



**ROLE OF GUIDANCE TEACHERS AND SCHOOL
MANAGERS IN STUDENT CAREER CHOICES: A CASE OF
SELECTED SCHOOLS IN KITWE DISTRICT, ZAMBIA.**

BY

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AUTHOR'S DECLARATION

I, Shadrick Sikwese do hereby solemnly declare that this dissertation represents my own work and that it has never been previously submitted for degree at this, or any other University.

Signed: 

Date: 26/10/2016

APPROVAL

The University of Zambia and the Zimbabwe Open University approves this dissertation of Shadrick Sikwese as fulfilling part of the requirement for the award of the degree of Master of Education in Education Management.

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DEDICATION

This paper is written with profound love for my daughters, Amariah and Lusayo;

With deep gratitude for my family, friends and the Church;

But, especially for my wife Aggie, whom i love so dearly.

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TABLE OF CONTENTS

Copyright	i
Author's declaration.....	ii
Approval.....	iii
Dedication	iv
Acknowledgement.....	v
Table of contents.....	vi
List of figures.....	viii
List of Tables.....	ix
Acronyms used.....	x
Abstract.....	xi
 CHAPTER ONE	1
Overview	1
Background.....	2
Statement of the problem.....	3
Purpose of the study.....	3
Objectives.....	4
Research questions	4
Significance of the study.....	4
Theoretical framework.....	5
Conceptual framework.....	6
Delimitation.....	6
Limitations of the study.....	7
Operational definitions of the study.....	7
Summary	8
 CHAPTER TWO	9
Literature Review	9
Overview	6
Definition of career guidance.....	9
Role of career guidance teachers in student career choices.....	10
Rationale of school guidance and counselling.....	13

Measures in place to help students make informed career choices.....	14
Role of school managers in student career choices.....	15
Student guidance in the pursuit of their career prospects.....	16
Training in guidance and counselling.....	18
Summary	19
CHAPTER THREE	20
Methodology.....	20
Overview	20
Research design.....	20
Target population.....	21
Study sample.....	21
Sampling technique.....	22
Data collection instruments and procedure.....	22
Ethnical consideration.....	22
Data analysis.....	23
Summary	23
CHAPTER FOUR	24
Presentation of finding.....	24
CHAPTER FIVE	48
Discussion of findings.....	41
CHAPTER SIX	53
Conclusion.....	45
Recommendations	46
References	56
Appendices.....	61
Appendix 1.....	61
Appendix 2.....	64
Appendix 3.....	67
Appendix 4.....	69
Appendix 5.....	72

LIST FOR FIGURES

Figure 1.0 - Conceptual Framework

LIST OF TABLES

- Table 1: Head teacher's profile
- Table 2: Guidance teachers' profile
- Table 3: DGCCs profile
- Table 4: Head teacher's responses on role of guidance teachers
- Table 5: Head teachers' views on their role in student career choices
- Table 6: Guidance teachers' views on their roles
- Table 7: Guidance teachers' on the role of head teachers
- Table 8: Student response on the role of guidance teachers
- Table 9: Head teachers' views on guidance of learners
- Table 10: Guidance teachers' responses on guidance of learners
- Table 11: Student responses on receiving of career guidance
- Table 12: Head teacher's on formal training of Guidance teachers
- Table 13: Guidance teachers' on formal training
- Table 14: Head teachers' general responses
- Table 15: Guidance teachers' general responses
- Table 16: DGCCs general responses
- Table 17: Student's general responses
- Table 18: Head teachers' responses on support from Ministry
- Table 19: Guidance teachers' responses on support from Ministry
- Table 20: Head teacher's views on measure put in place
- Table 21: Guidance teacher's other duties
- Table 22: Head teachers' responses on challenges in the provision of career guidance
- Table 23: Guidance teachers' views on challenges
- Table 24: Student views on challenges in accessing career guidance

LIST OF ABBREVIATIONS/ACRONYMS

AIDS	-	Acquired Immune Deficiency Syndrome
ASCA	-	American School Counselor Association
DEBS	-	District Education Board Secretary
DGCC	-	District Guidance and Counselling Coordinator
GT	-	Guidance Teacher
HIV	-	Human Immune Virus
MOE	-	Ministry Of Education
OVC	-	Orphans and Vulnerable Children
TVTC	-	Technical and Vocational Training College
UNESCO	-	United Nations Educational, Scientific and Cultural Organisation
UNZA	-	University Of Zambia
ZOU	-	Zambia / Zimbabwe Open University

ABSTRACT

The study was designed to establish the role of guidance teachers and school managers in student's career choices: A case of selected secondary schools in Kitwe District. The study employed a mixed method approach that is qualitative and quantitative approaches. Interviews were used to collect data from district guidance and counselling coordinator and guidance teachers while questionnaires were administered to the school managers, whereas focus group discussions were carried out to collect data from the students. The study used thematic content analysis and frequency tables to analyse the findings.

The study revealed the many roles played by guidance teachers which include providing learners with information regarding their various careers or training opportunities, it also revealed that a number of guidance teachers were trained in guidance and counselling and that learners were guided accordingly in making their career choices. All this can be enhanced if guidance and counselling could be time-tabled, as only one school in Kitwe district has time-tabled guidance and counselling therefore, having enough time interacting with learners on many issues concerning their careers.

The study thus recommends that guidance and counselling be time-tabled and the office of guidance be recognised and be salaried so as to enhance efficiency in the delivery of guidance and counselling in schools. The study further recommended that, the Ministry of General Education should recruit more trained manpower to execute the guidance and counselling teaching syllabus. This will greatly benefit the learner in need of guidance service and may speed up the implementation of the guidance and counselling syllabus.

CHAPTER ONE

1.1 Overview

This chapter focuses on the background to the study, statement of the problem, purpose of the study, objectives, research questions and the significance of the study. The chapter also covers the theoretical and conceptual framework, delimitation and limitation of the study. The operational definitions have also been covered.

1.2 Background

Choosing a career is one of the most important decisions in one's life and at the same time one of the most difficult (MESVTEC, 2014). Indeed, there are many careers to choose from and so many different ways of becoming qualified for them. The ultimate goal and objective of guidance and counselling is to ensure that an individual sees and explores his or her unlimited endowed options. School guidance and counselling services are essential and play a major role in the development of learners and their future. Bark (2003), guidance and counselling are the assistances given by qualified and trained persons to an individual of any age to help them manage their own life activities, develop their own point of view, make their own informed decision and carry their own burden. MESVTEC (2014) point out that the most important areas of school guidance and counselling include; career or vocational guidance and counselling which assists the individual to choose and prepare for an occupation that is compatible with his interests and aptitudes, educational guidance and counselling which assists students in their curriculum and school life choices, personal and social guidance and counselling which assists the individual to behave appropriately in relation to other members of the society.

As part of vocational guidance and counselling programme, career development enables guidance counsellors to assist individuals to identify and learn the skills by which they can be more effective in planning for and choosing jobs, in making effective transitions and adjustments to work, and in managing their own careers and career transitions effectively. Career development, for most people, is a lifelong process of engaging the world of work through choosing among employment opportunities made available to them (Brown et al 1996). It is a process of getting ready to choose, choosing, and continuing to make choices.

Thus, the choices the learner makes in choosing a career may affect them throughout their lifetime.

The primary goal of career guidance and counselling is to enable an individual to see and explore his or her infinite gifted options. It is a fact that the major service areas of guidance and counselling are educational, vocational, personal and social guidance and counselling. The four areas are critical and necessary elements in the development of a learner as a whole. The major focus of the study was on the vocational or career guidance and counselling in the secondary schools (Odeck, 1999., Ipeye, 1995).

The history of school counselling formally started way back before the twentieth century, although a case can be made for tracing the foundations of counselling and guidance principles to ancient Greece and Rome with the philosophical teachings of Plato and Aristotle. There is also evidence to argue that some of the techniques and skills of modern-day guidance counselors were practiced by Catholic priests in the middle ages, as can be seen by the dedication to the concept of confidentiality within the confessional. Near the end of the sixteenth century, one of the first texts about career options appeared (Neukrug 2007). Nevertheless, formal guidance programs using specialized textbooks did not start until the turn of the twentieth century. According to UNESCO (1998) the first systematic guidance service was first practiced in the United States of America in the 19th Century by George Merrill at California School of Mechanical Arts in San Francisco, California. George explained to the learners the contents of each trade so that they could use that information to choose a specific vocation or career path. This was followed by counselling for job placements and a follow up service for the graduates. Kochhar (2010) noted that guidance is as old as human civilization. He explains that in the primitive society, guidance was offered to the young by elders in the family and to persons in distress by the family priests or the medicine men who conjured up spirits of the dead or supernatural forces to help the client.

Similarly, Fuster (2005) brings to light that counselling, in some way or another, has been used by different people since the beginning of mankind, for example parents, teachers, friends, elders and so on. He argues that it was to the medical practitioner or family doctor that people visit most frequently to be helped with a number of problems such as worries, depressions, fears, anxieties and other inner problems.

In Zambia, school guidance and counselling as noted by Mwaba (2011) started way back in 1967 where career guidance units were introduced in secondary schools. Nonetheless, the units only got established in 1971. Technical Vocational Teachers College (TVTC) in Luanshya was the first college to introduce training for school guidance and counselling teachers in the year 1987. In 1991, the Ministry of Education through the Curriculum Development Center (CDC) produced the school guidance and counselling syllabus which was to be followed by all secondary schools country wide.

1.3 Statement of the problem

Despite government efforts through the line ministries to introduce and emphasise the implementation of school career guidance and counselling to all learners, secondary schools have continued to produce learners who have little or no idea which career they are to take up. Failure to guide learners in their career has created a lot of anxiety among the learners who find it very difficult to choose a suitable career which remains a source of concern. If not checked, the trend of producing learners without focus and direction will continue to rise and this can retard individual and national development. But, as at now, it is not clear what role the guidance teachers and school managers are playing in the choice of their student's careers.

Studies done by Mubanga (2014) focused on the role of school guidance and counselling in education for sustainable development while the study by Mulemwa (2015) focused on the efficacy of school guidance and counselling in academic performance of learners with special educational needs. However, the focus of this study was to assess the role of guidance teachers and school managers in student career choices. Therefore, the need to urgently uphold government efforts of providing career guidance cannot be overemphasised as enshrined in the Education Act of 2011 which strongly affirms that "Counselling and career guidance shall be an essential component of learner's welfare at all levels of the education system and shall be part of the overall management and administration of educational institutions" MoE (2011).

Thus, the problem is, "What is the role of guidance teachers and school managers in students' career choices?"

1.4 Purpose of the study

The purpose of this study was to establish the role of guidance teachers and school managers in student career choices of learners in selected secondary schools in Kitwe District.

1.5 Objectives of the study

This study sought to;

- establish the role of guidance teachers and school managers in student career choices as means for students to make informed career choices.
- establish whether students are guided by their guidance and counselling teachers in pursuit of their career prospects.
- explore whether guidance teachers have attained any formal training in guidance and counselling.

1.6 Research questions

- What role do you think guidance teachers and school managers play in student's career choices as a means to help learners make informed career choices?
- Are students guided by their guidance and counselling teachers in their pursuit of their career prospects?
- Do guidance teachers have any formal training in guidance and Counselling?

1.7 Significance of the study

The study is significant in that, it may contribute to the existing body of knowledge on the educational policies in Zambia. The information may also be available to educational

practitioners (guidance teachers), curriculum developers, policy makers in education and many other stakeholders interested in the subject. The study established the role of guidance teachers and school managers in student career choices which is crucial to the students and the nation as a whole. The study may particularly benefit the learners in secondary schools to make informed career choices from the variety of career prospects availed to them. The information availed to the learners will enable them to focus and prepare adequately while in secondary school to take up the career of their choice.

In addition, the findings may have the potential to generate interest and stimulate further investigations in the Ministry of General Education. Furthermore, the findings may be key in helping policy makers and other stakeholders in making policies that would foster the active role of guidance teachers and school managers in implementing school guidance and counselling of learners in career choices in secondary schools. The study is important in that it may foster guidance teachers and school managers realise their crucial role of helping their students in choosing their career well in advance so that it benefits the students by preparing adequately what needs to be done in order to conquer their desired career.

1.8. Theoretical framework

The study used the matching theory or the talent matching approach which was subsequently developed into the trait and factor theory of occupational choice within the evolving discipline of differential psychology. The theory was pioneered by Parsons in the 1900s who developed the concept of talent matching approach. Parsons (1908) pointed out that occupational choices occur when people have achieved firstly, an accurate understanding of their individual traits such as personal abilities, aptitudes, interests etc. Secondly, knowledge of jobs and the labour market and thirdly, make a rational and objective judgment about the relationship between these two groups of facts.

The theory impacted my study in that, it assumes that it is possible to measure both individual talents and the attributes required in particular jobs, which can then be matched to achieve a 'good fit'. In addition, the theory was necessary to the study in that when individuals are in jobs best suited to their abilities, they perform best and productivity is highest. Thus, the matching theory was linked to this study on the role of school guidance teachers and school

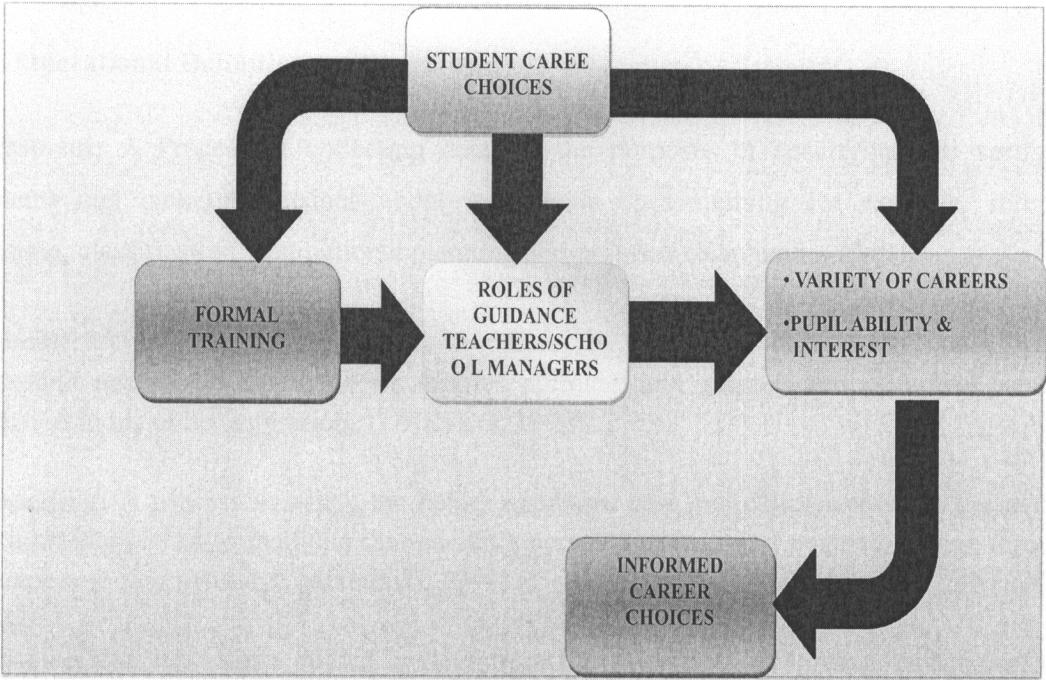
managers in student career choices just as school guidance teachers do not modify the pupil’s behaviour but aim at empowering a learner with knowledge about themselves, the jobs and the labour market so that the client himself or herself is able to find solutions by exploring his or her own thoughts.

1.9. Conceptual Framework

This study has been conceptualised as follows;

Figure 1.0 Conceptual Framework

CONCEPTUAL FRAMEWORK



It is the researchers’ view that when school guidance teachers receive formal training in guidance and counselling, and that, when guidance teachers and school managers perform their roles and expose their learners to variety of careers and also enhance pupil ability and interest, then learners may likely make informed career choices that may guarantee them future success.

1.10. Delimitation of the study

The study confined itself to assess the role of school guidance teachers and school managers in student career choices among four (4) selected secondary schools in Kitwe district. Therefore, the findings on the role of guidance and school managers in student's career choices in selected secondary schools may not be generalised to other schools, districts or the entire country.

1.11. Limitations of the study

The study was limited in that it was not easy to get head teachers to answer the questionnaires and to get feedback on time. Getting interviews from some school guidance teachers was another limitation as the researcher was made to postpone the interviews after scheduling which led the researcher to delay in collecting data on time as planned.

1.12. Operational Definitions of the study

Assessment: A Process of collecting data for the purposes of specifying and verifying problems and making decisions about individuals or something for example, referral, screening, classification, instructional planning and progress (Kaphunde, 2014).

Guidance: A process, developmental in nature, by which an individual is assisted to understand, accept and use his or her abilities, aptitudes and interests and attitudinal patterns in relation to his or her aspirations (UNESCO, 1998).

Counselling: A process in which the helper expresses care and concern towards the person with a problem so as to facilitate that person's personal growth and positive change through self understanding (Mutie & Ndambuki, 1999)

Counselee: one who seeks advice or help from the counsellor in solving his/her personal problems.

Career: A person's professional course which they pursue throughout their life or a distinct portion of their life and which affords them an opportunity for progress or advancement (MESVTEC, 2014)

Career/vocational guidance: Process of helping an individual to choose an occupation, prepare for it, enter into it and progress in it (Mutie & Ndambuki, 2002).

Management: Process of designing, developing, and effecting organisational objectives and resources so as to achieve predetermined organisational goals (Okumbe, 1999).

1.13. Summary of chapter one

Chapter one looked at the background of the study, statement of the problem, purpose of the study, research objectives and research questions. Others included the significance of the study, theoretical and conceptual framework, delimitation and limitations of the study and operational definitions. The next chapter focuses on the relevant review of literature expressed by other scholars.

CHAPTER TWO

Literature Review

2.1 Overview

This chapter reviews relevant literature given by different scholars on the role of guidance teachers and school managers in career choices of their learners. Literature review is a critical summary of research on a topic of interest, generally prepared to put a research problem in context or to identify gaps and weaknesses in prior studies so as to justify a new investigation (Polit and Hungler1995). According to Kombo and Tromp (2009) literature review refers to the works the researcher consulted in order to understand and investigate the research problem. According to these authors, literature review is an account of what has been published on a topic by accredited scholars and researchers. De Vos et al (2005) also note that literature review is a description of primary and secondary sources of research material. They also point out that, it is a narrative survey of the current status of research being investigated.

2.2 Concept of career guidance

Mutie and Ndambuki (2002) refer to Career guidance which is also known as vocational guidance as a process of helping an individual to choose an occupation, prepare for it, enter into it, and progress in it. It is concerned with enabling learners to acquire information about career opportunities, career growth and training facilities. UNESCO (1998) defines guidance as a process, developmental in nature, by which an individual is assisted to understand, accept and use his or her abilities, aptitudes and interests and attitudinal patterns in relation to his or her aspirations. It also refers to vocational education as a process for helping individuals to choose an occupation, prepare for it, enter it and develop in it. The service is thus concerned with the pupil's choice of a future career. It is a service which helps pupils to understand the labour market or the world of work better.

According to Kochhar (2012), guidance and counselling is a process which helps an individual to discover him or herself to recognize and use his or her inner resource, to set goals, to make his or her plans and to work out his or her own programmes of development. He further adds that, vocational or career school guidance and counselling is the process of

helping a person develop and accept an integrated and adequate picture of himself or herself and his or her role in the world of work, to test this concept against reality and to convert into a reality with satisfaction to himself or herself and the benefit to society.

In addition, Bark (2003) define guidance and counselling as the assistances made available by qualified and trained persons to an individual of any age to help him to manage his own life activities, develop his own points of view, make his own decisions and carry his own burden. Ministry of Education Science Vocation Training and Early Education MESVTEE (2014) define guidance as a process of helping an individual to understand oneself and their environment. It helps an individual to recognise and use their inner resources, to set goals, to make plans, to work out their own problems of development. This definition is supported by Mutie and Ndambuki (1999) who also defined guidance as an on-going process that helps the individual recognise and use his/her inner resources, set goals, make plans and work through problems in a health manner. The researcher besides bringing out different other scholarly definitions, seeks to analyse the perceived definitions of career guidance from the respondents.

Counselling, according to Dyke (2003) is viewed as a structured conversation aimed at helping a client's quality of life in the face of adversity. He further argued that counselling is a structured conversation involving dialogue and interaction between two people who happen to be the counsellor and the counselee.

2.3 Role of career guidance teachers in student career choices

The roles of school guidance counsellors have changed considerably over time. During the 20th century, school counsellors were non-existent. Teachers at that time were using a few minutes of their day to provide students with vocational guidance (Bowers & Hatch, 2002). During the early 1900s, an influx of various types of students in the public schools occurred as a product of the Industrial Revolution, initiating the development of the school guidance movement. During this era, the purpose of guidance counselors was to do away with problem behaviours, relate career interests to curriculum subjects and develop student character.

In the mid 1900s (1940 – 1950s) a popular model of school guidance that looked at directive counselling was being used in the schools. The model was developed by E.G. Williamson, and emphasised teaching skills and use of information to solve problems. Carl Rogers' nondirective approach to counselling gained recognition in the 1960s for its focus away from

the problem and its emphasis on the relationship between counselors and clients (Muro & Kottman, 1995).

Today, school guidance teachers function as leaders, effective team members, and an important part of a student's educational program. School guidance teachers have shifted from service-centered for some of the students to programme-centered for every student (Bowers & Hatch, 2002). In addition, ASCA (1999) point out that school guidance teachers address the needs of students through individual and group counselling, large group guidance, consultation, and coordination. They stress the fact that guidance counselors help students to resolve or cope with developmental concerns on a daily basis.

Li (2007) identified five key roles of school career teachers. The first role is that of careers information officer. Career guidance teachers collect, update and disseminate information to their learners. Osakinle (2010) points out that, guidance teachers play an important role of advising the learners on job skills and providing relevant information necessary in their pursuit to brighter career choices.

The second role of career guidance teachers according to Osakinle, is that of an educator who initiates programmes and curriculum, and to organise staff development sessions.

Thirdly, the career guidance teacher's role is that of a counsellor responsible of providing individual and group counselling. In addition, Osakinle (2010) is of the view that guidance counselors play a critical role in coaching, encouragement, motivating and broadening perspectives about the transferability of skills and interests as well as future career pathways to consider.

The other role of career guidance teachers is that of a consultant. The career teacher's responsibility is to advise students on knowledge and attitudes towards work. Black and Langone (1997) also stress the role of guidance teachers of advocating for broad based career plans that focus on the student's interests and abilities that will increase future career options. Most students are provided with inadequate realistic information about occupations and careers on which to base their interests. Meanwhile, job experiences play an important part in the development of maturity with regard to vocational interests, abilities and traits (Black & Longone, 1997; Levinson, Peterson & Elston 1994; Pumpian, Fisher, Certo, & Smalley, 1997). Interests in careers need to be stimulated through short term job tryout experiences and job shadowing experiences that include documentation of preferences and performance. Consequently, information concerning the learners' preferences of activities, work

environments, emotional and monetary rewards, and supervision need to be provided by the counsellor who at the end can assist learners identify occupational choices and long-term career outcomes.

In addition, correct information regarding performance may assist the student in the long run during transition planning to identify the type of training, work experiences, effort, and timeline that will be necessitated to achieve the career preferences. Therefore, the roles of the guidance counsellor according to Niles & Harris-Bowlsbey (2002), is to plan career development intervention activities to support students make informed choices. These activities can empower the student to cope effectively with career development tasks. This can be a deliberate act aimed to enhancing some aspect of student's career development in terms of career maturity and career decision making (Isaacson & Brown, 2000).

It is the duty of career guidance teachers to focus on the career development interventions including career guidance, career counselling, career information and career education (Isaacson & Brown 2000). These intervention help people to develop self –awareness, learn career decision making skills, job search skills, cope and adjust with job stress, problem solving skills and others (Niles & Harris-Bowlsbey 2002). In addition, Shoffner and Vacc (1999) posit that school counsellors can assist increase family collaboration by working closely with parents to increase family-school communication, and by providing parents with the skills and attitudes necessary to encourage their children to make appropriate career choices. Moreover, parent's beliefs influence learner's beliefs. According to Shoffner and Vacc, (1999 citing Fouad 1995) school counsellors work with students to address confidence, self-assurance, self worth, and positive attitude. Guidance teachers can be instrumental in the student career choices.

The other role of guidance teachers is that of coordinating. Career guidance teachers liaise with various stakeholders or personnel to help learners in shaping their future. Osakinle (2010) adds that guidance teachers are responsible in networking contacts, references and making introductions that will profit the learner in their career choices. It is the guidance teacher's role to incorporate parents so that they access important information regarding future labour market trends, typical career paths in a variety of occupational groups that can be adopted to help learners with career success. The information is key if learners and their parents are to take part in meaningful planning that focuses on the future needs and

preferences of the learners (Whitney et al, 1998). Despite the many roles given by different scholars, the researcher seeks to investigate what is perceived to be the roles of career guidance and counselling teachers in career choices in Kitwe district.

2.3.1. Rationale of school guidance and counselling

The rationale for guidance and counselling in schools is to help learners identify and develop a proper healthy self-respect for abilities and interest in the choice of their career prospects they currently have. Kochhar (2010) argues that the main aim of guidance is to help job seeking youths figure out realistic career perceptions, and prevent them from becoming failures. Egan (1988) also points out that the aim of guidance and counselling must be based on the needs of the client. He argues that the purpose of guidance and counselling is to help clients overcome their own problems effectively, develop unused talents fully and help and empower clients to become self reliant in future.

Similarly, Neukrug (2007) agrees with Egan and explains that Parsons (1854 - 1908), one of the pioneers of guidance and counselling presented guidance and counselling as a three part process in which an individual could develop. Firstly, there should be a clear understanding of him or herself, his/her interest, aptitudes, ambitions, resources, causes and limitations. Secondly, knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities and prospects in different lines of work and lastly, true reasoning on the relations of these two groups of facts. In addition, Makinde (1988) wraps it all when he highlights that the aim of guidance and counselling in schools is to provide and interpret information with regards to helping an individual begin analysing and examining him or herself by relating their abilities, achievements and interest mode of adjustment to the new decisions one has to make. All in all, school guidance and counselling helps learners develop decision making abilities that they can use to plan their education well in advance, choose an occupation, and solve their personal problems. Guidance and counselling eventually helps the learner become independent, able to accept responsibilities for themselves and others while being well-adjusted members of the society and the world as a whole.

2.3.2. Measures in place to help students make informed career choices

The government through the line Ministry developed the school guidance and counselling teaching syllabus in 1991 which was to be implemented in all the Zambian secondary schools (Mwamba, 2011). According to MOE (1996), the ministry of education through the educating our future policy document promised to strengthen school guidance and counselling services, and activities of career guidance teachers. In addition, the ministry also pledges to strengthen and re-orient guidance and counselling programmes to address socio-cultural problems which may hinder the progress of learners especially the girls in education. Furthermore, the ministry also promises to strengthen school guidance and counselling services and, and through teachers, it will disseminate information relating to post secondary training and employment opportunities. The Zambian government has also pledged to support guidance services in schools. The policy document, MOE (1996) clearly states that it will strengthen its own child guidance and counselling services, which will in turn provide in-service training for teachers in how to deal with these and related problems. The MESVTEE (2014), the government through the ministry of education put up another measure by producing resources that will foster guidance and counselling in schools. For example, the Guidance and Counselling teacher's guide that has been designed for teachers to fully support the learner as a whole.

2.4 Role of school managers in student career choices

The role of school managers has become dramatically more complex, overloaded and uncertain over the past decade (Fullan, 1991). Certain school managers are effective and Fullan adds that effective school managers are a minority. The roles of school managers are varied within an educational setting. The key functional word that describes well the school head teacher is that of a manager and a leader in educational dimensions. Okumbe (1999) separates managerial functions into three areas of planning, organising, motivating and controlling. Whereas, instructional leadership functions involve all the beliefs, decisions, strategies and tactics that head teachers use to generate instructional effectiveness in classrooms.

Fullan (1991) argues that the school manager's job is to ensure that essential things get done. Therefore, the school manager has the overall responsibility for the leadership and management of the school. The school manager plays a key role in the student career choices

by first of all appointing the appropriate human resource as school guidance teachers. As the leading professional in the school, the school manager ensures that the school is well managed and organised, providing leadership and direction. Indeed, for school managers to support teachers and other staff, they need to ensure that there are suitable policies and procedures in place and ensure that resources are used effectively and efficiently. In addition, school managers should ensure that health and good relationships are fostered within the school. According to Kirui and Osman (2012) school managers are increasingly under pressure to deliver on school performance due to parents being knowledgeable, ever changing government policies and strong teacher unions.

Chemutai (2015) points out that, school managers have a responsibility in four areas that include; School Management, this involves ordering supplies, ensuring that teachers are hired and assigned, information gathering and basic book keeping. It is therefore, the school managers' role to hire and assign the career guidance teachers and ensure that they perform the duties of guidance and counselling to their level best. The school manager plays a crucial role of making sure that trained and qualified teachers in guidance and counselling are tasked with the mandate of serving as career guidance teachers.

School managers also have a responsibility in external communications. This includes providing reports required by the district, provincial or national offices and acting as a liaison officer between the school and the outside community (Chapman & Dunghana, 1991). The school manager has a role in the student career choices by working hand in hand with guidance teachers and ensuring that he creates a safe learning environment for the learners and brings on board outsiders or experts to carryout career talks with the learners (Chemutai, 2015).

School-community relations, is another role school managers play in the school. It involves working with community councils, community development associations, parent-teacher associations, higher institutions and other local organisations that have an interest in the school (Cody, 1998). The school manager performs his role in student career choices by bringing on board colleges and universities to speak to the learners and explains the subject combinations and qualifications to be enrolled to a particular school of choice in the higher institutions. This is crucial as it motivates and shapes the future of learners in their career prospects (Fullan, 1991).

The school manager, also play an important role in student career choices as the instructional supervisor. Kogoe (1986) ponders that, while school managers may focus on the administrative roles, there is strong evidence that they play an important part in ensuring instructional quality (Togneri, 2003). The absence of other inspection and supervision structures, the responsibility of guiding and supporting new and often untrained guidance teachers may fall to the school manager (De Grauwe, 2001). The school manager has the role of providing support to the guidance teachers through capacity building and continuous professional development especially to the untrained guidance teachers, financial support through hosting career exhibitions and fairs. The school manager can also provide support through teaching and learning materials for guidance teachers and the learners that can help in the career development of the learners (Fullan, 1991). All this can be fully achieved through monitoring and supervision. The school manager also ensures that the guidance and counselling unit is responsive to the needs of the learners. It is therefore, the role of school managers to supervise and be certain whether the students are being guided or not in their career prospects.

2.5 Student guidance in the pursuit of their career prospects

In the Zambian school curriculum, the ministry pledged to strengthen the school guidance and counselling services and through career teachers, they would disseminate information relating to post Grade-9 training and employment opportunities (MOE, 1996). According to Kelechi and Ihuoma (2011) the goal of guidance and counselling is to make it possible for an individual to see and explore his or her unlimited endowed options. Guidance teachers should encourage learners to make their career decisions in accordance with their interests, abilities and personal orientations, apart from examining external factors such as career prospects, subject choices available, constraints and opportunities.

Braddock (2001) states that, the purpose of guidance and counselling in schools is to improve academic achievement, foster positive study attitudes and habits, increase acquisitions and application of conflict resolution skills, and decrease school dropouts. Indeed, there is a wide range of careers to choose from and so many ways of becoming qualified for them. A career choice should be a long drawn-out affair and a process not an event, and the longer the decision-making process takes on a considered career, the more sensible it is likely to be (MESVTEE, 2014). The development of any career is a process extending over to the person's entire life span through which an individual develop the capacity to do the work.

Callahan and Garner (1997) career development is a dynamic process that requires individuals to engage in the ongoing assessment, analysis, and synthesis of information about the world of work and self. Career guidance teachers need to be proactive in establishing certain career goals and deciding what criteria may be suitable in attaining the set goals. As students set career goals they have better opportunities to become more efficient in their future jobs (Kelechi and Ihuoma 2011).

Rao (2006), state that for a student to develop good study habit which will lead him to a better selection for his career, he needs guidance and counselling. When appropriately administered, access to guidance and counselling services will influence student's attitude towards studies, which will consequently influence the career choice among students.

Guidance and counselling services are very cardinal tools in the development of individuals especially among the adolescents. Adolescence is characterised by visible change and growth which include, socially, physically, morally, spiritually and intellectually. Guidance and counselling services are seriously needed in secondary schools because that is where most of the adolescents are found. According to Braddock (2001), the purpose of guidance and counselling in schools is to improve academic achievement, foster positive study attitudes and habits, increase acquisitions and application of conflict resolutions skills, and decrease school dropouts. Kochhar (2010) adds that the reason for guidance and counselling services in schools are to assist learners identify and develop a healthy self-respect for abilities and aptitudes in the choice of educational courses they have. He further explains that the major aim of guidance is to help these job seeking youths form realistic career notions, so that they do not end up failures.

Furthermore, McDaniel and Lallas (1965) emphasise the fact that career guidance service is important because it helps individuals change their attitudes, feelings, thinking and behaviour aspects, so that they are able to make their own informed decisions in future. Career guidance service aims at helping an individual develop a healthy self-respect for the abilities and aptitudes and strengths one has for personal achievements in the world of work. Partridge (1982) also helps to explain the reason for school guidance and counselling by stressing his view that choosing a vocation and making a decision about our life's work is a major step, which determines the course and quality of our life. It is therefore extremely important as Kochhar (2010) points out, to assist the pupil to recognize the direction in which he or she is going and to map out in general the highways that have the greatest promise of leading to his

or her goals. Moreover, it is essential to provide more guidance and counselling at secondary level so that the young begin to see the real meaning and purpose of education, so that they begin to attach value to it. Makinde (1988) wraps it all when he states that the aim of guidance and counselling in schools is to provide and interpret information pertaining to helping an individual start analyzing and examining himself or herself by relating his capabilities, achievements, and interest mode of adjustment to what new decision one has to make.

2.6 Training in guidance and counselling

Teachers constitute the largest proportion of civil servants in most countries and enjoy the widest possible geographical distribution ranging from capital cities to the most remote rural village setting (Nzioko & Ramos, 2008). Since guidance teachers spend considerable time with young people in their formative years, they can make a lasting, positive influence on young persons' character and personality during a time of rapid physical, emotional and social development (Kimani et al 2006). The role of teacher training colleges (TTCs) and Universities in teacher formulation and in imparting appropriate skills is to enable teachers to become effective resource persons and communicators of HIV and AIDS through guidance and counselling.

Teachers have a number of roles they perform nowadays. In order for them to fulfil their roles professionally, teachers need to be competent in their responsibilities towards their learners inside and outside the classroom. Indeed, one important role inside and outside the classroom is to provide guidance and counselling to students (Susanna, 2013). Guidance and counselling work in schools have undergone many changes. In line with the global trend for example, according to Hong Kong Education Department (2001), Hong Kong adopted a preventive approach to guidance since 1986. In its official guide "Guidance Work in Secondary Schools - A Suggested Guide for Principals and Teachers", the Hong Kong Education Department provide guidelines for guidance teachers, who are full-time teaching staff to deliver learner guidance at school together with their teaching duties. The document also discusses the importance of a cooperative, teamwork approach in the delivery of student guidance (Hong Kong Education Department, 2012).

In Zambia, there are a number of colleges and universities offering career guidance and counselling training. Some of the institutions offering guidance and counselling include;

University of Zambia (UNZA) which offers full time, part time and distance learning for Diploma, Degree and Post Graduate Degree, Chalimbana University offering Diploma in Guidance, Counselling and Placement, Zambia Open University (ZOU) offering Guidance and Counselling Degree programme and Trade and Vocation Training College (TVTC) offering Diploma in Guidance and Counselling. Since all teachers are involved or may be appointed to serve as guidance and counselling teachers at school to varying degrees, there is a definite and important need for guidance and counselling training for all teachers (Yuen, 2006). Guidance and counselling teachers need to be trained professionals who possess the relevant qualification and skills that foster effective delivery of career guidance and counselling.

2.7 Summary

The study reviewed some related literature which covered the concept of career guidance, the role of school guidance teachers and school managers in career choices, student guidance in pursuit of their career and training in guidance and counselling. It also highlighted the rationale of career guidance and measures put in place to help learners make informed career choices.

CHAPTER THREE

Methodology

3.1 Overview

This chapter discusses the methodology that was employed in the study. It includes the research design, target population, study sample size or sample size, sample and sampling procedure, data collection instruments, data collection procedure, ethical considerations and data analysis. Saunders et al (2012) defines research methodology as something that people undertake in order to find out things in a systematic way, thereby increasing their knowledge. Collis and Hussey (2009) refer to research methodology to the overall approach to the research process that starts with the theoretical foundation to the collection, and finally to the analysis of the data. Other researchers such as Chandler (2006) and Aouad (2013) argue that the research methodology is an essential part of any empirical research because it helps people to increase their knowledge in a systematic way.

3.2 Research design

The study used a mixed method approach in that it embraced both qualitative and quantitative research designs. According to William (2006), a research design is what holds the research together. A research design is the researcher's overall plan for obtaining answers to the research questions or for testing the research hypotheses. A mixed method design is a combination of qualitative and quantitative approaches to collecting, analysing, interpreting, and reporting data. Under qualitative approach, the researcher employed the descriptive survey. Sidhu (2006), a descriptive survey involves collecting data by interviewing a sample of people selected to accurately represent the population under study. Kothari (2011) also argued that surveys are concerned with describing, analysing, recording and interpreting conditions as to whether they either exist or existed. The study opted to use this method due to the methodology triangulation employed in the collection of data. In this case interviews, questionnaires and focus group discussions were used to improve on validity of the research. In addition, the study banked on using this method due to the analytical detail and in-depth information considering the complexity and nature of research at hand.

3.3 Research site

The study was carried out in Kitwe district on the Copperbelt province in Zambia. Schools included; Chibote girls, Chimwemwe, Kitwe Boys and Mindolo Secondary Schools.

3.4 Target population

The study had a target population that included the district guidance and counselling coordinator, school managers, school guidance teachers and senior secondary school pupils.

3.5 Study sample

A study sample is a small proportion of the population that is selected for observation (Best and Kahn 2003). The study comprised of thirty two (32) respondents. These included one (1) district guidance and counselling coordinator, four (4) school managers, seven (7) guidance teachers two (2) from each school except one school which had only one guidance teacher. The study sample also had a total of twenty (20) pupils, five (5) from each school. The district counsellor was picked for the study because they are monitors of these units in all the schools within the district. The school managers were also picked as they are in charge of the schools. The school guidance teachers were included in the study because they are directly involved in the day to day career guidance activities. Pupils were included in the study sample because they are major key players who are at the receiving end of career guidance.

3.6 Sampling techniques

The study used non probability sampling, in which purposive and convenient sampling techniques were used. Kothari (2011) points out that this sampling method consists of deliberate selection of particular units of the universe for constituting a sample which represents the universe. The district guidance and counselling coordinator, career guidance teachers were chosen purposively. However, pupils were conveniently picked from grades 10, 11 and 12 classes. . Pupils were picked from the senior grades, which is from grade ten (10) to twelve (12) classes from the senior classes.

3.7 Data collection instruments

Instrumentation as noted by Ary and Razaviet (2002) refers to a process used to solicit information in research. There are a number of instruments used to collect data in research. Semi structured and structured interview guides were used in collecting data including questionnaires for this research. Semi-structured or open ended interview guide were employed to obtain information from the district counsellor and the guidance teachers. Questionnaires were employed to obtain information from the school managers. Sidhu (2003) defined a questionnaire as a form arranged and distributed to secure responses to certain questions. The researcher also employed focus group discussions with pupils as exploratory methods. Information was obtained as students discussed as a group the set interviews. Different instruments were used in obtaining information from respondents to enhance triangulation and validity purposes.

3.8 Data collection procedures

After obtaining the introductory letter from the university, the researcher sought authorisation from the district education board secretary's office to conduct research in selected schools in the district. Thereafter, permission was sought from the various head teachers in all the four selected schools and the researcher was linked to the school guidance counselors to schedule for interviews and focus group discussions which took place within four weeks for all the four schools. Head teachers were also served with the questionnaires on the initial visit and gave them enough time at least a week to complete it. The researcher also conducted focus

group discussion with the learners with the help of the guidance teachers. The entire discussion lasted just for about 30 to 40 minutes.

Both primary and secondary data were sought after in order to achieve the set objectives of the study. The primary data were collected through questionnaires, interviews and focus group discussions. On the other hand, secondary data consisted of the literature review on the role of school guidance teachers and school managers in student career choices across the globe.

3.9 Ethical considerations

The researcher first sought written consent from relevant authorities. The University of Zambia had to authorise to carry out a research, the District Education Board Secretary also authorised to speak to the District counsellor and get entry into schools. Permission was also sought from the School managers in order to interview the school guidance teachers and themselves, and to conduct focus group discussions for pupils. The researcher hoped to observe ethical considerations by respecting the rights and opinions of all respondents. The names of the respondents were not revealed. This indicated high confidentiality and assured respondents that the information to be collected was used exclusively for academic purposes and not any other.

3.10 Data analysis

The data collected by the researcher through interviews, questionnaires and focus group discussion were analysed through tables and thematic content analysis. Thematic analysis is a comprehensive process where researchers are able to identify numerous cross-references between the data of the researcher's evolving themes (Hayes 1997). It provides flexibility for approaching research patterns in two ways, i.e. inductive and deductive (Frith and Gleeson 2004; Hayes 1997; Niece 2011; Halldorson 2009). This makes the process of thematic analysis more appropriate for analyzing the data when the researcher's aim is to extract information to determine the relationship between variables and to compare different sets of evidence that pertain to different situations in the same study.

CHAPTER FOUR

Presentation of the Research Findings

4.1 Overview

This chapter presents the findings of the study. The findings are presented according to the themes and issues emerging from the field. Responses start from school head teachers, guidance teachers, followed by the district guidance coordinators and then from the students. The findings are also presented according to the research questions. The research questions were: What role do you think guidance teachers and school managers play in student's career choices? Are students guided by their guidance and counselling teachers in their pursuit of their career prospects?, and do guidance teachers have any formal training in guidance and Counselling?

4.2. Respondent's Profiles

4.2.1 Head teachers profile

School	Gender	Age range	Qualification	How long in service as Head
School A	Male	41years & over	Degree	Below 5 years
School B	Female	41 years & over	Degree	Below 5 years
School C	Male	41 years & over	Degree	6-10 years
School D	Male	41 years & over	Degree	Below 5 years

Table 1.0 Head teachers profile

Table 1.0 above shows the profiles of head teachers in the four schools. From the four schools, only one was female the other three were males. All head teachers were over 41 years and are degree holders. Three of them have only served for less than five years and only one served between six and ten.

4.2.2 Guidance teachers' profile

School	Gender	Years in service as guidance teacher	Qualification	Institution trained
School A	-Female	- 6 to 10 years	- Diploma	- TVTC
	Male	-below 5 years	- Diploma	- TVTC
School B	Female	-6 to 10 years	Certificate/Diploma	-TVTC/ Nkrumah
School C	Female	- 6 to 10 years	-Degree	-Zambia Open Uni
	Female	- below 5 years	- Degree	-Zambia Open Uni
School D	Female	- below 5years	-Degree	-Zambia Open Uni
	Male	- 6 to 10 years	-Degree	- UNZA

Table 2.0 Guidance teachers' profile

Table 2.0 exhibits the profile of guidance teachers from their respective schools, taking into consideration their gender, how long in service as guidance teacher (GT), qualification and where obtained. Findings established that 5 out of 7 were female and only two were male guidance teachers.

4.2.3 DGCC's Profile

Gender	Age range	Years in service as DGCC	Qualification	Institution trained
Female	41 years & over	Below 5 years	Degree	UNZA

Table 3.0 DGCC's Profile

Table 3.0 comprises of the DGCC single profile. She's female, 41 years and above, degree holder and trained at University of Zambia. She has also served as DGCC for less than five years.

4.3 What role do guidance teachers and school managers play in student's career choices as a means to help learners make informed career choices?

4.3.1 Head teachers responses on role of guidance teachers

SCHOOL	Whether play a role		HEAD TEACHERS RESPONSES
	yes	no	
School A	yes		<ul style="list-style-type: none"> - Guiding pupils on subject combinations - Organising educational talks and tours
School B	yes		<ul style="list-style-type: none"> - Organising career meetings with people from various professions - Counsels pupils on career choices
School C	yes		<ul style="list-style-type: none"> - Gives them knowledge on careers
School D	yes		<ul style="list-style-type: none"> - Helps in the choice of career pathways - Sensitisations
Freq	4	0	
%	100	0	

Table 4.0 Head teachers on role of guidance teachers

Table 4.0 indicates the views of head teachers on the role of guidance teachers in student career choices. Head teachers acknowledge that guidance teachers play a critical role in guiding pupils on subject combination, organising educational talks and tours, organising career meetings, sensitising learners and providing learners with knowledge on careers.

4.3.2 Head teachers' responses on their role in student career choices

SCHOOL	Whether play a role		HEAD TEACHERS RESPONSES
	yes	no	

School A	yes		<ul style="list-style-type: none"> - facilitating educational tours and talks - promoting talents among pupils - funding educational programmes - promoting extra-curricular activities
School B	yes		<ul style="list-style-type: none"> - Academic based career counselling - Encouraging co-curricular activities to identify areas of strength
School C	yes		<ul style="list-style-type: none"> - Explain careers to pupils
School D	yes		<ul style="list-style-type: none"> - Ensure compliance to the provisions of the career pathways - Provision of necessary resources - Update staff on curriculum changes
freq	4	0	
%	100	00	

Table 5.0 Head teachers' roles

Table 5.0 highlights the roles of head teachers in student career guidance given by the head teachers themselves. The table shows that school managers help in facilitating tours and career talks, funding educational programmes, provision of necessary resources and encouraging co-curricular activities to identify learner's areas of strength.

4.3.3 Guidance Teachers responses on their roles in student career choices

SCHOOL	Whether play a role		RESPONSES
	yes	No	
School A	yes		<ul style="list-style-type: none"> - Guiding pupils on subject combinations - Organising educational talks and tours
School B	yes		<ul style="list-style-type: none"> - Organising career meetings with people from various professions - Counsels pupils on career choices

School C	yes		<ul style="list-style-type: none"> - Help learners to understand the subjects that they take with careers - Organise career talks and exhibition
School D	yes		<ul style="list-style-type: none"> - Organising career talks and encouraging learners to consult the guidance office when they have problems choosing careers - Placing learners according to their ability and interest - Discuss ways of good studying - Sensitisation
Freq	7	0	
%	100	00	

Table 6.0 Roles of Guidance teachers

Table 6.0 indicate the responses of guidance teachers on their roles as guidance teachers in student career choices. Responses are given according to their respective schools as indicated above.

4.3.4 Guidance Teachers responses on the role of head teachers in student career choices

SCHOOL	Whether play any role		RESPONSES
	yes	No	
School A	yes		<ul style="list-style-type: none"> - Encouraging learners to work extra hard in their subjects - Facilitating career exhibitions
School B	yes		<ul style="list-style-type: none"> - By providing funds to attend career fairs - See to it that learners attend the career fairs held by the district - Monitoring guidance and counselling services in the school pupils - on career choices
School C	yes		<ul style="list-style-type: none"> - Help to organise career exhibition and talks

			<ul style="list-style-type: none"> - Formulating the school curriculum - Facilitating smooth running
School D	yes		<ul style="list-style-type: none"> - Organising career talks and encouraging learners to consult the - guidance office when they have problems choosing careers - Placing learners according to their ability and interest - Discuss ways of good studying - Sensitisation
freq	7	0	
%	100	00	

Table 7.0 Guidance teachers' on the role of head teachers

Table 7.0 presents guidance teachers' responses on the role of head teachers in student career choices. These include; providing funds for career activities, monitoring career guidance, formulating school curriculum and many others as seen in the table above. One guidance teacher explained that;

“head teachers play a number of roles in student career choices. For instance, our head teacher is very supportive and provides us with finances, the personnel outside the school to talk about careers”

4.3.5 DGCCs response on the role of guidance teachers and school managers in student career choices

4.3.5.1 Roles of guidance teachers

The district guidance and counselling coordinator revealed that guidance teachers play a critical role in student career choices by availing learners with training opportunities. The DGCC emphasised that guidance teacher's act as a link between schools and institutions of higher learning and also assists learners make informed choices.

4.3.5.2 Roles of school managers

It was established that school managers play a number of roles. The DGCC pointed out the roles ranging from facilitating the participation of their school pupils in the district careers fair, hosting of own career fair at the respective schools. The DGCC narrates that;

“School managers play a critical role of supporting the implementation of guidance services in school. When they are not involved, guidance services suffer. In fact, their behind successful career guidance delivery to the learners as they act as the link between the school and the outside world.”

4.3.6 Student’s responses on the role of school guidance teachers in career choices

School	Whether play any role		Responses
	yes	no	
School A	yes		<ul style="list-style-type: none"> - Like a mother - Selecting pupils to attend careers fair - Sensitise on careers, comforting
School B	yes		<ul style="list-style-type: none"> - Responsible for examinations - Encouraging pupils to maximise their time & potential - Providing care and counsel
School C	yes		<ul style="list-style-type: none"> - Guidance on careers - Motivating pupils - Encourages pupils to be
School D	yes		<ul style="list-style-type: none"> - Give us information about careers - Allocating classes - Guide on how to study
freq	20	0	
%	100	00	

Table 8.0 Students’ responses

Table 8.0 presents students responses on what they perceive to be the role of guidance teachers in their career choices. Provide care, counsel and information about careers. GT also act the role of a mother and comforter. One pupil narrated that;

“our guidance teacher is just like a mother to us, she is caring and understanding. In fact, you can confide in her with any issue and be assured to be helped”

Another student explained that;

“I now know which career to pursue, thanks to our guidance teacher who had taken time to explain the different careers out there and what it takes to get there.”

4.4 Are students guided by their guidance and counselling teachers in their pursuit of their career prospect?

4.4.1 Head teachers’ responses

School	Response		Comment
	Yes	No	
School A	yes		Through one on one counselling in the areas of strength
School B	yes		By matching their academic abilities with the subject
School C	yes		Careers are explained and what is involved
School D	yes		Explaining to them different career pathways and future prospects
Freq	4	0	
%	100	0	

Table 9.0 Head teacher’s views

Table 9.0 indicates the responses by head teachers on whether learners are guided by their guidance teachers in their career choices. All the head teachers confirmed that learners are guided in career choices using various avenues as indicated in the table above.

4.4.2 Guidance teachers' responses

School	Responses		Comment
	Yes	No	
School A	✓		<ul style="list-style-type: none"> - by emphasising the linkages between subjects and the careers - getting their views on their careers and helping them make choices
School B	✓		<ul style="list-style-type: none"> - providing information to learners in subject combination, requirements for different career entries
School C	✓		<ul style="list-style-type: none"> - sensitisation - identify their abilities - give guidelines where courses are offered - use of the GRZ occupation form
School D	✓		<ul style="list-style-type: none"> - explain subjects related to different courses found at tertiary institutions - Use brochures from the colleges / universities to guide learners on entry requirements for each college / university
freq	7	0	
%	100	00	

Table 10.0 Guidance teachers' responses

Table 10.0 presents guidance teachers' responses on whether learners are guided in their careers choices and how they are guided in their respective schools. One guidance teacher narrated that;

“it is our duty as guidance teachers to guide our learners so that they make informed career choices, that's why we are here. We guide our learners in the subject combinations and the possible career they can take up.”

Another guidance teacher explained that;

“we guide our learners in making career choices in so many ways, from one on one basis, group and through

career guidance fairs. The idea is to expose the learners to a variety of choices so that they make informed career choices.”

4.4.3 DGCC responses

On whether learners are guided in making their career choices, the DGCC hesitantly responded,

“Yes, except that guidance teachers don’t have enough time to carry out their role due to other subjects that they have to teach. As a result, most of the time they are occupied in teaching examinable subjects than offering career guidance.”

4.4.4 Student responses on how often they receive career guidance and how they meet their guidance teachers

School	Whether receive career guidance		How often they receive career guidance	How they meet G - Trs
	Yes	No		
School A	3	2	<ul style="list-style-type: none"> - Once or twice a term - Rare 	<ul style="list-style-type: none"> - Through referrals - In classes
School B	4	1	<ul style="list-style-type: none"> - At times - Not often 	<ul style="list-style-type: none"> - When in trouble - Not met before
School C	5	0	<ul style="list-style-type: none"> - Many times when in examination year - Not often - When available 	<ul style="list-style-type: none"> - One-on-one basis - As a group - In classes
School D	3	2	<ul style="list-style-type: none"> - When in examination rooms (grade 9&12) - Very rare 	<ul style="list-style-type: none"> - Mainly as a group - Never met before
freq	15	5		
%	75	25		

Table 11.0 Student responses on receiving of career guidance

Table 11.0 presents students responses on how often they receive career guidance and how they meet their guidance teachers in their respective schools. As indicated there very few times guidance teachers meet the learners and usually they are met in groups and rarely on one-on-one basis. One pupil explained that;

“career guidance is not provide to us on a regularly basis,
the only time we hear about careers is when there is a
careers fair of which very few attend.”

Another pupil observed that;

“we rarely receive career guidance as a class or school but
personally, after visiting the career guidance office i was very
much helped and i encourage my fellow pupils to visit that
office to be helped. It is not just about which career to go
into but having the right subject combinations to help one get
there.”

4.5 Do guidance teachers have any formal training in guidance and counselling?

4.5.1 Head teachers’ responses

School	Response		Comment
	yes	No	
School A	✓		Both trained
School B	✓		Only has one trained G -Tr.
School C	✓		Both trained
School D	✓		Both trained
Freq	4	0	
%	100	0	

Table 12.0 Head teachers on training of guidance teachers

Table 12.0 shows responses by head teachers on whether guidance teachers are trained in guidance and counselling. Responses indicate that both guidance teachers in each school are trained except for school B which had only one guidance teacher who is also trained in guidance.

4.5.2 Guidance teachers’ responses

School	Response		Comment
	yes	No	
School A	✓		Both trained
School B	✓		Only one is trained
School C	✓		Both trained
School D	✓	✓	Only one is trained
Freq	6	1	
%	85.714	14.286	

Table 13.0 Guidance teachers on training

Table 13.0 presents guidance teacher’s responses on the training of guidance teacher in guidance and counselling. All the guidance teachers are trained in guidance except for one in school D who has never received any formal training.

4.5.3 DGCC’s response

The DGCC clearly narrated that

“Not all guidance teachers are trained in the district as a result, the district has put in some of the following measures to help them become competent”.

- (i) they have been encouraged to go for formal training
- (ii) workshops are carried out on how to function as guidance teachers
- (iii) through Subject Meetings At the Resource Center (SMARC) activities

4.6 General Responses

4.6.1 Head teachers responses

Questions	School A		School B		School C		School D		F	%
	yes	no	yes	no	yes	no	yes	no		
Whether school has well organised career guidance and counselling service	✓		✓		✓			✓	3	75
Whether career guidance is time – tabled		✓		✓		✓		✓	4	100
Whether career guidance should be time-tabled	✓		✓		✓		✓		4	100
Whether given an opportunity to choose classes/subjects of their interest and abilities	✓	✓		✓		✓		✓	1	25
Whether they receive any materials such as books/brochures from colleges or universities		✓	✓		✓			✓	2	50

Table 14.0 Head teachers' general responses

Table 14.0 shows various responses given by the head teacher on a number of issues as highlighted in the table, including, time-tabling of guidance and counselling, choice of classes and responses indicated.

4.6.2 Guidance teachers' general responses

Questions	School A		School B		School C		School D		F	%
	yes	No	yes	No	yes	No	yes	No		

Whether school has well organised career guidance and counselling service	✓	✓	✓		✓		✓		6	85.714
Whether career guidance is time - tabled		✓		✓		✓		✓	0	00
Whether career guidance should be time-tabled	✓		✓		✓		✓		7	100
Whether given an opportunity to choose classes/subjects of their interest and abilities	✓			✓		✓		✓	2	28.571
Whether they receive any materials such as books/brochures from colleges or universities	✓		✓		✓		✓		7	100
Whether they face any challenges in helping learners in making career choices	✓		✓			✓	✓		5	71.429

Table 15.0 Guidance teacher's general responses

Table 15.0 presents the general responses given by respective guidance teachers on a variety of issues as shown in the table above. All responses indicate that 85% have a well organised career guidance service. Responses also show that none of the school has career guidance time tabled but indicates that 100% wish it should be time tabled. One guidance teacher pointed out that;

“i wish guidance and counselling could be time tabled so that we provide the learners a full package as there is so much in store for them, unfortunately time can't allow.”

4.6.3 DGCC's general responses

Questions	Responses	Comments
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	Yes	No	
Whether school has well organised career guidance and counselling service	✓		Each school in the district has opened up a guidance and counselling office, and guidance committee have been put in place headed by the head teacher
Whether career guidance is time - tabled	✓	✓	Only one school in the district is time-tabled. Other schools still argue that it is not examinable so there is no need.
Whether career guidance should be time-tabled	✓		It would provide enough time for pupils to interact with guidance teachers
Whether given an opportunity to choose classes/subjects of their interest and abilities		✓	Subjects like icibemba cannot be picked by the pupils. most pupils have a notion for white colour jobs than blue colour jobs
How classes/subjects are allocated to pupils			-Classes are allocated according to the scores that children get at examination while subjects are allocated according to the school curriculum
Whether they receive any materials such as books/brochures from colleges or universities	✓		-They are available though not enough. Further not all universities and other learning institutions avail their materials.
Assessment of the role of career guidance teachers in student career choices			Career guidance teachers have a cardinal role to play but they do not have enough time to carry out their role due to other subjects that they have to teach. So, much time is devoted to examinable subjects than offering career guidance

Table 16.0 DGCC's general responses

Table 16.0 presents the general responses and comments of the DGCC on various aspects contributing to career choices in the district. The DGCC explains that;

“so far only one school in the entire district has time-tabled guidance and counselling. Other schools still argue that it is not examinable so why waste time. Many schools argue that the time table is already fully occupied and its not easy to create space for guidance and counselling.”

On the assessment of the role of career guidance teachers in student career choices, the DGCC reveal that;

“Career guidance teachers have a cardinal role to play in their students career choices, but what holds the back is not having enough time to carry out their roles due to other subjects they have to teach as much of their time is devoted to examinable subjects that career guidance.”

4.6.4 Student general responses

Questions	Mindolo (FG – A)		Chibote (FG –B)		Chimwemwe (FGC)		Kitwe Boys (FG-D)		Total F & %
	yes	No	yes	No	yes	No	yes	No	
Whether given an opportunity to choose classes/subjects of their interest and abilities	✓	✓		✓		✓	✓	✓	0
freq	1	4	0	5	0	5	2	3	3
%	20	80	00	100	00	100	40	60	15
Whether satisfied with all subjects being undertaken	✓	✓		✓		✓	✓	✓	
Freq	2	3	0	5	0	5	2	3	4
100	40	60	00	100	00	100	40	60	20
Relationship between subjects being taken & career to be pursued	✓	✓	✓	✓	✓	✓	✓	✓	
Freq	3	2	1	4	2	3	4	1	10
%	60	40	20	80	40	60	80	20	50
Whether they receive any	✓		✓		✓		✓		

materials such as books/brochures from colleges or universities									
	5	0	5	0	5	0	5	0	20
	100	0	100	00	100	00	100	00	100

Table 17.0 Student general responses

Table 17.0 shows the general responses of students on various issues surrounding their acquisition and informed career choice they have to make and other factors.

4.7 Head teachers' responses on whether Ministry of General Education support guidance and counselling as a relevant and an integral part of education in student career choices

4.7.1 Head teachers responses

School	support		Comments
	yes	no	
School A		✓	<ul style="list-style-type: none"> - Very few teachers are trained - No materials for support - Lack of infrastructural support
School B	✓		- Degree qualification is now considered for remuneration
School C	✓		- No comment
School D	✓		- The 2015 book on standards and evaluation guidelines indicate clearly the role of guidance teachers in care and support
freq	3	1	
%	75	25	

Table 18.0 Head teacher's responses

Table 18.0 shows head teachers’ responses on the support they receive from the Ministry of education through guidance in enhancing quality delivery of career guidance. Three schools responded that they receive support while one school strongly indicated that they do not receive any support from the ministry.

4.7.2 Guidance teacher’s responses

School	support		Comments
	yes	no	
School A		✓	<ul style="list-style-type: none"> - No serious monitoring by standard officers - Lack of infrastructural support
School B	✓		<ul style="list-style-type: none"> - considered for remuneration
School C	✓		<ul style="list-style-type: none"> - Degree qualification salaried
School D	✓		<ul style="list-style-type: none"> - Recognised and salaried accordingly - Syllabus in place now
Freq	3	1	
%	75	25	

Table 19.0 Guidance teacher’s responses

Table 19.0 presents responses given by guidance teachers on the support they receive from the ministry of education to enhance guidance and counselling services in schools. One guidance teacher unreservedly pointed out that;

“There is little or no support from the Ministry as there is no serious monitoring by standard officers which is evident from lack of infrastructure support for guidance services in school.”

The other guidance teacher also commented that;

“Indeed, there is overwhelming response from the Ministry as far as support is concerned. The guidance office recently received literature on the implementation of guidance. In addition, a degree qualification in guidance and counselling is now considered for remuneration. That is enough support.

4.7.3 DGCC’s response on receiving support from the ministry

The DGCC explains that the ministry is fully supporting the guidance and counselling services in school. She narrates that;

“as a district, we have received a lot of support from the Ministry. This can be seen from the improved syllabus and the recruitment and remuneration of personnel with guidance and counselling qualifications. This is the reason why all schools have been mandated to have guidance and counselling department although it is yet to be time-tabled.

4.8 Head teacher’s views on measures put in place to help learners in career choices

4.8.1 Head teachers views

School	Response
School A	<ul style="list-style-type: none">- Career conferences- Educational talks- Educational tours
School B	<ul style="list-style-type: none">- Career meetings- Attending career exhibitions by colleges & universities
School C	<ul style="list-style-type: none">- Head teacher’s meetings discuss career pathways
School D	<ul style="list-style-type: none">- Expose pupils to various career practices through career talks

Table 20.0 Head teacher’s views on measures in place

Table 20.0 brings out the measures put in place by head teachers in their respective schools to help learners in their career choices.

4.8.2 DGCC’S responses

The district carries out a careers’ fair annually, targeting learners although not all learners are involved. Schools have also been encouraged to carry out their own local fairs. The DGCC explained that;

“as a district, we are proud that we are transforming guidance and counselling in schools. We conduct careers fairs annually

and encourage individual schools or zones to have them as well.
We facilitate workshops and trainings in guidance and counselling
to cater for those who are not trained in guidance and counselling.”

4.9 Guidance teacher’s responses on other duties performed by their office

School	Responses
School A	<ul style="list-style-type: none"> - Handle Re-entry cases - Managing the sick bay
School B	<ul style="list-style-type: none"> - Running examinations - Identifying orphans and vulnerable children - Issue results and certificates
School C	<ul style="list-style-type: none"> - Subject orientation - Issue results - Guidance and counselling services
School D	<ul style="list-style-type: none"> - Conducting examinations, - Record keeping of learners - Dealing with Re-entry cases - Personal & social guidance - Dealing with sponsors of vulnerable learners

Table 21.0 Guidance teachers’ other duties

Table 21.0 presents other duties performed by guidance teachers in their respective schools. Findings include, subject orientations, conducting examinations, issue results, re-entry cases orphans and vulnerable children (OVC) and many others as highlighted in the table above.

One guidance teacher revealed that;

“the office of guidance and counselling is overloaded with too much work as a result the office fails to perform to our expectations especially when it come to career guidance provision.”

4.10 Head teacher's responses on the challenges secondary schools face in the provision of career guidance and counselling

4.10.1 Head teachers responses

School	Whether face challenges		Responses
	yes	No	
School A	✓		<ul style="list-style-type: none"> - few trained teachers - lack of learning and teaching materials - lack of adequate room
School B	✓		<ul style="list-style-type: none"> - needs to be time-tabled - must be a full time position
School C	✓		<ul style="list-style-type: none"> - staffing levels
School D	✓		<ul style="list-style-type: none"> - lack of teaching space - no specific room for counselling service - limited teaching and learning materials - as a result trained guidance - teachers abandon their role and adopt other subjects
Freq	4	0	
%	100	00	

Table 22.0 Head teachers' responses

Table 22.0 brings out challenges given by school managers in the provision of guidance and counselling in school. These include, few trained teachers, lack of teaching and learning materials, lack of counselling rooms.

4.10.2 Guidance teacher's responses

School	Whether face any challenges	Responses
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	Yes	no	
School A	1	1	<ul style="list-style-type: none"> - No challenges - Time not sufficient, teaching materials and financial assistance
School B	1		<ul style="list-style-type: none"> - Subjects are imposed on learners which sometimes become difficult for learners to choose preferred career choices
School C	2		<ul style="list-style-type: none"> - There is no enough time to attend to learners concerning their different problems as the guidance teacher also a class teacher
School D	2		<ul style="list-style-type: none"> - Lack of enough contact time with learners - The learners don't take it seriously as it is not examined - Most girls don't perform well in mathematics and science but every career needs learners to have credits or better in these subjects
freq	6	1	
%	85.714	14.286	

Table 23.0 Guidance teachers views

Table 22.0 presents the challenges guidance teacher's face in the provision of guidance and counselling in their respective schools. Every guidance teacher acknowledged the challenges they undergo except one teacher from school A, who proudly responded

"I don't face any challenges as far as delivering guidance and counselling to the learners is concerned."

On the contrary, six teachers making 85.7% indicated that they face numerous challenges in the provision of guidance and counselling as indicated. Another teacher narrated that;

"we face a lot of challenges in providing guidance and counselling to the learners. For example, inadequate contact time with the learners, information from colleges and universities on their new courses and what requirements are needed is always lacking."

4.10.3 DGCC's views

Time allocation is not enough as they have to teach other subjects. Learners are attended to for guidance after classes when they are tired and hungry so not being effective

4.10.4 Student's responses

School	Whether face any challenges		Challenge
	Yes	no	
Chibote	✓		- Guidance teachers are busy with other things, so, it's difficult to see them especially on a one-on-one basis
Chimwemwe	✓		- There are no specific dates/ time set to meet the guidance teacher - Making appointments sometimes takes time, hence discouraging us
Kitwe Boys	✓		- It is not time-tabled - Sometimes guidance teachers are only free when have classes, and when we knock off they are busy teaching afternoon classes
Mindolo	✓		- There is no specific time allocated to meet guidance teachers,
freq			
%			

Table 24.0 Student's challenges in accessing career guidance

Table 23.0 presents the challenges students encounter in accessing career guidance. Time has been observed to be the major obstacle in accessing career guidance. One pupil narrated that;

“it is very difficult to access career guidance especially as an individual due to time limitations. Most of the times the guidance teacher is busy teaching other classes.”

Another pupil pointed out that;

“it is surprising that we don’t get enough information from the guidance office when it is even called career guidance and counselling office, maybe time should be allocated specifically for meeting us.”

Summary

The chapter presented the research findings according to the research questions. The findings were presented using tables and themes. The next chapter endeavours to discuss the research findings according to the existing literature review.

CHAPTER FIVE

Discussion of Findings

5.1 Overview

This chapter discusses the finding of the study which sought to explore the role of school guidance teachers and school managers in student career choices in selected schools in Kitwe district. The findings have been discussed according to the objectives of the study. The objectives of the study were: investigate the role of guidance teachers and school managers in student career choices as means for students to make informed career choices, establish whether students are guided by their guidance and counselling teachers in pursuit of their career prospects and explore whether guidance teachers have attained any formal training in guidance and counselling.

5.2 To establish the Role of guidance teachers and school managers in student career choices as means for students to make informed career choices.

The study revealed that guidance teachers and school managers play a crucial role in the student career choices. All respondents, which were guidance teachers, school managers, district guidance and counselling coordinator and the learners revealed that guidance teachers play a number of roles in student career choices which include; providing learners with information regarding their various careers or training opportunities. The findings are consistent with that of Li (2007) who pointed out that the first role of guidance teachers is that of an information officer. Guidance teachers therefore collect, update and disseminate information to their learners. This finding is also supported by Osakinle (2010) who noted that guidance teachers advise learners on job skills and provide learners with relevant information necessary in their pursuit to brighter career choices.

The guidance teachers and the DGCC revealed that guidance teachers also play a big role in counselling learners and assisting them make informed career choices. This finding corresponds to that of Black and Langone (1997) who indicated that guidance teachers act as consultants and advocate for broad based career plans that focus on the student's interest and abilities that increases career options.

In addition, the DGCC also established that guidance teachers act as a link between the school and institutions of higher learning. This finding can be supported by Osakinle (2010) who observed that guidance teachers are responsible in networking contacts, references and making introductions aimed at profiting the learner in their career choices as they perform their duty as liaison officers. This role is critical in that learners get to benefit a lot by receiving information from different colleges and universities well in advance, thereby making informed career choices.

Other findings have established the role of guidance teachers as that of motivating learners and helping learners in various issues affecting them. These findings are quite similar to that of ASCA (1999) who observed that guidance teachers address the needs of students through group or individual counselling, large group guidance, consultation and coordination. They point out that guidance teachers help learners resolve their concerns. In addition, Osakinle (2010) noted that guidance teachers play a critical role in coaching, encouragement, motivating and broadening perspectives about the transferability of skills and interests as well as future career pathways to consider.

In addition, the findings established that guidance teachers also play a role as mothers to the learners. This builds confidence in the learners and creates a good rapport with the guidance teachers which in turn compels them to open up and be themselves, thereby creating a perfect climate for guidance and counselling. The findings further indicate that guidance teachers help in the placement of the learners in classes with regards to their strengths or abilities and aptitude.

The findings also disclosed that learners also view guidance teachers as care givers who provide care, support and counsel to the learners even when the learners make mistakes. This could be the more reason why guidance teachers are not part of the disciplinary committee in schools so as to enhance trust between the learners and the guidance teacher.

The study revealed that school managers also play a major role in the student career choices. Findings indicated that school managers play a role of facilitating and providing funds for career activities such as career exhibitions or fairs. The DGCC also revealed that school managers help in the provision of resources, that is financial, human and materials to foster students' career choices. This finding corresponds to that of Fullan (1991) who noted that

school managers play a pivotal role of providing financial support to the guidance teachers through hosting of career exhibitions and fairs. He further pointed out that school managers provide support through teaching and learning materials that help in career development of the learners.

The study findings established that school managers play a significant role in facilitating career talks and tours and also acting as a link between the school and the outside environment. Indeed, this finding is in line with Chapman & Dunghana (1991) who observed that school managers have a role to play in external communications as liaison officers between the school and the outside community. Similarly, Chemutai (2015) added that, school managers also play an important role in student career choices by working together with guidance teachers and ensuring that he brings on board experts or outsiders to conduct career talks with learners. This trend is cardinal as it exposes learners to career and job opportunities that they will find after completing school.

Further findings of this study revealed that school managers play a pivotal role in student career choices particularly in the management and monitoring of all activities in the institution including career activities. The study finding is similar to the assertion by Okumbe (1999) who indicated that the role of school managers is that of a manager and a leader. In addition, Fullan (1991) points out that the school manager's function is to ensure that essential things get done. As a school manager, the head teacher is in charge of planning, organising, motivation and controlling. While as a leader the school head teacher makes decisions, strategies and tactics to generate instructional effectiveness.

Other findings indicate that school managers play a pivotal role in the formulation of the school curriculum and also referring learners and encouraging them to utilise the services of the guidance teachers.

5.3 To ascertain whether students are guided by their guidance and counselling teachers in pursuit of their career prospects

Regarding whether students are guided by their guidance and counselling teachers in pursuit of their career prospects, the study revealed that all respondents including school managers, guidance teachers, learners and the DGCC acknowledged that students receive guidance and counselling in their careers. This finding corresponds to (MOE, 1996) policy document which

emphasised the need for the ministry to strengthen school guidance and counselling services and through guidance teachers, it will disseminate information relating training and employment opportunities. On the contrary, the findings indicate that the DGCC hesitantly responded 'yes' on whether learners are guided in career choices and quickly justified her response by stating that guidance teachers do not have enough time to guide learners due to other subjects they have to teach.

The study findings further indicated that learners are guided in their careers by guidance teachers in a number of ways. Findings revealed that learners are guided through one-on-one, class or group counselling basis in their areas of strength. In addition, Findings also established that guidance teachers guide learners through matching their academic abilities with the subjects, getting their views on their careers, identifying their abilities and helping them make choices, providing information to learners in subject combination, requirements for different career entries emphasising the linkages between subjects and the careers and through use of brochures from the colleges / universities to guide learners on entry requirements for each college / university. However, learners complained on the number of times they are guided and wish it could be an ongoing process like any other subjects. The learners' responses revealed that they appreciate the services of guidance teachers except that time is limited and most of the time have interactions aroused from troubles, or when in the examination classes.

5.4 To explore whether guidance teachers have attained any formal training in guidance and counselling.

The findings of this study revealed that not every guidance teacher in the secondary school is trained in guidance and counselling. The DGCC clearly responded that; "not all guidance teachers are trained in the district as a result the district has put up measures to help them become competent." Similarly, responses by guidance teacher and school managers also revealed that out of the eight (8) guidance teachers the study targeted only six (6) had gone through formal training and are qualified to serve as guidance and counselling teachers. The findings are similar to that of Yuen (2006) who argues that there is a definite and important need for guidance and counselling training for all teachers. He adds that guidance and

counselling teachers need to professionals considering the work they perform which requires one to have relevant qualifications and skills for effective performance.

The findings also revealed that at school D the head teacher indicated that both his guidance and counselling teachers were trained or had received formal training in guidance and counselling. On the contrary, one guidance teacher responded that he had not received any formal training in guidance and counselling. In the same line, School B also revealed that there was only one trained guidance teacher who works alone in the guidance and counselling unit against hundreds of learners in need of her career guidance services.

The findings of the study also established that three of the guidance teachers did their training and received their Diploma qualifications from TVTC while the other three hold degree qualifications received from Zambia Open University. One guidance teacher also holds a degree qualification from University of Zambia except that the qualification is not in guidance and counselling.

Summary

The chapter endeavoured to discuss the findings by bringing out the research objectives of the study. It discussed the roles played by the guidance teachers and school managers in student career choices. The discussion of findings was done in relation to the existing literature review and the new research findings.

CHAPTER SIX

Conclusion and Recommendations

6.1. Overview

The chapter provides an overview summary of this study. The conclusion and the recommendations are drawn based on the research findings and literature implications of the study. Finally, the chapter ends with suggestions for further research based on the research findings and literature implications of the study.

6.2. Conclusion

This study investigated the role of school guidance and counselling teachers and school managers in student's career choices in some selected schools in Kitwe district on the Copperbelt province of Zambia. The objectives of the study were to assess the role of guidance teachers and school managers in student career choices as means for students to make informed career choices, to establish whether students are guided by their guidance and counselling teachers in pursuit of their career prospects and to explore whether guidance teachers have attained any formal training in guidance and counselling.

On the basis of its findings, the study discovered that school guidance teachers and school managers play very little roles in student career guidance. It was also found that students are not consistently guided by their guidance teachers in their career prospects for varied reasons among them time limitation on the part of the guidance teacher who happens to be overloaded with other teaching subjects. The lack of clearly outlined job descriptions for guidance teachers and exposure to both teaching and learning materials has cost the guidance teachers to play their role in student career guidance

In addition, it was also discovered that some guidance teachers in secondary schools are not qualified or trained in guidance and counselling. The head teacher would barely appoint from among the teachers anyone they perceive to be quiet and reserved to take up the huge challenge of serving in the guidance and counselling office hence, hindering successful implementation of the guidance and counselling syllabus.

6.3 Recommendations

Based on the findings of this study, the following were therefore, some of the recommendations made by this study:

- The Ministry of General Education should recruit more trained manpower to execute the guidance and counselling teaching syllabus. This will greatly benefit the learner in need of guidance service and may speed up the implementation of the guidance and counselling syllabus.
- There is need for schools to be more proactive in each grade level by inviting assembly speakers, both motivational and employment related to help students understand how qualifications and subjects affect future opportunities and regularly discussing the links between school grades, subjects and future career choices.
- There is need for the Ministry of General Education to ensure that School guidance and counselling is time-tabled in all Secondary Schools. This will enable Guidance teachers to spend more time with pupils. In addition, since career guidance is mandated in schools, it is clear that it needs to be made compulsory like any other subject to ensure that all learners receive consistent and full teaching in career education.
- Tertiary institutes need to offer more training to careers guidance teachers on how to structure degrees and to spend more time in schools helping students to understand the complexities of majors, minors, conjoint degrees, timetabling requirements, postgraduate study requirements and so on.
- There is need for tertiary institutions to come up with programmes that could host all the students from grade 9 to 12 within the district or province to provide opportunities for students to be inspired and experience tertiary life, to help students set high goals and reach their full career potential.
- There is an urgent need to provide more explicit resources and curriculum text to ensure consistent careers education delivery across the Zambian schools, and to

develop an on-line repository to share resources and provide professional development for careers guidance teachers.

- There is need for the Ministry of General Education to formalise positions of the School guidance counsellor and stipulate or specify job descriptions for Guidance teachers. This would help them concentrate on guidance and counselling activities and not be overloaded with other teaching subjects. This would in turn foster the implementation of the guidance and counselling teaching syllabus and other related activities.
- Government should purchase and distribute guidance and counselling teaching and learning materials. This will add value to the service and foster implementation of the syllabus and attainment of Education for Sustainable Development.
- The Ministry of General Education should liaise and create linkages with other line ministries that could promote forums for career talks which would prepare the students for the world of work and the labour market.

6.4 Suggested further research studies

Emanating from the research findings of this study, a number of areas may need to be studied. These areas may include;

1. Exploring the impact of having qualified and unqualified guidance and counselling teachers in secondary schools.
2. Relevance of guidance and counselling in enhancing academic performance of the learners.
3. Implementation of guidance and counselling services in secondary schools in Zambia.

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APPENDICES

Appendix 1

Interview Guide for District Guidance Counselor

Dear Respondent,

I am a postgraduate student at the University of Zambia conducting a research on the assessment of the role of school guidance and counselling teachers in student career choices. The information you will give is strictly for academic purposes. Kindly answer all the questions in this questionnaire freely, correctly and honestly. All the answers you give will be treated confidentially.

Thanking you in advance.

1. Gender? (a) Male ☐ (b) Female ☐
2. What is your age range?
(a) Below 30 years ☐ (b) 31- 35 years ☐ (c) 36- 40 years ☐ (d) 41 years and over ☐
3. For how long have you served as a district guidance and counselling officer?
(a) Below 5 years ☐ (b) 6 to 10 years ☐ (c) 11 to 15 years ☐
4. What is your highest level of qualification?
(a) Certificate ☐ (b) Diploma ☐ (c) Degree ☐ (d) Masters Degree ☐
5. Are all the guidance teachers in schools trained in guidance and counselling?
(a) Yes ☐ (b) No ☐
6. If 'no', what measures have you put in place to help them become competent in carrying out their work as guidance teachers?
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7. Do your schools have well organized school guidance and counselling services?
(a) Yes ☐ (b) No ☐

a) If 'yes', how?

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b) If 'no', why?

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8. Is guidance and counselling time-tabled in your schools? (a) Yes [] (b) No []

a) If yes, how many periods per week?

b) If no, why?

9. Should guidance and counselling be time-tabled? (a) Yes [] (b) No []

10. What are the roles of career guidance teachers in student career choices?

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11. Do school managers play any role in enhancing student career choices?

(a) Yes [] (b) No. []

12. What roles do school managers play in student career choices?

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13. How would you assess the role of career guidance teachers in student career choices?

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14. Are the learners guided in making their career choices? (a) Yes [] (b) No []

a) If 'yes' how are they guided?
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15. How are classes/subjects allocated to the pupils?

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16. Are the students given an opportunity to choose learning subjects of their interest in their respective schools or they are imposed on them? (a) choose [] (b) imposed []

(i) your comment
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17. Are there any materials (books/brochures) that are provided from universities/colleges/ministry for guidance teachers in schools to help them with information on career prospects?
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18. What measures have been put in place to help learners in career choices?
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19. Does the Ministry of Education, Science, Vocational Training and Early Education support school guidance and counselling as a relevant and an integral part of education in career choices? What are your views?
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20. What challenges are there in secondary schools, concerning the teaching of guidance and counselling?
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21. What recommendations can you give that would help guidance teachers to carry out their role in helping learners in their career choices?
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Thank you for finding time to participate in the interview

Appendix 2

Interview Guide for School Guidance Teachers

Dear Respondent,

I am a postgraduate student at the University of Zambia collecting information on the assessment of the role of school guidance and counselling teachers in student career choices. The information you will give is strictly for academic purposes. Kindly answer all the questions in this questionnaire freely, correctly and honestly. All the answers you give will be treated confidentially.

Thanking you in advance.

1. Gender (a) male ☐ (b) female ☐
2. For how long have you served as a school guidance and counselling teacher?
(a) Below 5 years ☐ (b) 6 to 10 years ☐ (c) 11 to 15 years ☐ (d) over 16 years ☐
3. Have you had any formal training in guidance and counselling?
(a) Yes ☐ (b) No ☐
4. What is your highest level of qualification?
(a) Certificate ☐ (b) Diploma ☐ (c) Degree ☐ (d) Masters Degree ☐
5. Which University/college where you trained?
6. Does your school have well organized school guidance and counselling services?
(a) Yes ☐ (b) No ☐
7. (i) If 'no', how do you meet your learners?
.....
8. How often do you meet your learners?
9. Do you think guidance and counselling should be time-tabled? (a) Yes ☐ (b) No ☐

10. What roles do you play as career guidance teachers in student career choices?

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11. Does your school manager play any role in enhancing student career choices?

(a) Yes [] (b) No []

12. What roles do school managers play in student career choices?

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13. How do you guide learners in career choices?

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14. At what grades do you guide learners in career choices?

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15. How are classes/subjects allocated? Are they imposed on learners or they have a free will to choose out of interest?

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16. What other duties do your office of guidance and counselling perform in the school?

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17. How much exposure does your office get from the outside colleges/universities?

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18. Are there any materials such as books/brochures that you get from colleges/universities to help learners in their career prospects?

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19. What measures have been put in place to help learners in career choices?

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20. Do you face any challenges as guidance and counselling teachers in helping learners to make their career choices? (a) Yes [] (b) No []

21. If the answer to question 14 is 'yes', what challenges do you anticipate concerning the teaching of guidance and counselling in student career choices?.....

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22. What recommendations can you give to relevant authorities that would help guidance teachers to carry out their role effectively in helping learners in their career choices?

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Thank you for finding time to participate in the interview!

Appendix 3

Focus Group Discussion Guide for Learners

Dear Respondents,

I am a postgraduate student at the University of Zambia collecting information on the assessment of the role of school guidance and counselling teachers in student career choices. The information you will give is strictly for academic purposes.

I would like to have a discussion with you on the role of guidance and counselling teachers in student career choices. There are no right or wrong answers. So feel free to share your feelings and opinions. The discussion will be kept confidential, so be encouraged to participate.

Thanking you in advance.

1. Grade/s
2. What do you understand by the term Career Guidance?
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3. Is the service of career guidance provided to you? (a) Yes [] (b) No []
4. How often do you receive career guidance?
5. How do you meet your guidance teacher?
6. Should guidance and counselling be time-tabled? What is your opinion?
7. Are you given an opportunity to choose classes/subjects of your own interest and abilities or they are imposed? (a) imposed (b) not imposed (c) Other, specify
8. Are you happy or satisfied with all the subjects you are undertaking? (a) Yes [] (b) No [] (c) Other, specify
9. Are the subjects you are taking related to what you want to become in life or the career you want to pursue? (a) Yes [] (b) No [] (c) Other,

specify.....
.....

10. What roles do career guidance teachers play in student career choices?
11. Do you receive any materials such as books/brochures that were provided from colleges/universities to help you (learners) in choosing your career prospects?
(a) Yes [] (b) No []
12. Do you face any challenges in accessing career guidance at your school?
(a) Yes [] (b) No []
13. What are the challenges?
14. What measures do you think should be put in place to help (you) students make career choices?
15. What recommendations can you give to relevant authorities that would help guidance teachers to carry out their role effectively in helping learners in their career choices?

Thanks for your participation in the study.

APPENDICES

Appendix 4

Questionnaire for Head teachers

Dear Respondent,

I am a postgraduate student at the University of Zambia conducting a research on the assessment of the role of school guidance and counselling teachers in student career choices. The information you will give is strictly for academic purposes. Kindly answer all the questions in this questionnaire freely, correctly and honestly. All the answers you give will be treated confidentially.

Thanking you in advance.

1. Gender? (a) Male ☐ (b) Female ☐
2. Age range?
(a) Below 30 years ☐ (b) 31- 35 years ☐ (c) 36- 40 years ☐ (d) 41 years and over ☐
3. For how long have you served as a school manager?
(a) Below 5 years ☐ (b) 6 to 10 years ☐ (c) 11 to 15 years ☐
4. What is your highest level of qualification?
(a) Certificate ☐ (b) Diploma ☐ (c) Degree ☐ (d) Masters Degree ☐ (e) PhD ☐
5. Are all the guidance teachers in your school trained in guidance and counselling?
(a) Yes ☐ (b) No ☐
6. If 'no', what measures have you put in place to help them become competent in carrying out their work as guidance teachers?
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7. Does your school have well organized school guidance and counselling services?
(a) Yes ☐ (b) No ☐
8. If 'yes', how?
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9. If 'no', why?

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10. Is guidance and counselling time-tabled in your school? (a) Yes [] (b) No []

(a) If yes, how many periods per week?

(b) If no, why?

11. Do you think guidance and counselling be time-tabled? (a) Yes [] (b) No []

12. What roles do career guidance teachers play in student career choices in your school?

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13. Do you play any role as a school manager in enhancing student career choices?

(a) Yes [] (b) No. []

14. What roles do you play in student career choices?

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15. How would you assess the role of career guidance teachers in student career choices?

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16. Are the learners guided in making their career choices? (a) Yes [] (b) No []

a) If 'yes' how are they guided?

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17. How are classes/subjects allocated to the pupils?

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18. Are the students given an opportunity to choose learning subjects of their interest in their respective schools or they are imposed on them? (a) choose [] (b) imposed []

(i) your comment
.....
.....

19. Are there any materials (books/brochures) that are provided from universities/colleges/ministry for guidance teachers in schools to help them with information on career prospects?
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20. What measures have you put in place to help learners in career choices?
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21. Does the Ministry of Education, Science, Vocational Training and Early Education support school guidance and counselling as a relevant and an integral part of education in career choices? What are your views?
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22. What challenges are there in secondary schools, concerning the teaching of career guidance and counselling?
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23. What recommendations can you give that would help guidance teachers, school managers and other authorities to carry out their role in helping learners in their career choices?
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Thank you for finding time to answer the questionnaire!

Appendix 5

Consent form

Consent Form

I am a postgraduate student at the University of Zambia pursuing a Master of Education Degree in Educational Management. I am conducting a research on the assessment of the role of school guidance and counselling teachers in student career choices. I need to get your sincere opinion in order for me to accurately write on the above topic. The Ministry of Education Science Vocational Training and Early Education has given me the permission to conduct the study. I am assuring you that the information you are going to give will be kept confidential. If you are willing to take part in this study, please write your name in the spaces provided below. Should you feel at any point of the study, like during a discussion, interview or answering a questionnaire that you cannot continue, you are free to withdraw.

Participant's Name:

Signature:

Date: