the effect of not having money leads into so many bad things because others will be going into behaviours which are not acceptable. People will start doing certain things which were not supposed to be done, because the ways of survival gets unbearable.

Nevertheless, the illegal act of writing assignments and reports for students in various colleges and universities was among the coping strategies developed by the unemployed teachers to remain resilient to the current high unemployment level in Lusaka .when commenting on the illegal acts, some participants indicated that such acts would further diminish the value of education in the country. From the data which was collected it was noted that, it is because of the government policies that there are so many unemployed teacher graduates in society, and they have no jobs and it has led to other dubious means of obtaining qualifications like graduating with degrees through other people's work and it is for this reason that, the calibre of the human resource we have in the country is affected. This finding is similar with the findings of Ward (2019) who argued that, people excluded from the economy may experience poverty and, in order to have a livelihood, most of the unemployed graduate get involved in the illegal act of writing assignments and reports for students in various colleges and universities to earn something that they could use for their personal needs.

Further, with regard to coping strategies was the issue of jobs the unemployed teacher graduates engaged in, piece works was also mentioned. Some participants stated that, trained teacher graduates usually get employed in non-graduate jobs, that is, in jobs which do not take into account their level of education and field of study. This therefore implies that their status of being a graduate is not considered when income arrangements are made. Payments are made based on the job characteristics and the assigned tasks and since these are mainly non-graduate jobs their qualification makes no difference.

From the findings, participant questioned the value of their degree and doubted if anyone will go to the university just to end up as a hawker upon graduation. Among the participant one

remarked that he was not in the situation alone as many Zambian graduates were being reduced to menial jobs and some embraced street vending, industrial, agricultural, and domestic forms of employment as a way out of joblessness.

Furthermore, the findings are comparable with the findings of Mindzak (2018) who stipulated that; over the past decade, the number of new teachers unable to secure employment within the teaching profession in Ontario has continued to grow. As the oversupply of teachers is expected to persist, an extremely competitive labour market has made the position of being an unemployed teacher increasingly “precarious”. Precarious employment in some form or another could be found in street vending, industrial, agricultural, and domestic forms of employment. As early as the mid-1970s, precarious employment began to be associated with nonstandard forms of employment; part-time and temporary work, solo self-employment, and multiple job holding. Teachers revealed that precarious work and precarity have both become common features of, and in, their work and lives as they navigate the labour market in Ontario.

The researcher noted also that among the participants was one of the living by repairing gadgets and downloading and installing music and applications on people’s smart phones, tablets and laptops. According to him ever since he was young repairing appliances was his hobby but little did he know that he was going to end up making a living out of it especially when a lot of people are using smart phones and tablets for mobile technology and the android generation, at least it has given him a means to put food on his table.

According to the participants, although there is less demand for teachers there should be a distinction between those who went to colleges and university and those who did not. The value of their education would have been to be rewarded with a job; having a job would have made them stand out from their peers who did not pursue knowledge. As a result of dashed expectations and the inability of their education to give them employment, participants found themselves questioning the relevancy of education. Not only that, Participants found themselves sitting in homes doing nothing because of the limited jobs. Therefore, the findings in this research link to the theory of economic labor market theory of supply and demand. For example, the demand for teachers surpasses the supply making leading to increase in unemployment levels. From the study, it was found that teachers were a lot despite the private schools and public school which offered some part time jobs for them. In short, the supply was found to be higher compared to demand of teachers in the area. This resulted in

employment challenges among graduate teachers. Furthermore, the participants alluded the need for cordial linkage between education and production in that, graduates can lead to massive production in the area thus, attention is needed which I also believed as the researcher.

From the findings, the labour market has changed and has become more vocational and professional making education inclined towards just academics less relevant. Meaning there is a need for a curriculum change to meet this demand and make graduates employable. Many unsuitable elements in the curriculum are carried forward each year without regard for the changing needs of the labour market. Graduates are stuck with knowledge which does not match the needs of the contemporary labour market and as a result these graduates become vulnerable to problems during their job search. However, the supply is greater than the demand in that, there are too many graduates that are being released into the labour market every year but there are no jobs available. The existing vacancies are limited and this makes it a situation of survival of the fittest. Some of these courses such as social studies must stop admitting students because there are many graduates but no jobs and this will increase unemployment rates.” Therefore, this finding confirms the demand and supply theory and the arguments of other scholars.

In agreeance with the participants’ views, the researcher also supports that, Sub-Saharan Africa higher education in general and Zambia in particular suffers from a total disharmony and mismatch between the curricula, production of graduates and current labour market demands .Some aspects of the curriculum used in the universities are several years out-dated and hence, not sufficiently tooled for the contemporary world. Therefore, this finding correspondingly confirms the arguments of other scholars like (Kigotho 2006) who observed that, there are some courses in our universities that our society does not need that much yet such courses are being offered year in year out and make the teacher graduate qualifications mainly tailor-made for the public service employment but such employment opportunities are too few. According to Li and Zhang (2010), irrespective of the reputation of the colleges that students graduate from, graduates with higher GPAs are less likely to be unemployed. Although the study participants attested to their own inability to be innovative, creative and partake in volunteering opportunities, none of the participants discussed the influence of high grades in one’s ability to gain employment.

5.3. Discussion on the Future Prospects for Teacher Unemployment

The third objective of this study was to investigate the future prospects for teacher unemployment in Chipata Compound, Lusaka. In the quest to address this objective the research question: What are the future prospect for teacher unemployment in Chipata Compound Lusaka was to be answered. Participants were asked about the future prospect for teacher unemployment in Chipata Compound Lusaka , Most of the graduate teachers stated that, unemployment is a growing global phenomenon that was negatively affecting their present and future social-economic environment in the sense that, a problem affects not only the individual graduate teacher unemployed, but also the family, and the whole of society. The findings showed various themes that emerged under this objective below:

5.3.1. Market for Teachers Unlikely to Improve

The first theme that emerged from the findings on the future prospects for teacher unemployment was market for teachers unlikely to improve. Generally, participants reported that the market for teachers is unlikely to improve because teacher retirements are forecast to remain under 5,000 annually over the next seven years and that means the bleak job market for new teachers. This means that, a number of teachers cannot find employment in both government and the private sector in the country. The number of teachers produced every year exceed 5,000 from both public and private schools and majority of these teachers end up teaching in private and community schools where they are paid low wages in addition to bad conditions of service.

This finding is in line with the study of Mindzak, (2016) who examined in detail the problem of unemployment in Kerala in his work. According to him the employment generation in Kerala is likely “teacher retirements are forecast to remain under 5,000 annually over the next seven years,” it was concluded that, the bleak job market for new teachers is unlikely to improve any time soon. Further, the author stipulated that a job that will always be in demand. Both elementary school and high school level teachers will be needed, however high school teachers will see the most demand. The rest of Canada, however, is expected to experience fair demand or no demand. This finding confirms the arguments of other scholars.

5.3.2. Long Terms effects of Unemployment on Employment Prospects and Wages

Another vital theme that emerged was the issue of long-term effects on employment prospects and wages. Generally, participants stated that the effects of unemployment are likely to have long-term effects on employment prospects and wages. The regularity with which such scarring has been found as well as more recent attempts to control for selectivity effects suggest that there really is a scarring effect that goes beyond unobserved individual heterogeneity.

This finding is also in line with Belfied and Bailey (2017) who stresses that a number of papers over the years have noted that the implication is that extended difficulties in the search for work early on are likely to have long-term negative consequences in the context of the current prolonged recession, this creates the specter of a lost generation of teacher graduates who become permanently excluded from productive employment. Likewise, this finding correspondingly confirms the arguments of other scholars.

5.3.3. Demand increase for Natural Science, Math and Technological Subjects

Another vital theme that emerged was the issue of demand for great teachers especially in Natural Science, Math and Technological subjects. Generally, participants stated that there will always be a need for great teachers especially in Natural Science, Math and Technological subjects. Regardless of temporary economic conditions, hiring practices, budget cuts or any other factors that impact the education system, the need for teachers is timeless and universal. Society will always need educators, and in that respect, teaching is one career in which one can be confident that they will always have a purpose. A teacher shortage occurs when there are not enough teachers in key subject areas, which has been partly caused by years of teacher layoffs during the great recession, a growing student population and fewer people entering teacher preparation programs.

Furthermore, this finding is also in line with the proposition of the supply and demand theory as it stipulates that shortages in the labour market are difficult to measure, especially because shortages are more a “quality” than a “quantity” issue. Another aspect is that problems of supply are uneven. In some regions, subject areas, or grade levels, shortages can be particularly acute. For example, shortages tend to be more intense in certain subject matters such as science and mathematics, in teaching fields such as special education, and in rural areas. Therefore, this finding confirms the network theory and the arguments of other

scholars like Chanda (2008) who argues that, employment of Natural Science, Math and Technological subjects teachers is expected to grow by 13% between 2020 and 2030. In 2018, there were about 3.5 million kindergarten, elementary, middle and high school teachers in the country, so it is expected almost another 500,000 to be hired by 2030 with a higher number in Science, Technology, Engineering and Maths. Also indicative of the high demand for teachers is the large volume of grants available for teachers.

5.3.4. More Teachers to be trained in Natural Science, Math and Technological Subjects

Another vital theme that emerged was the issue of more teachers to be trained in natural science, math and technological subjects. Generally, participants indicated that the vast majority of these graduates have been trained for subjects and phases in which there are no jobs and not only is this a waste of parents' fees and taxpayers money, it condemns some hard working graduates despairing when they discover the truth - they are not going to be employed. However, some students prefer social sciences because they are deemed to be simpler than Natural science subjects. These results in producing more graduates than the government can employ.

This finding is also in line with the ideas of Strydon (2015) who realized that there will always be a need for great teachers especially in Natural Science, Math and Technological subjects. Regardless of temporary economic conditions, hiring practices, budget cuts or any other factors that impact the education system, the need for teachers is timeless and universal. Society will always need educators, and in that respect, teaching is one career in which one can be confident they will always have a purpose. A teacher shortage occurs when there are not enough teachers in key subject areas, which has been partly caused by years of teacher layoffs during the great recession, a growing student population and fewer people entering teacher preparation programs.

Strydon (2015) further explained that, the specific needs of schools vary from district to district. Some areas, particularly in high-needs schools in the south and west, have higher needs for teachers. There is also a demand for teachers by subject, with certain academic areas needing teachers more than others. Science, Technology, Engineering and Maths (STEM) education is a great example of an area where there is a high demand for great teachers. The need for teachers is quite real. Therefore, finding also confirms the arguments the theory of supply and demand this as well as those other scholars.

In a study by Boockmann, (2019) they agreed that the field of study maybe a reason for unemployment. On career choice, Okigbo, (2019).also argues that, educational and attitudinal choices are tilted toward the public sector in countries where public jobs are much more attractive and available than private sector jobs. This suggests that attractiveness and availability of job opportunities for a specific career also influences choice of a career. Similarly, this finding confirms the arguments of other scholars.

Furthermore, the researcher also supports the opinion highlighted by the participants stating that, the vast majority of these graduates have been trained for subjects and phases in which there are no jobs and not only is this a waste of parents' fees and taxpayers money, The researcher acknowledges that, some hard working graduates despair when they discover the truth that, they are not going to be employed. For example, the researcher recognises the fact that, Universities should stop offering places in courses that lead to unemployment because the students who are already enrolled are going to add to the unemployment problem for the next three years. Thus Social sciences are not on demand as there are a lot of graduates in social sciences, as required entry in these subjects are lower than in Science subjects. However, some students prefer social sciences because they are deemed to be simpler than Natural science subjects. These results in producing more graduates than the government can employ.

In this regard, when the unemployed teacher graduates were asked about how they pictured their future without employment. When the question was asked the majority of participants pointed out that their future would be unbearable without employment. This is because without work it is difficult and challenging to earn a living. Their future is determined by their present status therefore, the burden graduates indicated that the future may be of no good fruit or fail to predict. Furthermore, participants explained challenges in finding food to put on the table as well as saving. This is due to lack of jobs to make better budgets. Most of the time, they just work simple piece works to feed themselves and their families which do not even carter other basic needs.

The findings from this study indicated that unemployment would negatively affect the future development of unemployed teacher graduates. This finding is also in line with the ideas of Annamária (2013) who argues that 'If an increasing part of the new generation begins its adult life with the feeling of being unnecessary and having no chance to integrate into the

mainstream society, the future will be burdened with more and more inexperienced and disappointed people with all the consequences of this.

It was further established from the interviews that most teachers indicated that they would engage in any business that will help them survive and earn a living. The types of business suggested included selling groceries, stationary and were thinking of changing or diverting to other professions like health related courses which offers direct entry into employment and they concluded that if the government does not employ them they will continue with the same business. Some of participants stated they would rather invest in any opportunity that will benefit them and their future in terms of investment returns, through the education system, people can acquire useful employable skills that can help them overcome the unfavorable market conditions thus students who are facing uncertainty during economic recession reconsider their future career path to meet flexible environment.

Furthermore, this finding is comparable with the findings of Annamária (2013) who stipulated that, even though graduates have sufficient skills and abilities to participate in the workplace, the market blocks their inflow. In sum, graduates are influenced by external market changes, as well as their own personal characteristics. Since subject teacher graduate unemployment fits well into one of the principles of the economic supply and demand as postulated by the labour economics' point of view, subject teacher graduate unemployment also aims at fitting in the labour market which is dynamic in the sense that the market condition causes students to behave differently. For example, college students can delay their graduation to avoid an unfavorable labour market, while they eagerly graduate to meet favorable external labour demands. With economic fluctuation, workers experience transitions between employment, unemployment, and non-participation.

5.4. Views on Teacher Employability and prospects in Lusaka Zambia

Amidst high unemployment rates in the country teacher graduates, participants were asked to about their views on teacher employability and prospects in Lusaka Zambia .Findings of the study revealed various views according to the interviews that where conducted with the unemployed teacher graduates for data collection

5.4.1. Unemployed Teachers Involvement in Solving their Own Problems

The research findings indicated that, unemployed teacher involvement in solving their own problems through voicing out in demand of their rights would be a way to promote teacher

graduate employment. However, research shows that since the unemployed teachers are not usually involved in solving their own problems, graduates also have some blame for they lack that motivation to think out of the box and become creative to start something on own they are rather are too focused on being employees, but then again that is what education system molds them to because the jobs are not there, graduates needs to be able to demonstrate desperation and take drastic actions like relocation, travelling and doing any kind of job, even if it is not related to what they studied till one gets the ideal job.

This finding is also in line with Li, Whalley and Xing's (2014) who stated in their study that, location is an important determinant in securing employment and that graduates in coastal areas are more likely to easily attain employment than those in non-coastal areas. The finding of Li et al. (2014) is interesting when one considers that the participants of this study are all located in Lusaka (a city with one of the busiest cities in the country). The inability of the study participants to secure employment despite being located in a capital city suggests that graduate unemployment in Zambia is likely due to other factors not location. Having noted that higher education expansion can itself lead to graduate unemployment (Li et al., 2014; Li and Zhang, 2010), a situation at odds with the South African government's ongoing strategy to increase higher education access to those who have been previously disadvantaged.

Li and Zhang (2010) found that a personal attribute, such as GPA, that students graduate with what is important for their job search and solving the problem of unemployment. According to Li and Zhang (2010), irrespective of the reputation of the colleges that students graduate from, graduates with higher GPAs are less likely to be unemployed. Although the study participants attested to their own inabilities to be innovative, creative and partake in volunteering opportunities, none of the participants discussed the influence of high grades in one's ability to gain employment.

5.4.2. Initiating Programs to Upgrade the Knowledge and Skills

One of the views was on initiating programs to upgrade the knowledge. Amidst the growing size of the labour force and the limited growth rate of the labour market demand especially in the formal sector in Zambia, One of the striking findings of this study is the investments to expand the informal sector and inculcation of entrepreneurship spirit and skills in the labour force can be possible alternatives for expansion of labour demand. In view of this, one of the participants commented that, the biggest problem in the country is that there are no Programs to upgrade the knowledge and skills to deal financial literacy in the education system. If

maybe schools and universities were to implement financial literacy, it would enable the unemployed teacher graduates to start their own businesses at an early age. Because there is no financial literacy, the importance of having money is not known. Similarly, this finding confirms the arguments of other scholars who argue that, education should not progress from schooling to graduation and then job. It is true that empowering graduates with financial literacy can curb unemployment since more people would be starting their own business.

This finding is also in line with Rose and Ordine (2010) who stated that, the educational institutions are not doing enough to incorporate skills programme and financial literacy into the curriculum in that it is perceived to induce a rise in the share of graduates, leading to an increase in the share of firms investing such graduate courses. Furthermore, Refrigeri and Aleandri (2013) noted that graduate youth unemployment can only be reduced through the introduction of policies that promote a work related curriculum and they therefore propose the reformation of education systems and professional development. As stated by Eliška and Zuzana (2014), youth unemployment does not derive from the macroeconomic conditions of a country, rather from models of transition from education to work. Bearing in mind that the human capital of an individual should increasingly reflect knowledge and skills acquired at school in addition to those acquired from workplace, just like in the principles of the economic supply and demand

Szirmai, et al.(2013) argues that the education system for young people must become a pathway to the labour market. From the narratives of the study participants, one could conclude that the Zambian education system is still focused on the formation of human capital which has little to do with the workplace; thereby making graduates to be a weak resource. Vasile and Anghel (2015) even reiterated that, the education and training system could be blamed for the high rates of unemployment because it is inefficient, unattractive and unadjusted to the structure and developments of the labour market.

5.4.3. Consistent Job Search

Another vital view which was indicated is consistent job search. Participants also concluded that the ability to embark on an efficient and consistent job search journey is vital for graduates in need of employment. However, the ability to be active and effective in the job search venture is dependent on the socio-economic situation of individual graduates. The common job search techniques, like internet access, newspapers for job adverts, calling or visiting labour market networks and mailing, all require money.

For example, one participant stated that the education system does not equip them to be successful at job search. It is like they are set up for failure; the educational system must look at ways of empowering its graduate for employability by incorporating skills of development in the curriculum development and become more involved in linking the graduates with employers. Some of the participant commented that, graduates do not need support after graduation especially when it comes to job search; support should be before graduation and completion of degree like employment search skills programmes in the curriculum. If that is done, then they would not find themselves in that situation.

This finding is similar with the findings of Oluwajodu et al.,(2015), Eliška and Zuzana (2014) found that, graduates do not have a clear idea about their future professional aspirations in the labour market and they have an ambivalence about their studied programme. This finding is also true for the participants of this study because they all have uncertainty over the worthiness of their qualifications in relation to other qualifications such as Nursing and Education.

In addition, Oluwajodu et al. (2015) found that, graduate unemployment is also linked the unrealistically high expectations of graduates. As stated by Sirat and Shulb (2012), graduates assume that their qualifications must ensure high salaries immediately, despite having a bad attitude towards work. Although Oluwajodu et al. (2015) stated that the expectations of employers differ from those of graduates in that employers see them only as individuals with just the possession of a qualification but lacking in necessary skills and experiences to thrive in the workplace. As a result of the unrealistic high expectations of graduates considering their ideal kind of jobs, Sirat and Shulb (2012) suggested that graduates select jobs and prefer to remain unemployed until they get their ideal job. However, the participants of this study are ready to settle for any kind of job until they found jobs in their studied field.

Further, the researcher also supports the opinion highlighted by the participants starting that they are less than impressed with what seems like the distant approach of educational institutions in their job search experience and for ignoring the reality of unemployment in Zambia. The participants believed that the universities and colleges can assist by regulating students' intake in over-saturated programmes such as social sciences and that they can do better by being proactive in the linkage between potential employers and graduates. Participants believe that unemployment should be tackled before completion of educational programmes.

5.4.4. Promotion of Merit Based Job Recruitment Process

The job recruitment process promotion was also among the views of the unemployed teacher graduates on teacher employability and prospects. Majority of the Participants stated that, another way that would promote teacher employment is the promotion of merit based job recruitment processes. Issues of nepotism and corruption in employment recruitment create unequal access to employment opportunities, thereby creating some form of exclusions that could lead to long sustained poverty on the part of the victims . Participant further added that, the issue of nepotism in some of these areas should be looked and people should be going into institutions to check what's really happening, to check if people are being employed based on their qualifications or merit.

The finding is also in line with Lam (1993) who argued that, promotion of equal employment opportunities based on merit in employment recruitments and hiring practices may be a way to promote graduate employment. Lam (1993) further argues that inequality in access to opportunities promotes the creation of exclusions, which leads to a long and sustained kind of poverty on the part of the victims. In this study, most of the participants indicated that continued nepotism and corruption in accessing employment opportunities on the labour market would diminish the value of education in the country.

Consequently, the researcher also supports the opinion highlighted by the participants stating that ,the massive influence of social networking, specifically 'connections' as one of the most important determinant of job search success in Zambia. While acknowledging the impact of 'connections' and its role as a barrier to gaining employment, it is unfortunate that the participants of this study are devoid of effective networks that can ensure the securing of employment. The inability of the participants to sustain effective networks for employment success might be due to their poor background. It might also be due to their personality types some people network more easily than others.

5.5. Summary

This chapter presented a discussion of the findings of the study by addressing each research objective. The chapter started by discussing what the real and perceived returns on investment in teacher educational training in Chipata Compound Lusaka was, it further found out coping strategies have been developed by the unemployed teachers to remain resilient to the current high unemployment levels in Chipata Compound Lusaka and the last section investigated future prospect for teacher unemployment in the teaching sector in Chipata Compound Lusaka. The next chapter presents the overall conclusion of the study. It further provides recommendations and suggestions for further research based the findings of this research.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0. Overview

This chapter gives the conclusion of the study. It highlights the findings of the study, the conclusion drawn from it and the recommendations. Suggestions are also made for further areas of research.

6.1. Summary

So far, this dissertation has explained chapter one (1), which focused on explaining the background of teacher employability and prospects which helped to justify the need to conduct this study. The dissertation has also explained chapter two (2) which presented literature reviewed, chapter three (3) showing the methods used to conduct this study, chapter four (4) presenting findings from the research field, and chapter five (5) which focused on the discussions of the research findings. This chapter thus presents the conclusion of the study and recommendations drawn from the findings of the study. The chapter also gives suggestions for further research.

6.2. Conclusions

The purpose of this study was to assess teacher employability and prospects in Chipata Compound of Lusaka, Zambia .The study focused on exploring lived voices of unemployed teacher graduates in Compound of Lusaka .The study was purely qualitative research and used a phenomenological research design.

From this study, it was clear that investment in education was higher than that on the investment in physical capital and that individuals with more human capital manage to be very efficient at their employment search and suffer less from unemployment. Additionally, education is an important aspect of human life and thinking of education as human capital motivates societies to invest in education to raise productivity and to increase individual and social benefits. In many situations, success for an educational institution can be evaluated according to the rate of graduates who are enrolled in higher education and are employed with high position or high rate wages. Furthermore, using educational qualifications to hire in the business world affects the schooling type, context of education, and decision making of

families about the type of education for their children as well as graduates' decisions to enter work.

Further, the study also established that the rate of return to schooling equates the value of lifetime earnings of the individual to the net present value of costs of education. For an investment to be economically justified, the rate of return should be positive and should be higher than the alternative rate of return. For the individual, weighing costs and benefits means investing if the rate of return exceeds the private discount rate. Therefore, factors contributing to an individual's return in higher education can be broken down into several component parts, including the cost of higher education after grants, the length of time in school and the likelihood of certificate or degree completion, the earnings returns from a given level of degree, major, or institution; the student's demographic background, and unemployment. For most, an investment in higher education yields a substantial economic return, but this investment may not pan out for some students.

The study revealed that graduate teacher unemployment is a growing global phenomenon that is negatively affecting their present and future social-economic in the sense that, labour market has changed and has become more vocational and professional making education inclined towards just academics less relevant. Meaning there is a need for a curriculum change to meet this demand and make graduates employable. Many unsuitable elements in the curriculum are carried forward each year without regard for the changing needs of the labour market. Graduate teachers are stuck with knowledge which does not match the needs of the contemporary labour market and as a result these graduates become vulnerable to problems during their job search. To remain resilient to the current high unemployment levels these unemployed teacher graduates have improved their abilities by being innovative and utilizing entrepreneurship skills rather than waiting on the government which has failed to recognize them, so they try to be innovative by utilizing entrepreneurship skills, offering tuitions, agriculture and voluntary works.

From the study, it is clear that there appears to be a need to initiate programmes to upgrade the knowledge and skills of the people to actualize their entrepreneurial aspirations. Amidst the growing size of the labour force and the limited growth rate of the labour market especially in the formal sector in Zambia, investments to expand the informal sector and inculcation of entrepreneurship spirit and skills in the labour force can be possible alternatives for expansion of labour demand. Besides that, the ability to embark on an

efficient and consistent job search journey is vital for graduates in need of employment. Another way that would promote teacher employment is the promotion of merit based job recruitment processes. Issues of nepotism and corruption in employment recruitment create unequal access to employment opportunities, thereby creating some form of exclusions that could lead to long sustained poverty on the part of the victims.

The study concludes that the effects of unemployment early on in one's 'working' career are likely to have long-term effects on employment prospects and wages. The regularity with which such scarring has been found as well as more recent attempts to control for selectivity effects suggest that there really is a scarring effect that goes beyond unobserved individual heterogeneity. The implication is that extended difficulties in the search for work early on are likely to have long-term negative consequences. In the context of the current prolonged recession, this creates the specter of a lost generation of teacher graduates who become permanently excluded from productive employment.

Lastly, the study concludes that it was evident that there will always be a need for great teachers especially in Natural Science, Math and Technological subjects. Regardless of temporary economic conditions, hiring practices, budget cuts or any other factors that impact the education system, the need for teachers is timeless and universal. Society will always need educators, and in that respect, teaching is one career in which one can be confident they will always have a purpose. A teacher shortage occurs when there are not enough teachers in key subject areas, which has been partly caused by years of teacher layoffs during the Great Recession which contributes to growing student population and fewer people entering teacher preparation programs.

6.3. Recommendations

On the basis of the findings of this study, recommendations were suggested as follows:

1. The fact that the study has established that a number of teachers are unemployed, there is need for the government and the ministry of higher education to initiate programmes to upgrade the knowledge and skills of the teachers to actualize their entrepreneurial aspirations. Amidst the growing size of the labour force and the limited growth rate of the labour market especially in the formal sector in Zambia, investments to expand the informal sector and inculcation of entrepreneurship spirit

and skills in the labour force can be possible alternatives for expansion of labour demand.

2. There must be promotion of merit based job recruitment processes to enhance employability. Issues of nepotism and corruption in employment recruitment create unequal access to employment opportunities, thereby creating some form of exclusions that could lead to long sustained poverty on the part of the victims .
3. The government and the ministry of higher education should empower teachers so that they can engage in small scale businesses. For instance, the agricultural sector offers a number of opportunities for the youths to be engaged in gainful employment, whether self-employed or otherwise. When empowered some teachers would open shops in their localities where they sell consumables to their community members and some of them would open tuition centers where they can offer extra school lessons to school children especially those in examination classes.

6.4. Suggestion for Future Research

Since this study focused primarily on exploring the lived voices of the unemployed teacher graduates in Chipata Compound of Lusaka Zambia:

1. There is need in future to assess the measures the government and the ministry of higher education that have been put in place to address teacher unemployment. It is the researcher's view that such a study would add to numerous efforts aimed at managing teacher unemployment in the country.
2. Further, since this study has only been conducted in Lusaka's Chipata Compound, there is need for the research to be also done in other regions of the country to assess teacher employability and prospects. It is the researcher's view that such a study would add to numerous efforts aimed at managing teacher unemployment in the country.

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APPENDICES

APPENDIX A

P.O BOX 630029,

LUSAKA.

15 TH NOVEMBER, 2020

CONTACT NO: 0974597842

EMAIL: tendai.mugabe@ yahoo.com

THE CHURCH ELDER,

CHRIST ANSWER INTERNATIONAL,

BOX 630029,

LUSAKA.

Dear Sir,

REF: REQUEST FOR PERMISSION TO CONDUCT MDEA RESEARCH IN YOUR CHURCH

TITLE: TEACHER EMPLOYABILITY AND PROSPECTS IN CHIPATA COMPOUND OF LUSAKA ZAMBIA: EXPLORING LIVED VOICES OF UNEMPLOYED TEACHER GRADUATES

The above subject matter bears reference.

I, Tendai Mugabe, under the supervision of Dr. Masaiti. G in the department of research studies am doing research towards master of education in educational management at the

University of Zambia. I hereby request your permission to conduct a study, “entitled Teacher Employability and prospects in Chipata Compound of Lusaka Zambia: Exploring the Lived Voices of Unemployed Teacher Graduates at your Church.

The study will entail interviewing unemployed teacher graduates at your Church with subject. The expected duration of the interview is 30 minutes.

I also undertake to ensure confidentiality and anonymity during the study will be maintained and that data will be kept in a safe place upon completion of the study. Participation will be voluntary at all times.

Hoping for your positive response.

Yours faithfully,

Tendai Mugabe.

APPENDIX B

INDIVIDUAL PARTICIPANT'S INFORMED CONSENT FORM

Dear respondent,

This serves to inform you about the purpose of this study and what will be followed in the process of conducting it. You will be requested to sign this form to indicate that you have willingly volunteered to participate in this exercise.

1. Description

This study is purely an academic education research. The researcher is a Master's candidate studying Master of Education in Educational Management at the University of Zambia and this research is a major requirement to complete the programme.

2. Purpose

The researcher wishes to assess Teacher Employability and Prospects in Chipata Compound of Lusaka Zambia: Exploring lived Voices of Unemployed Teacher Graduates.

3. Consent

Participation in this exercise is voluntary, i.e. you do not need to participate if you do not want.

4. Confidentiality

All the data collected from this research will be treated with high confidentiality. Participants are assured of anonymity in this research.

5. Rights of Respondents

The rights of the respondents will be protected and respected. Participants are assured that they shall suffer no harm as a result of participating in this exercise. Participants are free to ask for clarification at any point of the exercise and to inform the researcher if they feel uncomfortable about any procedure in the research.

DECLARATION OF CONSENT

I have read through the participant information sheet. I now consent voluntarily to be a participant in this project.

Participant's Name.....

Signature: Date

APPENDIX C

INTERVIEW SCHEDULE FOR UNEMPLOYED TEACHER GRADUATES

Position

Date.....

Venue.....

Time Started..... Time Finished.....

INTRODUCTION

My name is Mugabe Tendai and I am a Master's candidate studying at the University of Zambia. I have few questions which seek your information concerning teacher employability and Prospects in Chipata Compound. The information you will provide will purely be for academic use and will be treated with the highest degree of confidentiality. You are therefore, required to be as objective as you can possibly be in your response because, interview digital recording will be used so you are free to accept or reject the interview. Your answers are neither right nor wrong please respond to all the questions honestly.

1. What do you think is the real and perceived return on investment in teacher educational training in Lusaka Zambia?
2. Please talk to me about educational training return do you think it is worth the investment?
3. What kind of returns on investment does teacher educational training gives?
4. What do you think are the coping strategies that have been developed by unemployed teachers to remain resilient to the current high unemployment levels?
5. What kinds of work or jobs are you currently engaged in?
6. If someone were to ask "what is your job/what do you do?" how would you respond?
7. What do you think are the future prospects for teacher unemployment?
8. How do you picture your future if you do not find a job?
9. Can you encourage your friend, relative or child to study teaching? (Probe why)
10. Is there anything else that you would like to add?

Thank you very much for your participation.

APPENDIX D



**UNIVERSITY OF ZAMBIA – ZIMBABWE OPEN UNIVERSITY
(UNZA-ZOU)**

Telephone: 26021-1-291777-78 Ext. 3500/ 0978/772249
Telegrams: UNZA LUSAKA
Fax: 26021-1-253952
Email: director-ide@unza.zm

P.O. Box 32379
LUSAKA, ZAMBIA

DATE: _____

Dear Sir/Madam

RE: CONFIRMATION OF STUDY

Reference is made to the above subject.

This serves as a confirmation that the above mentioned person of NRC No: _____ and computer number _____ is a bonafide student of the University of Zambia in collaboration with Zimbabwe Open University (UNZA-ZOU).

The student is pursuing a Master of Education in Educational Management and he will be carrying out a research on _____

Any assistance rendered to him will be greatly appreciated.

Yours faithfully

Prof. B. Namangala, PhD
DIRECTOR
INSTITUTE OF DISTANCE EDUCATION

