ATTITUDES TOWARDS SKILLS TRAINING AND OCCUPATIONAL ASPIRATIONS OF PARTICIPANTS IN SCHOOLS FOR CONTINUING EDUCATION

By

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I, Musonda Luchembe do solemnly declare that this dissertation represents my own work which has not been submitted for a degree at this or another University.

Signature.....

ABSTRACT

Luchembe Musonda: Attitudes towards skills training and occupational aspirations of participants in schools for Continuing Education.

This study investigated attitudes towards skills training and occupational aspirations of participants in schools for Continuing Education in 1991. Six Schools for Continuing Education were randomly selected for investigation; 3 from rural and 3 from urban areas. The primary data collecting instrument was a structured questionnaire. Part of the data that was collected was nominal while the other was collected on a rating scale.

After the coding of the responses had been done, the Chi-square was employed to test the significance of the data obtained for three hypotheses while the other three used percentages. The Chi-square was used to test the following three major propositions: (1) that there is no relationship between the participants' level of education and their attitudes towards skills training; (2) that there is no relationship between the participants' home socio-economic status and their attitudes towards skills training; (3) that there is no relationship between the participants' environmental location of training school and their attitudes towards skills training.

The remaining three propositions were analysed using percentages and were as follows: (1) that there is no relationship between participants' level of education and their occupational aspirations; (2) that there is no relationship

between the participants' socio-economic status and their occupational aspirations; (3) that there is no relationship between the participants' environmental location of training school and their occupational aspirations.

Findings of the study revealed that except for level of education, socio-economic status and environmental location of training school did not have a significant relationship with participants' attitudes towards skills training. Results also indicated that neither socio-economic status nor environmental location of training school had any significant relationship with participants' occupational aspirations.

Other findings were that in spite of obvious constraints such as lack of capital, the majority of the participants would prefer to be self-employed. Self employment was more preferred because there were more opportunities to make more money and that there was more 'independence' as they would not have anyone to supervise them. Furthermore, the study revealed that the majority of the participants had a favourable or positive attitude towards skills training.

The study revealed that the majority of participants would like to work in urban areas mainly because of the availability of marketing opportunities, better jobs and raw materials.

It also revealed that the overall majority of participants in skills training programmes come from what may be termed a 'middle class' background, in terms of parental occupation.

Since a large number of participants has a positive attitude toward skills training and interested in taking up self employment, the conclusion reached was that skills training, whose objective is to train people for self employment, to some extent, is achieving its objective. For this reason, the existing training facilities should be expanded, initial capital and incentives to work in rural areas provided, in order to reduce the rural-urban drift.

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CHAPTER ONE

INTRODUCTION

Background to the Problem

The early 1970s is a period that experienced substantial manpower surpluses following rapidly increasing output of educational systems everywhere. This was the result of the human capital theory which guided educational planning in many countries. There was a belief that investment in education would contribute positively to the development of a country (Callaway, 1973). The educational systems thus faced many problems such as the ever increasing demand for education, acute resource scarcities, rising costs, and a large pool of educated unemployed young people. Coombs (1968), therefore recommended non-formal education as an alternative to formal schooling. According to Coombs (1985), the phenomenon of educated unemployed spread from country to country creating widespread frustrations among students and their families.

Some economic changes had a severe impact on education virtually everywhere and intensified the problem of the educated unemployed. One such economic change was the sharp rise in oil prices and the severe worldwide recession and accelerated inflation that began in 1973 and continued through the decade and into the 1980s. This, in turn, contracted employment openings for new graduates throughout the world, but the impact was far more severe in most developing countries.

The advancing technologies and changing economic structures throughout the world had also consequences for education and employment. The result was that many young people with a modern education found it increasingly difficult to secure a stable and secure job in the modern sector (Coombs, 1985). In recent years, unemployment in urban areas has reached percentage rates such as 13.6 in Colombia and 7.9 in Venezuela; 9.8 in Malaysia, 11.6 in the Philippines and 15.0 in Sri Lanka; 11.6 in Ghana and 14.9 in Kenya (International Labour Organisation (ILO), 1973).

In tropical Africa there is mass unemployment among primary school leavers (ILO, 1973) and Zambia is no exception at all. In fact the number of the unemployed youth in Zambia has continued to rise and has been identified as a major problem by the government. Unemployment is the single biggest problem still facing the youth and at the moment 2.5 million youths are unemployed (Zambia Daily Mail, Monday, March 13, 1989).

In Zambia, the problem of youth unemployment has partly been aggravated by the inability of the modern sector of the economy to absorb the ever increasing out-of-school youths following the rapid expansion of the education system. The rapid expansion is clearly illustrated by Kelly (1991) who reported that during the period 1975-85, the total primary school enrolment increased by 50 percent in the country. The vigorous expansion arose from the generally held belief that massive investment in education would help to

generate economic growth. During the same period, however, job opportunities in the modern sector declined by 8 percent.

In addition, the rapid population rate of 3.6 percent per annum, resulting in an increase in labour population at the rate of 3.1 percent (Fourth National Development Plan (FNDP) 1989-1993), has aggravated the problem of youth unemployment also. Under these circumstances, most school leavers will find it difficult to obtain formal sector employment, but will have to search for work in the informal sector (Kelly, 1991).

There is a general acceptance by most third world countries that preparing the youth for self employment is one way of reducing unemployment while at the same time letting the youth contribute to national development. Several ways have been tried in order to improve the education system. One such way was the introduction of the Educational Reforms in 1977. These reforms emphasized education with production. Combining education with production was mainly aimed at helping pupils in school develop positive attitudes towards work and also equip them with life skills.

Schools for Continuing Education (SCE) were also established in order to teach and promote skills in young people who could not continue with their education. The main objective of these schools is to train young people in various skills for self employment (G.R.Z. Continuing Education Skills Training Handbook, 1987). Emphasis on self employment stems from a

conviction that job opportunities in the modern sector will not expand fast enough to meet the demands of the unemployed. Banda (1981), however, argues that very little evidence exists to show that the government's efforts have made any significant contribution to mitigate the plight of the primary school leavers.

The problem of youth unemployment has been aggravated by an imbalance between the types of employment opportunities available and the school leavers' occupational aspirations. A common criticism of education in developing countries is that it is too academic and primarily geared to foreign examination systems rather than to the needs of the predominantly rural African societies (Sheffield and Diejomaoh, 1976). In addition, Woodhall (1981) argues that education in developing countries creates unrealistic expectations among school leavers, so that they are unwilling to accept manual work, or work in rural areas, but instead migrate to towns to seek clerical work despite the mounting evidence that no jobs exist. Zambia's education system has similarly been criticized and is said to have failed to prepare students for entry into the world and life of work.

In the light of shrinking job opportunities in the modern sector of the economy, Kelly (1991) says that most school leavers will find it difficult to obtain formal sector employment, but will have to search for work in the informal sector. Adedeji (1984) agrees with this approach as he says that an increasing proportion of the products of our education system must look

elsewhere for their means of livelihood, and elsewhere means self employment either on their own or in partnership with others (Sunday Times of Zambia, Sunday, December 9, 1984).

There is more empirical evidence in developing countries which indicates a strong student bias in favour of white collar 'desk' or 'inside' jobs. As Kelly (1991) points out, the education system encouraged white collar aspirations among young people, paid too little attention to practical skills and also tended to alienate children from their own environment. Musakanya (1969) also observed that the attitudes of recent history made the majority of the people demur practical education and employment in preference to white collar jobs. Moreover, there is some evidence that, instead of trying to modify attitudes, they are reinforced in schools by teachers (Coombs, 1968).

The introduction of educational reforms in Zambian schools stemmed from such attitudes. These reforms were aimed at helping pupils develop attitudes towards manual work. Additionally, schools for Continuing Education (SCE) were established during the late 1970s to teach and promote skills in young people who could not continue with their education. It was in this context that this study was undertaken.

Statement of the Problem

In the light of inadequate and declining employment opportunities in the formal sector of the economy, this research attempted to investigate attitudes towards skills training and occupational aspirations of participants in schools for Continuing Education.

Purpose of the study

According to Ekpere (1979), although occupational aspiration is an important aspect, it is a neglected area of research in the production of technical manpower in most developing countries. Further, Musakanya (1969) observed that the attitudes of recent history made the majority of the people demur practical education and employment in preference to white collar jobs. In light of the foregoing, generally the purpose of the study was to investigate whether the colonial legacy of preference for white collar jobs was still prevalent among the Zambian youths.

Specific Objectives of the Study

The specific objectives that guided this study were as follows:

(i) to investigate participants' attitudes towards skills training;

(ii) to investigate participants' occupational aspirations, and

(iii) to establish factors influencing participation in skills training programmes.

Hypotheses

The hypotheses of this study were based on three independent variables namely participant's level of education, socio-economic status and the environmental location of school i.e. urban or rural. On the other hand, participants' attitudes to skills training and their occupational aspirations formed the dependent variables of the study.

In order to investigate and find possible answers to the research problem, economically and meaningfully, the following hypotheses were developed:-

1. There is no relationship between participants' level of education and their attitudes towards skills training for self employment.
2. There is no relationship between participants' home socio-economic status and their attitudes towards skills training for self employment.
3. There is no relationship between participants' environmental location of training school and their attitudes towards skills training for self employment.
4. There is no relationship between participants' level of education and their occupational aspirations.
5. There is no relationship between participants' home socio-economic status and their occupational aspirations.
6. There is no relationship between participants' environmental location of training school and their occupational aspirations.

Assumptions of the study

Currently in Zambia, the modern sector of the economy is increasingly failing to absorb the ever growing number of out-of -school youths. The government, has for this reason, been searching for ways to alleviate the problem of youth unemployment. The introduction of Educational Reforms in schools is one of the ways. These reforms combined education with production so that as pupils leave school they will have developed positive attitudes towards work and also equiped them with life skills.

Another attempt at alleviating youth unemployment was made by introducing schools for Continuing Education where skills would be taught. The main objective of these schools is to train young people in skills which may enable them to be self employed.

Derived from the foregoing are the assumptions of this study. These are:

(i) the youth would be willing to take up manual jobs;

(ii) the youth would be willing to take up self employment, and

(iii) the conditions would be conducive enough to avail opportunities to participants to take up self employment.

Significance of the study

It is hoped that the results of this research may help explain factors that either promote or inhibit youth participation in skills training programmes. Factors that promote youth participation are those that appeal to the expectations of

the youth. In other words, these factors are attractive in nature so that they encourage youths to take part in skills training. On the other hand, there are factors that inhibit youth participation in skills training. In other words, these factors discourage the youth from taking part in skills training.

Furthermore, the information obtained from this study, may be of use to both national leaders and educational planners in Zambia and elsewhere where similar problems exist. It was felt it was important for government to be equipped with the most up-to-date information on the youths showing their backgrounds and their occupational destinations and desires.

The Ministry of General Education, Youth and Sport has so far not carried out a formal evaluation study concerning youth skills training in the country (Mwansa, 1989). It is therefore, hoped that this study may bring to light potentially vital knowledge concerning attitudes to skills training and occupational aspirations of participants. The provision of such knowledge may be of use on policy and programme formulation for better future planning. Results of this study may provide better insight into youths' expectations and aspirations.

Limitations of the study

The study was limited to three schools in urban centres and three schools in a rural setting comprising 50 percent of the available schools in Zambia. It

was also limited to skills training component in its focus without looking at academic programmes.

Definitions

In this study, the terms attitude, skills training, occupational aspirations, formal and non-formal education, parent, participant and self employment are used as follows:

(a) Attitude: refers to the participant's acceptability to participate in skills training for self employment. It is how a participant feels about skills training, in particular, whether he/she likes or dislikes skills training. Every individual has attitudes which allow him to respond positively or negatively to people, objects or ideas. According to Allport (1935), he defines attitude as a mental and neural state of readiness organised through experience, exerting a directive and dynamic influence upon the individual's response to all objects and situations with which it is related.

The implication of this definition for the study of participants' attitudes towards skills training is two-fold: firstly, 'organised through experience' emphasizes the point that attitudes are learned predispositions. In this case, the attitude a participant adopts towards skills training is the product of experience at home, at school or outside. The influences determine the attitude he adopts from birth onwards

Secondly, attitudes can only be inferred from what a person says or does. One can only observe what the individual does and then infer the existence of a 'mental or neural state of readiness' which lies behind his behaviour. It is in fact the individual tendency to react, either positively or negatively, to a given social value. As Thurstone defined: an attitude is the degree of positive or negative effect associated with some psychological object (in Edwards, 1957).

(b) Formal education: refers to the hierarchically structured, chronologically graded 'educational system' running from primary school through the University and including, in addition to general academic studies, a variety of specialised programmes and institutions for full time technical and professional training (Coombs, P.H. et. al., 1973).

(c) Non-formal education: refers to organised, systematic out-of-school activity designed to provide learning experiences for selected populations (La Belle, 1976).

(d) Occupational aspirations: refer to what a participant in skills training hopes to do on completion of training i.e. a participant may either aspire to be employed in a formal sector or may aspire to be self employed.

(e) Parent: refers to a person looking after a participant in skills training.

(f) Participant: refers to a person undertaking a course in skills training in a school for Continuing Education.

(g) Self employment: refers to the creation of a job by one who was a participant utilizing skills learnt or works under someone using the acquired skills in an informal sector of the economy.

(h) Skills training: refers to the kind of training one undergoes in school for Continuing Education in order to acquire life or survival skills such as carpentry and bricklaying.

(i) Socio-economic status: refers to educational, occupation and income levels of the participants' parent or guardian. Thus participants' socio-economic status will refer to the same.

Summary

This chapter has discussed the background to the problem by highlighting the unemployment problem in the country, factors that have contributed to this problem and efforts that have been made to alleviate the problem. It has also dealt with the statement of the problem, purpose of the study and the hypotheses. Lastly, assumptions of the study, the significance of the study, limitations of the study and definition of terms are outlined.

The next chapter discusses the literature review. Chapter three outlines the research methodology while chapter four discusses data analysis. Discussion of findings forms the fifth chapter. Finally, chapter six discusses conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

Overview

In this chapter, the literature pertinent to this study is reviewed. The chapter begins with a review of literature related to the general background to skills training (practical education) both before and after independence in Zambia. This is followed by a review of research and literature on continuing education. Lastly the main variables of the study are discussed.

Background to skills training in Zambia:

Pre- and Post-independence Period

Historically skills training in Zambia can be traced to traditional societies which emphasized the acquisition of practical skills. Such skills include hunting, making traps, baskets and houses. It was the adults that imparted the skills to the young until the latter were ready to fend for themselves. So important were such skills that anybody without any or complete mastery of them was not respected by society in which he lived. To them, such a person was a total failure as he lacked education for life.

With the coming of missionaries to the then Northern Rhodesia, such skills became formalised as they pioneered vocational training schools for carpenters, bricklayers at Kawimbe and later at Mbereshi in the early 1920's (Zambia Commission for Technical Education and Vocational Training (ZCTEVT), 1969).

In the 1930s, the general notion had strongly been implanted that education was the main vehicle of access to the colonial wage economy. For this reason, higher levels of education were pre-conditional for entering the few more rewarding positions that were available. In spite of this notion, practical education was part of the school curriculum and had been strengthened upon the recommendations of the Phelps Stokes Commission which visited the territory in early 1920s (Snelson, 1985). The aim of practical education as Snelson points out, was more often to contribute towards character training, helping to instil accuracy, neatness, general handiness and above all a respect for manual work.

By the 1940s most mission schools had attached to them carpenters and builders' workshops, a move which was emulated by the government in their schools in the early 50's (Hoppers, 1985). In most cases only an introduction course to crafts was provided as part of the primary school leaving training, a feature which is almost non-existent in the present educational system. When carpentry and brickwork instructors began to graduate from Munali, the government shouldered limited responsibility for vocational training and provided some grants to missionary schools.

After independence, the new government's policy, did not improve the status of practical education or raise the demand for it as shown by the Statement of Policy and intent report:

> Unfortunately, it would appear that the policy was to dampen the desire for practical work and to encourage every African going to school to look to clerical work or teaching as the ultimate desire for every educated African, thus was born the anathema of the present day desire of every literate Zambian to become a white collar worker (1969:9).

There was also a general reaction by the new government which sought to alter the pre-independence school curriculum in order to meet the aspirations of the people. For instance, practical education like carpentry was discouraged or abandoned altogether. This official view was more reinforced by the fact that only about the dullest students were considered suitable to enter trade schools. In addition, buildings were sub-standard to the requirements and inferior to primary schools from whence the trainees had come. If intelligence was a potent criterion for choosing participants in practical education, it would then be expected that the majority of participants in skills training would come from Grade Seven school leaver and below. But with increasing levels in education obtained by thousands and thousands of Zambian youths, would people still have the same attitude towards skills training and would the entry qualifications to these schools still remain low?

Angi et.al. (1969) observed that while the output from primary schools was increasing annually by leaps and bounds, the intake of Grade seven leavers into skills training programmes (especially government -sponsored schemes)

was diminishing. They further noted that primary school leavers were being edged aside by Form two leavers whose relative maturity and enhanced intellectual and manipulative skills were more acceptable to the training institutions.

During the early 1980s schools for Continuing Education where skills such as carpentry and dress making would be taught were introduced. The introduction of these schools was a response to the needs of the youth. These schools would not only train participants in various life towards manual jobs considering that the modern sector of the economy could no longer absorb the ever increasing out-of-school youths.

The non-formal education offered in these schools is widely accepted as being cheaper and capable of reaching masses of the people. Coombs (1968) advocated the massive strengthening of non-formal education as it was viewed to be cheaper, and responsive to needs of the rural poor. Non formal education was seen to be able to alleviate some problems of formal schooling such as the ever increasing demand for it, acute resource scarcities, rising costs, and increasing numbers of educated unemployed young people. Since the problems outlined above are similar to the Zambian situation, it was right to have these schools introduced.

Research on non formal education

Christensen (1972) in an assessment of the condition of occupational training programmes in 1967 revealed that the colonial legacy continued to cripple the development of occupational education. Subsequent developments have done little to alter these systems. This has resulted in students tending to acquire aspirations and expectations which are not only unrealistic but inappropriate in the context of national development strategy. As such they are recognised as a significant constraint on development initiatives outside the employment sector which the majority of the students aim for (Wellings, 1982).

Historically, the preference to white collar jobs existed both before and after independence in Zambia. For instance, the Manpower Report of 1965-6 provides the following evidence:

> Too often schooling raised hopes of a white collar job and caused manual work - especially manual work in agriculture in the rural areas to be despised. The better educated persons had the best chance of finding jobs and their departure to towns reinforced this view of education as the liberator from physical labour (1966:3).

It is with such background that the Zambian government after independence in 1964, began to reform the education system. One major reform was the Educational Reforms of 1977 which emphasized education with production. Combining education with production was mainly aimed at helping pupils in school develop positive attitude towards work in particular manual work, and also equip them with life skills. The Educational Reforms recommendations were not really implemented mainly because financial resources to implement the reforms were beyond the country's capacity (Kelly, 1991).

The schools for Continuing Education were created in order to equip school leavers with practical skills such as carpentry which would enable them gain formal employment or employ themselves. This was in response to growing unemployment and an education system which encouraged white collar aspirations. As Kelly (1991) points out, the education system encouraged white collar aspirations among young people, paid too little attention to practical skills and also tended to alienate children from their own environment.

Coombs (1976) has revealed that one of the most conspicuous handicap of non-formal education was that is was overshadowed and out-prestiged by formal education. This is because it does not lead to the granting of a prestige-laden certificate or diploma having a generally recognised social and economic value. This differential treatment of educational programmes may affect participants' attitudes to skills training in non-formal educational programmes.

Hoppers (1985) found that trainees who mostly entered Youth Brigades in Botswana frustrated by their inability to get access to what he described as more valuable options, had generally a preference for those trades which prepared them for wage employment in the formal sector of the economy. These preferences, he explained, stemmed from a clear perception of the realities of life in Botswana. Thus, to the extent that the Brigades aimed to develop attitudes different from those fostered by society, there is evidence

that for the most part, the Brigades have not been able to move against the current.

Certain aspects of culture and tradition coupled with the sociological inhibitions gathered over the period of colonial administration had forced Africans to have a negative attitude towards practical education. As has been observed:

> Here are attitudes of recent history which made the majority of our people demur practical education and employment in preference to white collar jobs and assume that technical and scientific experience was a special preserve of their European counterparts (Musakanya, 1969:8).

Musakanya (1969) further noted that it was almost historically established that a choice to go to a Trade School was an admission of being backward student doomed to inferior status. Such were the attitudes of students towards practical education. These attitudes are a function of historical factors as they were formed over a given period of time. They could also be thought of as a function of social factor because an individual had to respond positively or negatively to a given social value.

Foster (1965) in his study of Ghanaian pupils found that they had some distaste for manual work. This is also supported by Mwanakatwe (1968) and Lowe (1978). Mwanakatwe explains that the problem with formal schooling is that it arouses expectations of employment and an improvement in the way of life. He further explains that even when pupils have undergone a primary course which is agriculturally oriented, most of them would prefer to drift

from rural areas to the towns and cities in search of opportunities for further education or employment preferably white collar jobs.

Mumba (1987) noted that one of the main findings of later studies that focused on the impact of non-formal education training institutions was that youths did not get better jobs compared with those who graduated from formal education training institutions. If this was true for skills training schools for Continuing Education, then one may expect that most participants in various skills training would have negative attitudes towards such kinds of training.

According to Mumba (1987), most research on non-formal education has focused on finding out which activities existed where and in what form. Specific examples of such research studies were those conducted in several African countries (Kenya, Zambia, Botswana, Nigeria and Tanzania) by Sheffield and Diejomaoh (1972); Coombs et.al. (1973) and Coombs and Ahmed (1974). Among the most recent studies have been those conducted by Banda (1981); Hoppers (1985); Dall (1983) and Mumba (1987). No specific study has, however, looked at participants' attitudes to skills training and their occupational aspirations, more so in the Schools for Continuing Education which were introduced as recently as 1981 in Zambia.

Occupational aspiration in this study refers to whether a participant in skills training would aspire to formal employment or self employment. According to Ekpere (1979), although occupational aspiration is an important aspect, it is

a neglected area of research in the production of technical manpower in most developing countries.

Prior to skills training, a participant undergoes formal schooling which Mwanakatwe (1968) says excites unrealistic aspirations and expectations among young people. These learnt experiences may influence one's occupational aspirations. It is therefore assumed that environmental location of school, participants' socio-economic status and educational standard will have an influence on participant's occupation aspirations.

Despite lack of employment opportunities in urban areas, Tembo (1986) argues that the youth is bent on looking for a job that has regular source of income which can only be achieved through wage employment. ILO (1969) also observed that problems of unemployment generally and youth unemployment specifically was due to the discrepancy between young people's job expectations and preference inherited from the past and new conditions of the employment market. Many young people from the formal education system aspire for employment in the modern sector of the economy (Musokotwane, 1989). Furthermore, Msimuko (1980) revealed that primary school leavers in both Kenya and Zambia aspired to a white-collar job because it promised continuous pay and security.

On the other hand, Dall et.al. (1983) found that youths who underwent non-formal education training programmes did not aspire to higher paying jobs.

Mumba (1987) also noted that one of the main findings of later studies that focused on the impact of non-formal education training institutions was that youths did not get better jobs compared with those who graduated from formal education training institutions. If this was true for skills training in schools for Continuing Education, then one may expect that most participants in various skills training would have negative attitude towards such kinds of training. Neither would such participants opt for self employment.

The difference in the findings between Msimuko (1980) and Dall et.al. (1983) regarding school leavers' occupational aspirations arose because the two groups of people studied underwent different types of education systems namely formal and non-formal education. This difference can be accounted for by the fact that whereas a school leaver is in formal education, a system for which Bwalya (1983) argued that inadequate vocational training seemed to be prohibitive to self employment among secondary school leavers in Zambia, the others in non-formal education programmes undergo training tailored for self employment due to lack of jobs in the modern economic sector.

Foster (1965) in his study of Ghanaian pupils found that pupils had negative attitudes towards self employment in agriculture. Most pupils resented self employment because Ghanaian society rewarded individuals in white collar jobs more than those who were self employed. At the time this study was undertaken in Ghana, employment opportunities were abundant as most colonial workers had either left or were leaving and so needed to be replaced

by local labour. Secondly, the government's administrative machinery was expanding and so needed manpower. So the attitude of pupils towards jobs like agriculture which involve manual work, could be said to have been justified in the face of the conditions that prevailed at the time. As regards Zambia, the situation may have been similar shortly after independence in that colonial workers left and at the same time the administrative machinery was expanding and so needed manpower too. But the same may not be said of present day Zambia whose economic growth has been declining together with employment opportunities in the modern sector of the economy.

While some writers state that school leavers do not tend to be active in self employment (Callaway, 1968), others provide evidence that younger operators tend to have a greater proportion of school graduates among their number (Aryee, 1976). This may imply that although in the past the informal sector was shunned by youths with rather more education, at present more of them are finding entry into such occupations acceptable, giving preference to establishing themselves as independent producers - a development which seems to reflect the increasing output of school against the diminishing opportunities for school leavers in the modern sector labour market (Hallak and Caillods, 1981).

Hoppers (1985) has also revealed that many Youth Brigades graduates in Botswana apparently found work in rural areas with either urban contractor or in Brigade centres both of which belong to formal employment sector

thereby avoiding to be self employed. Aryee (1981) in a survey of youth unemployment problems in Lusaka and Kitwe also discovered that Zambian youths had a negative attitude towards self employment in the informal sector of the economy which they felt was only fit for the uneducated. Tembo (1986) had similar findings in that 56.3 percent of the respondents in Youth skills training programmes in Lusaka indicated that they chose to look for employment in the formal sector of the economy after completion of the training. But whether such attitudes still prevail in the youths at a time that the formal sector of the economy is not doing well but shrinking was one of the main concerns of this research.

Though non-formal education is viewed as a convenient option for low socio-economic status youth and adult populations in less developed countries by some theorists (La Belle, 1976), in practice this option may not automatically be granted to the intended group. For instance, Hoppers (1985) has revealed that it was becoming increasingly difficult for the working poor to send their children to these programmes because of the fees that they have to pay.

In a study carried out by Hoppers (1981), it was found that the 1980 Lusaka sample showed that the overall majority (80%), came from what may be called a 'middle-class' background in terms of parental occupation. Coombs (1976) also agrees that by and large these programmes are benefiting least of all the poorest families who need them most - the 'absolute' poor. The assumption in this study therefore is that participants in skills training will mainly come

from the upper and middle class families and in this respect that parents' socio-economic status may influence participants' attitudes to skills training and occupational aspirations.

On education level of participants, Hoppers (1985) has revealed that in craft training the tendency is to recruit more and more school leaving young people. Increasingly, these young people have come to require a minimum educational level which used to be the completion of primary education, but is now often raised to junior secondary or even senior secondary school. Even, Angi et.al. (1969) observed that primary school leavers were being edged aside by Form 2 leavers whose relative maturity and enhanced intellectual and manipulative skills were more acceptable to the training institutions. As Tembo (1986) has pointed out the trend is that youth with higher level of education attainment are being admitted instead of those with lower level of education who were intended beneficiaries.

On the other hand, Wellings (1982) has argued that the level of realism for both educational and occupational aspirations and expectations declined dramatically as one moved from higher to lower graded schools. In Nigeria, Oyeneye (1981) in his study of factors influencing entry into formal sector apprenticeship system, showed that education was an important factor in the recruitment process. Only 11 percent of the apprentices had no formal education indicating a general upgrading of the educational standard in the selected crafts. More than 60 percent of the apprentices had completed

primary school education while 10 percent and 4 percent had attended secondary modern school and secondary grammar school respectively.

Finally, location of a skills training centre was investigated to ascertain whether it has a relationship with participants' attitudes to skills training and occupational aspirations. Osuji (1976) investigated the effects on students' vocational aspiration of the ecological differences that exist between urban and rural areas among Nigerian students. His results showed that rural students were inferior in their level of vocational aspirations i.e. most of them would not aspire to get wage employment in the formal sector as much as their urban counterparts.

Owuamanan (1982) also found that urban adolescents had higher employment aspirations than did rural adolescents. But in the light of declining employment opportunities in the formal sector of the economy, one would assume that even urban participants in skills training would also aspire to get wage employment in the informal sector almost as much as their rural counterparts.

Goldstein's (1974) study showed how such environments could neutralize a powerful variable like social class in vocational choice. Environment as a major factor that shapes behaviour has engaged psychologists' attention who have tried to determine its influences on people's choice of occupation. Efforts on this have been concentrated on certain socio-economic factors such as the

socio-economic status of parents as revealed by Roseberg (1957), Jackson and Marsden (1962) and Littig (1968).

But in the current economic crisis when jobs in the modern sector of the economy are hardly available, will the influence of environment still remain so powerful as to neutralize the effect of socio-economic status of parents on participants vocational aspirations? Currently, out of a population of 8 million only 310,000 are in formal employment (Times of Zambia, June 13, 1990).

In developing countries such as Zambia, the disparity in economic and social development and the provision of modern amenities between urban and rural areas is very pronounced as evidenced by the rate of rural-urban migration. In Zambia, therefore, one might say that participants' attitudes to vocational occupation would largely be influenced by location rather than by socio-economic status of participants' parents.

From the review of the literature, one of the salient features that emerges is that very little has been done in terms of research into the country's non-formal education particularly youth skills training. The few researches that have been conducted have focused on finding out which activities existed where and evaluated their performance of such schemes with suggestions on how best to run them.

But what has not been done is a study of participants' attitudes to skills training whether they would like to be self employed or employed in the formal sector of the economy i.e. occupational aspirations. For this reason such a study is important. This is because the information obtained from the study would allow for measures to be taken to achieve positive attitudes that would play an important role in achieving strong skills training programmes for self employment.

Summary

This chapter has looked at the review of literature related to the general background to skills training in Zambia. It has also made a review of research and literature on non-formal education. The next chapter discusses the methodology used in this study. Some of the items that will be discussed include sample size of the study, sampling procedure, sources of data and collection of data.

CHAPTER THREE

RESEARCH METHODOLOGY

Overview

This chapter discusses the research methodology used in this study. A survey design was used to carry out the research. This chapter is divided into five sections. The first two sections describe the sample and sampling procedures. Sources of data and the pre-testing of the questionnaire are the other two sections. Collection of data form the last sub-section of this chapter.

The Sample

The sample comprise 105 participants in schools for Continuing Education. They were drawn from three rural and three urban schools. Since Zambia has only 12 such schools, it was felt that 6 schools would be representative enough as that represented 50 percent of the total available schools. The sample was drawn from Mbala, Kasama and Mazabuka which were classified as rural schools while Mufulira, Ndola and Luanshya were classified as urban schools.

Of the total number of participants 49.52 percent were male while 50.47 percent were female. While 59 percent represented participants from rural schools, 41 percent represented those from urban schools. As regards participants' educational backgrounds, 11 percent had primary education, 73 percent had Junior secondary education while those with senior secondary education represented 20 percent.

Sampling procedure

Twelve schools were divided into two groups. One comprised the five schools located in the Central and Copperbelt provinces. These were Luanshya, Chingola, Mufulira and Ndola in the Copperbelt region while Kabwe was the only school in the Central region. These were classified as urban schools because they were found in heavily urbanized, commercial and industrialized area. On the other hand, the remaining seven schools classified as rural on the basis of being less commercially and industrially developed than the former are located in the remaining provinces of Zambia. These are Mazabuka, Kasama, Chipata, Mbala, Mongu, Solwezi and Mansa (See appendix 5).

In order to determine which schools would be included in the study, random sampling was used. Schools classified as rural were listed down and numbers from 1 to 7 were assigned to them and the same was done to urban schools with numbers ranging from 8 to 12. Then numbers for each group of schools were put in a separate box from which the researcher randomly selected three from each group.

Data Collection Procedures

Data were collected using structured questionnaires, interviews and observations.

Questionnaire construction

The questionnaire was developed by the researcher guided by the research questions. The questionnaire comprised checklist responses, fill-ins and scaled response modes. The scaled response mode was used to assess an individual's agreement or disagreement with particular attitudinal statement. Therefore, the Likert type scale was used and required that an individual checked one of the five possible responses to each statement: strongly agree, agree, undecided, disagree and strongly disagree. These statements were aimed at measuring participants attitudes towards skills training. For example, I like skills training, the skills I am learning will not be useful to me in the future and so on.

The checklist response mode mainly comprised questions that sought information pertaining to socio-economic status of the participants' parents, location of school; that is whether a school is located in a rural or urban area, level of education of a participant and type of skills participants were undertaking.

Reasons for taking up a particular skill and for planning to work in either urban or rural area were some of the questions that were asked using the fill-in response mode. For example, give the most important reason why you would either want to get self employed or employed by someone and why you would like to work in rural or urban area were some of the questions that were asked.

Pre-testing the questionnaire

This was conducted at St. Paul's skills training centre and Mazabuka Youth Projects both of which are located in Mazabuka. These schools were chosen particularly because they have similar objectives to those of schools for Continuing Education. One such objective is to train participants for self employment. Secondly, these schools run courses similar to those found in Schools for Continuing Education. Finally, like schools for Continuing Education, participants mainly comprise school leavers and dropouts.

The pilot study was chiefly aimed at testing the internal consistency of the questionnaire i.e. whether the items were measuring what they were intended for. Clarity to items was thus sought. For this reason some items were rephrased because they lacked clarity or were ambiguous. In cases where items had inadequate responses, such items were abandoned.

Collection of data

The collection of data from schools was done during the second term of the school calendar. This time was chosen after consultations with the Director of schools for Continuing Education who advised the researcher to carry out the research when all schools would have completed recruitment of participants for skills training. Recruitment of participants for skills training is normally conducted in the first term of the school calendar after examination results for both primary and secondary schools have been released by the Examination Council of Zambia. It is only upon the release of results and upon realisation

that they have not been selected to the next level of education or allowed to repeat that skills training participants to be, make up their minds to join school for Continuing Education. It was, therefore, felt that by the second term participants would be more settled with skills training and their occupational aspirations would have been developed and become clear. For instance, on the question of aspirations, they are a consequence of one's assessment of his potentialities on the basis of the past performances. Second term was, therefore, a suitable time for research chosen.

Two days were spent at each school except for two where a day each was spent. At the two schools, the headmasters allowed the researcher to carry out the research on the same day he was there. As for the other schools, the first day was spent on securing permission from the headmaster to have the class(es) participate in the answering of the questionnaire. Administratively, this arrangement on the first day also gave ample time to the headmaster to shift desks and chairs to more spacious rooms which could accommodate all the participants at one given time instead of conducting research with smaller groups. This, too, gave the headmaster time to inform the teachers about the following day's programme so that they could reschedule or adjust their programmes accordingly.

On the second day, the questionnaire was administered during class time specially arranged for the same to all the participants present at one given time. Before completing the questionnaire, participants were given instructions

on how to complete the questionnaire for example by placing a tick in the box against the item they chose, circling the letter of the answer and writing answers in the spaces provided, and urged not to discuss the work with friends.

Participants were, however, given the freedom to ask the researcher whenever they felt they were not clear about a particular question. Anonymity and confidentiality were assured e.g. by not allowing anyone to write their names on the questionnaire in order to elicit honest responses.

On average, the questionnaire was being completed in forty-five minutes. All the schools were co-educational except Ndola which had females only. All the skills courses were funded by donor agencies such as NORAD and provided technical assistance too. Attendance of participants of these schools was disappointingly poor.

Summary

In this chapter an attempt has been made to describe the research methodology. The subjects of this study were 105. These came from six schools for Continuing Education; 3 were rural and the other three were urban schools. The study used a questionnaire to collect information. The next chapter discusses how data was analysed.

CHAPTER FOUR

DATA ANALYSIS

Overview

This chapter discusses how data was analysed. The study used a questionnaire to collect information.

In section A and B of the questionnaire, there were both checklist and free response items. In order to obtain data, numbers were assigned first to response categories to which individuals belonged. For example, sex as a variable was divided into two namely male and female. The number 1 was assigned to male while number 2 was assigned to female. Scoring consisted of counting the number of those who indicated 'female'. In short, respondent counting was the scoring procedure that was used.

In chapter one, six hypotheses were formulated. The first three hypotheses i.e. 1,2 and 3 were analysed using percentages while the remaining three hypotheses i.e. 4, 5 and 6, were tested statistically by use of chi-square (x) described by Tuckman (1972). The chi-square was used because when the data of research consist of frequencies in discrete categories, it is used to determine the significance of differences between two independent groups (Siegel, 1956).

Section C was made up of the opinionaire or attitude scale. Statements of an attitude were made to which a respondent was asked to indicate the degree of agreement or disagreement.

A numerical score to each point on the scale was assigned. A positive item was scored by the following key: Strongly agree (SA) = 5, Agree (A) = 4, Undecided (U) = 3, Disagree (D) = 2 and Strongly disagree (SD) = 1, while a negative item was scored by the following key: SA = 1, A = 2, U = 3, D = 4 and SD = 5.

Since response was weighed on a five-point scale, a respondent's overall score was found by adding up all his scores on all the items. The sum total of responses to each item was also converted to percentage. Responses on attitude were measured from high to low.

All responses for every individual were summed up in order to determine the kind of attitude one held about skills training. Finally, percentage was calculated in order to establish what percentage of respondents had positive or negative attitude toward a particular item.

One other variable that needs explaining is socio-economic status. Lever (1964) argues that socio-economic status is a complex phenomenon in which occupation is only one constituent. Occupation has therefore been frequently used by itself or in combination with other factors as an index of socio-economic status. Some writers have gone so far as to suggest that occupation is the most suitable index of socio-economic status (Miller, 1964).

In this research, socio-economic status was measured by a composite index of parental education, income and occupation. Parental education and income were used together with occupation as occupational levels are also associated with income and education (Kapambwe, 1980).

Education was ranked by three levels namely:

1. Primary education.
2. Junior secondary.
3. Senior secondary.

In the construction of the index, income was weighted more heavily than education level as it has a more significant influence on the socio-economic status of a parent. For example, some parents with low educational attainments have higher incomes by virtue of their occupation and consequently their socio-economic status is very high too. For example, a member of the central committee in a party may have a low educational attainment but his income will be high enough to enable him enjoy a high socio-economic status.

In terms of income, two categories were identified. These were:

1. Those who received a monthly salary of less than K2,500.00.
2. Those whose monthly salary was over K2,500.00.

Occupations were ranked by two levels namely, low and high with high occupation closely associated with high incomes and high educational attainments. For example, a medical doctor was rated more highly i.e. in the high occupation whereas a council messenger and a barman were rated in the low occupation category.

The composite variable labelled 'socio-economic status' had two categories. These were low class, and high class. The table below illustrates how the above variables income, education and occupation were integrated to arrive at the composite variable labelled 'socio-economic status'.

Income	Education	Occupation	Socio-economic status
1. Below K2,500 per month	1. No education 2. Primary education	1. Driver 2. Office orderly	Low class
2. Above K2,500 per month	1. Junior Secondary 2. Senior Secondary 3. University	1. Medical Doctor 2. Engineer 3. Managing Director 4. Lecturer etc	High class

Summary

In this chapter an attempt has been made to discuss how data was analysed. The study used only a questionnaire to collect information pertaining to participants' educational level, socio-economic status, location of school, occupational aspirations and their attitude to skills training. The next chapter discusses results of the study.

CHAPTER FIVE

DISCUSSION OF FINDINGS

Overview

This chapter discusses the findings of the study. It is divided into three sections. The first section outlines the objectives and hypotheses of the study. The second section discusses the hypotheses while the last section discusses ancillary information pertaining to the study.

This study was aimed at investigating attitudes towards skills training and occupational aspirations of participants in Schools for Continuing Education. The study was also aimed at establishing factors influencing participation in skills training programmes.

Testing of Hypotheses

There were six hypotheses that were formulated for the study. These were:

1. There is no relationship between participants' level of education and their attitudes towards skills training.
2. There is no relationship between participants' home socio-economic status and their attitudes towards skills training.
3. There is no relationship between participants' environmental location of training school and their attitudes towards skills training.
4. There is no relationship between participants' level of education and their occupational aspirations.
5. There is no relationship between participants' home social-economic status and their occupational aspirations.

6. There is no relationship between participants' environmental location of training school and their occupational aspirations.

The sample comprised 105 participants in skills training in schools for Continuing Education. The participants were drawn from three rural and three urban schools. Of the total number of participants, 49.52 percent were male while 50.47 percent were female. While 59 percent represented participants from rural schools, 41 percent came from urban schools. As regards participants' educational background, 11 percent had primary education, 73 percent had junior secondary education while those with senior secondary education represented 20 percent.

This section discusses the six hypotheses of the study.

Hypothesis 1

It was hypothesized that there was no relationship between participants' level of education and their attitudes towards skills training. The table below provides a summary of results.

Table 1.0: Level of education and attitude towards skills training

Educational Level	% of Participants with positive attitudes	% of participants with negative attitudes
Primary education	83.0	17.0
Junior secondary	100.0	0.0
Senior secondary	95.0	5.0

Table 1.0 shows the levels of education of participants in skills training and their attitudes towards skills training. Of participants with primary education, 83 percent had positive attitudes towards skills training while only 17 percent had negative attitudes. All the participants with junior secondary education had positive attitudes towards skills training. As for participants with senior secondary education 95 percent had positive attitudes with 5 percent having negative attitudes towards skills training.

In general, one may conclude that the majority of the participants in skills training have a positive attitude towards skills training. In other words, majority of participants like skills training. This is supported by the number of participants with positive attitudes. For example, 97 percent of the population had positive attitudes except for the remaining 3 percent. From the data collected it is clear that the majority of participants with positive attitudes towards skills training are those with junior secondary education in spite of their number being seven times greater than those with primary education and almost four times more than those with senior secondary education.

There is an apparent increase in the number of participants with positive attitudes towards skills training with a rise in education especially with post primary education levels. Part of the reason for this is that from Junior secondary onwards, participants tend to acquire a deeper understanding of the realities of the training and job opportunities in the country as compared to those with primary education. They understand and appreciate the value of skills as they realize that there is a shortage of employment opportunities in the formal sector.

The high number of participants with positive attitudes towards skills training could partly be explained by the lack of employment opportunities in the formal sector as well as training facilities in other fields of work. Participants, therefore, have fewer chances open to them so they grab every opportunity at their disposal such as skills training with optimism. For example, 99 percent of the respondents indicated that they experienced some kind of hardship as they started training at least a year after they had left school. They would rather acquire a skill though they may not be able to find wage employment.

One feature that is very distinct is that there is a growing number of participants with increasing levels of education. Initially when skills training programme were started, the target group was essentially primary school leavers. However, as results above show, primary school leavers are being out-numbered by those with higher levels of education. This picture looks unusual but it is in line with Hopper's (1985) and Tembo's (1986) findings. Their researches indicate that increasingly the youth with higher levels of education were being admitted instead of those with lower levels of education who were the intended beneficiaries. This may be attributed to pressure from their families who feel that their children need skills training when they cannot continue with their education. For instance, the data collected show only 11 percent of the respondents had primary education as against 70 percent of the respondents with junior secondary education while those with senior secondary education represented 19 percent of the total number of respondents.

Under normal circumstances, the greatest number of participants would have been expected to comprise the primary school leavers for two reasons. Firstly, primary school leavers were the intended beneficiaries of skills training programmes in schools for Continuing Education. Secondly, primary school leavers form the largest group of school leavers who require skills training. It would be assumed, therefore, the majority of participants would come from primary school leavers. However, this is not the case in Zambia. Partly, this is because as Angi et.al (1972) observed the relative maturity and enhanced intellectual and manipulative skills among Form II leavers (now grade 9s) were the attributes that made those with post-primary education more acceptable to the training institutions. Oyenene's (1981) study in Nigeria also revealed that education was an important factor in the recruitment process.

From the data collected one may conclude that a large majority has positive attitudes towards skills training. Generally, there is an increasingly large number of participants with positive attitudes towards skills training among participants of post-primary school education as compared with those with primary education.

Hypothesis 2

It was hypothesized that there was no relationship between the participants' home socio-economic status and their attitudes towards skills training. A summary of the results is presented in table 2.0.

Table 2.0: Socio-economic (SES) and attitudes towards skills training.

Socio-economic Status (SES)	% of participants with positive attitudes	% of participants with negative attitudes
LOW	92.0	8.0
HIGH	97.0	3.0

Table 2.0 shows the participants' socio-economic status and their attitude towards skills training in schools for Continuing Education. In terms of representation, the high socio-economic status group is more dominant than the low socio-economic status group. For example, whereas 35 percent came from the low socio-economic status group, 65 percent came from the high socio-economic status group. This conforms to Hoppers' (1985) findings that it was becoming increasingly difficult for the working poor to send their children to these programmes because of the fees that they have to pay. This means that skills training schools will mostly be dominated by children of the well-to-do who can afford to pay the fees. The data revealed that from the low socio-economic status group, 92 percent showed positive attitude while only 8 percent had negative attitude towards skills training. As for the high socio-economic status group, 97 percent had positive attitudes towards skills training with only 3 percent having negative attitudes.

One distinctive feature from table 2.0 is that the majority of participants regardless of their socio-economic status have positive attitudes towards skills training. Firstly, this could be attributed to the fact that most of the participants enter skills training after

staying away from school for at least a year during which time they will have been exposed to harsh realities of life. Secondly, the training opportunities are fewer than the number of people who need them. Consequently, those who are enrolled consider themselves lucky and thus have a positive attitude towards work.

From the data in table 2.0 one may conclude that there is no relationship between the participants' home socio-economic status and their attitudes towards skills training. This is because the differences are quite small i.e. 5 percent. Perhaps one of the explanations could be that it is the child that experiences the problems and frustration of failing to get a job after dropping off the education system and not the parents on whom he depends. In fact the majority of participants in skills training do not join as soon as they leave school. It was discovered that 31 percent of the respondents stayed away from school for two years before joining skills training while 21 percent of the participants stayed away after school for three years.

This indicates that the majority of those who finally take up skills training do so either after a struggle and/or as the last option after failing to get a job of their expectation or continue with their education. For this reason, one may conclude that the socio-economic status of a participant cannot be very potent in influencing one's attitudes towards skills training.

As pointed out earlier, children from the high socio-economic status group are increasingly becoming more dominant than those from the low socio-economic status for whom the programmes were designed. The findings in the study reveal that the

number of children from the high socio-economic status group is almost more than twice the number of those from the low socio-economic group. To a greater extent, these findings concur with what La Belle (1976) and Hoppers (1985) have said about entry into these programmes. They have argued that though non-formal education is considered as a convenient option for the low socio-economic status youth and adult populations in less developed countries, it was becoming increasingly difficult for the working poor to send their children to these programmes because of the fees that they have to pay. Hoppers (1981) in his 1980 study of Lusaka, also found that the overall majority i.e. 80 percent, came from what may be called a 'middle class' background in terms of parental occupation. This is also true for skills training programmes that are run by schools for Continuing E'ucation as revealed by this study.

In conclusion, there is no relationsni, between the participants' home socio-economic status and their attitudes towards ...s tra'ning.

Hypothesis 3

It was hypothesized that there was no relationship between participants' environmental location of training school and thei attitudes towards skills training. Table 3.0 below provides a summary of the findings.

Table 3.0: Environmental Location of training school and attitudes towards training.

Location of School	% of participants with positive attitudes	% of participants with negative attitudes
Rural	95.0	5.0
Urban	95.0	5.0

Table 3.0 shows the environmental location of training school and participants' attitudes towards skills training. Out of the total number of respondents, 59 percent were from rural and 41 percent from urban skills training schools. For rural participants 95 percent showed positive attitudes towards skills training with only 5 percent showing negative attitudes. The result was the same for urban participants i.e. 95 percent of the participants had positive attitudes towards skills training while 5 percent had negative attitudes. Put in another way, 95 percent of all the participants had positive attitudes towards skills training while the remaining 5 percent had negative attitudes.

This implies that the greater majority of participants in skills training have a positive attitude towards learning skills. It also indicates that the location of a skills training school does not have any relationship with participants' attitudes towards skills training. One could, therefore, say that participants have a strong liking for skills training and that environmental location of a school is not a very significant factor in influencing someone's attitudes to skills training. As explained earlier, the majority

of the participants found themselves in these schools after having left the conventional schools after one year or more. It appears that the choice of getting into skills training programme is made after one has failed to get a job or gain entry into a conventional or formal school. It is not easy to get a place in these schools as the demand is very high. For this reason, anyone who is offered a place considers himself lucky and naturally perhaps is bound to exhibit positive attitudes towards training.

It should be noted further that unemployment is found in both localities, namely, rural and urban areas in which participants lived. Therefore the hardships they were subjected to during the time they were not employed cannot be very different from each other on the basis of location. Since experiences they are exposed to are more or less the same it would be expected that there would be no significant difference between participants' environmental location of training school and their attitudes towards skills training. Data from this study supports this. It also reveals that there is no relationship between the participants' environmental location of training school and their attitudes towards skills training.

Hypothesis 4

It was hypothesized that there was no relationship between participants' level of education and their occupational aspirations. The following table gives a summary of the results that were obtained.

Table 4.0: Level of education and occupational aspirations

Level of education	No. of participants for self employment	No. of participants seeking employment
Primary education	8	4
Junior secondary	45	28
Senior secondary	6	14
Total	**59**	**46**

The above table shows that out of the total number of all the respondents, 56 percent opted for self employment while 44 percent opted for employment in the formal sector of the economy. Sixty seven percent of those with primary education chose self employment. Finally, 30 percent of those with senior secondary level of education chose self employment. On the whole, there were more people for self employment than those wishing to be employed by as much as 12 percent.

The results indicate that there's a relationship between participants' level of education and their occupational aspirations. This is because the obtained chi-square is 6.99 at 0.05 level of significance and is more than the chi-square table value (critical value) of 5.99. The null hypothesis has, therefore, been rejected. In other words, the relationship between the participants' level of education and their occupational aspirations is significant.

Results reveal that there are more people with the lowest education level who would prefer to be self employed to be employed. The number of those wishing to become

self employed keeps on reducing with a rise in education level. For example, there is only 62 percent of participants wishing to be self employed with a junior secondary level of education, with only 30 percent of participants with senior secondary level of education.

Similarly, the number of those wishing to be employed is rising with increasing levels of education. That is to say, the number of participants who want to be employed increases with higher levels of education. The number of those who would like to be employed is higher among participants with higher education. Wellings (1982) argues, that the level of realism for both educational and occupational aspirations and expectations declined dramatically as one moved from higher to lower graded schools. They think of themselves as having a greater chance of getting the few job opportunities available in the formal sector than their counterparts at lower levels.

Their hopes of getting employed is further exemplified by the kind of responses they had when they were asked about their chances of getting a job in the formal sector of the economy. Results showed that while 2 percent of the participants rated themselves as having very poor chances, 4 percent rated their chances as poor. These probably were from the lowly educated who did not think they would be in a position to compete with not only those who were older and would therefore be more preferred by the employers but with higher qualifications also. On the other hand, 50 percent and 44 percent of the participants rated their chances of being employed as being good and very good respectively. These two groups are likely to comprise participants with

Grade 8 and above educational attainment as they formed the larger part of the sample that was investigated.

As for participants with junior secondary level of education, the number of those seeking to be employed is lower than those seeking self employment. This could be attributed to the fact that levels of aspirations and expectations rise as one moves from lower to higher levels of education. These aspirations and expectations should even be much lower at primary level. For instance, while 60 percent of those with junior secondary education chose to be self employed, 40 percent chose to be employed. At primary level, however, 67 percent chose to be self employed with only 33 percent seeking to be employed. There is a positive relationship between levels of education and occupational aspirations in that those with high education seek employment mainly in the formal sector of the economy, while the majority of those with low education seek self employment. This could partly be attributed to the fact that the higher one's education, the higher is his expectations or aspirations to be employed and vice versa. In addition, those with higher education rate their chances of getting a job in the formal sector in the face of diminishing job opportunities as against the rising number of job seekers, more highly than those with less education such as primary school education.

Hypothesis 5

It was hypothesized that there is no relationship between participants' home socio-economic status and their occupational aspirations. An examination of these variables yielded the following results given in table 5.0.

Table 5.0: Socio-economic status and occupational aspirations

Socio-economic status	No. of participants for self employment	No. of participants seeking employment	Total
LOW	20	17	37
HIGH	39	29	68
TOTAL	**59**	**46**	**105**

Chi-square 0.11, ldf not significant

Table 5.0 clearly shows that out of all the participants 35 percent belong to the low socio-economic status group and 65 percent belong to the high socio-economic status group. In short, the larger majority of participants in skills training come from the high socio-economic status group.

These results indicate that their relationship between participants' socio-economic status and their occupational aspirations is not significant. This is because at the 0.05 level of significance, the obtained chi-square value of 0.11 is less than the critical value of 3.84. The null hypothesis, therefore, is rejected.

In the low socio-economic status group 54 percent looked forward to being self employed while 46 percent wanted to be employed in the modern sector of the economy. On the other hand, the high socio-economic status group had 57 percent wanting to be employed.

The data above reveals that majority of participants want to be self employed for both groups instead of looking for employment. For instance, 56 percent of the participants preferred self employment as opposed to 44 percent of the participants who were looking for employment. It is important, however, to note that although there is a difference in number between the two categories namely those who want to be self employed and those who want to be employed, the difference is not very big at all. It is only 12 percent. The implication of this, therefore, is that the socio-economic status does not significantly influence one's choice between wanting to be self employed and to be employed.

Nearly all participants from both socio-economic classes wanted to be self employed on completion of their skills training. This may be due to the fact that there is a growing realisation by both categories of classes that it is no longer easy to find a job in the modern sector of the economy. Most of the participants have a positive attitude towards self employment. For example, to the statement on whether they liked skills training for self employment their responses were as follows: 49 percent of them strongly agreed while 34 percent agreed to the statement. In addition, the majority of the participants felt that skills training would afford them an opportunity to be self reliant.

The study could have probably shown slightly different results if there was a higher number of participants in skills training from the low socio-economic status group. Unfortunately, these programmes were benefitting least of all the poorest families who need them most (La Belle, 1976; Coombs, 1976; Hoppers, 1985). This research

reveals that there was only 35 percent of the participants from the low socio-economic status group. Probably had the number been big enough, the results could have shown different occupational aspirations as this appears to be one group that is denied of full knowledge of the realities of the modern economy and Zambia in particular.

Hypothesis 6

It was hypothesized that there would be no relationship between the participants' environmental location of training school and their occupational aspirations. The following table gives a summary of the results.

Table 6.0: Location of training school and occupational aspirations

Location of school	No. of participants who chose self employment	No. of participants who chose to be employed	Total
RURAL	36	26	62
HIGH	23	20	43
TOTAL	**29**	**46**	**105**

Chi-square 0.22, ldf not significant

Thirty four percent of rural participants wanted to be self employed while 25 percent wanted to be employed. On the other hand, 22 percent of urban participants wanted to be self employed with 19 percent of participants wanting to be employed. For both urban and rural participants there are more participants who want to be self employed than to be employed.

There is not much difference between the rural and urban participants as regards their occupational aspirations i.e. whether they want to be self employed or employed. The results show that there is no significant relationship between the environmental location of training school and their occupational aspirations. This is because the obtained Chi-square value of 0.22 is less than the critical value of 3.84 at the 0.05 level of significance. This means that the null hypothesis has been accepted.

One reason the relationship between the two variables is not significant could partly be attributed to the declining job opportunities in the modern sector of the economy which could have influenced participants not to think so differently from each other on the basis of location. A better option left for them is the informal sector where self employment is the key concept. Participants tend to be more realistic about whether to work for the modern sector of the economy or self employed, of which the latter seems to be a more convenient option. Surprisingly, however, the majority of participants rate their chances of getting employed in the modern sector of the economy very highly.

The number of rural participants who want to be self employed is higher than those from urban probably because there are more job opportunities in the informal sector in rural areas. Kelly (1990) indicates that 66 percent of employment in the informal sector is found in rural areas so that most of the participants could have knowledge of the existence of such opportunities long before they finish their training.

Environmental location of training school has no significant relationship with participants' occupational aspirations, since in the face of massive unemployment arising from a declining economy, most participants have tended to be more realistic and are, therefore, more prepared to be employed in the informal sector of the economy. As Kelly (1990) points out most school leavers will have to search for work in the informal sector because employment in the formal sector has been decreasing at an average annual rate of 0.9 percent since 1975. The data reveal that both rural and urban participants in skills training have more people who want to be self employed than seeking to be employed. This implies that more people are willing to be self employed.

The next sub-section briefly discusses responses on attitude statements with regards to skills training. It also discusses factors influencing participation in skills training programmes.

There were 12 statements altogether of which statements 2,3,5,6 and 10 were written in the affirmative while the rest were not. The statements have been divided into three categories.

Category 1:

The first category investigated participants' liking or dislike for manual work or skills training while the second category investigated participants attitudes towards manual work. The third category investigated the degree to which participants valued skills training.

As stated earlier, the first category investigated participants' liking for manual work. An overwhelming majority of over 80 percent expressed their liking for skills training. As regards to whether participants liked manual work better than white-collar work, over 55 percent of the participants said they preferred the former to the latter. Perhaps it is with the realisation that not many jobs in the formal sector are available for everyone. For this reason, much of their hope lies in the informal sector. In conclusion, the majority of the participants like skills training.

Category II:

The second category investigated participants attitudes towards skills training or manual work. In the first instance, 82 percent of the respondents showed positive or favourable attitude towards manual work in that they disagreed with the statement that it was not respectable to do manual work.

On the other hand, 79 percent of the participants showed a positive attitude towards manual work as they felt working with hands to earn a living was satisfying and economically beneficial.

Furthermore, their positive attitude towards manual work was further exemplified by their rejection of the notion that skills training was mainly for those students with low ability or poor results at school. In fact 77 percent of the participants disagreed with the statement indicating that skills training was highly valued and so even students of high ability or good results at school should be allowed entry into these programmes.

In conclusion, the majority of the participants in skills training programmes have a positive attitude towards manual work.

Category III:

The last category investigated the value that participants attach to skills training. Ninety-one percent of the participants believed that the skills they were learning would improve their standard of living. This positive response correlated well with the responses to the statement that the skills they were learning would not be useful to them in the future. It was found that 93 percent of the participants disagreed with the statement indicating that skills training would be useful to them in future.

An overwhelming majority of participants regarded skills training as being useful in that it would offer them an opportunity to be self reliant, for example, by way of being self employed. This is most likely why 91 percent of the participants disagreed that skills training contributed nothing of value to their culture by an overwhelming majority of 81 percent. For example, skills like carpentry, teach us about precision, patience and importance of using one's hands to earn a living.

In conclusion, participants do value skills training highly as they feel there is something useful to be gained from learning them. For this reason, participants have a positive attitude towards skills training.

The following subsection presents other relevant data to the study which would help explain some issues arising mainly from the stated hypothesis in chapter one. It starts

with the presentation of data on where participants would like to work. Then participants' reasons for working in a particular location i.e. rural or urban are discussed. Also data on how participants rate themselves as regards their chances of getting formal employment will be presented together with reasons for taking up self employment or being employed.

Table 7.0: Where participants would like to work.

AREA	No. of Participants	Percentage (%)
Rural	22	20.95
Urban	83	79.05
Total	**105**	**100.00**

Table 7.0 shows that out of all the respondents only 20.95 percent planned to work in a rural area while 79.05 percent planned to work in urban area. Forty-one percent of the respondents were from urban schools while 59 percent came from rural schools.

What the results tell us is that there are more people who would like to work in urban areas than there are for rural. Secondly, there is strong indication that participants in rural areas would like to work in urban area. There is a strong liking for working in town or in urban area. The following table gives reasons for working in rural area.

Table 8.0: Reasons for working in a rural area

Reasons	No. of participants	Percentage
1. More market because of less competition	4	20
2. Help people in rural areas raise their standard of living	12	60
3. Availability of land	4	20
Total	**20**	**100**

Percentages are based only on those who would work in a rural area. Two candidates did not give a reason.

Table 8.0 gives reasons for working in a rural area by participants in skills training. Twenty percent of the participants would work in a rural area because there was a bigger market for their items that they would be producing. This is because very few people in rural areas engaged themselves in such activities as compared to urban areas. Helping people in rural areas for example, teaching them agricultural skills, was one reason that sixty percent of the participants had for planning to work in a rural area. The remaining twenty percent said they would like to work in a rural area because land was found in abundance. Two participants, however, did not give reason at all.

The following table gives a summary of reasons for working in an urban area.

Table 9.0: Reasons for working in an urban area

REASONS	No. of participants	Percentage
1. Availability of market	45	57.69
2. Availability of Raw material	7	8.97
3. Availability of Power	3	3.85
4. Availability of Accommodation	5	6.41
5. Availability of Jobs (better)	11	14.10
6. Better living conditions	2	2.56
7. Lived longer in town	5	6.41
TOTAL	**78**	**100.00**

Percentages are based only on those who would work in an urban area.

Five participants did not give reasons for working in urban area.

Table 9.0 shows that 58 percent of the participants said availability of market was the main reason for working in an urban area while 9 percent of the participants gave the availability of raw materials as the reason. Only 4 percent of the participants cited the availability of power and 6 percent of them the availability of accommodation as reasons that would make them work in an urban area. Availability of jobs was another reason that was given by 11 percent of the participants while 3 percent of the participants cited better living conditions for working in urban area. Finally, having stayed longer in town was another reason given by only 6 percent of the participants for deciding to work in urban area, while another 6 percent of the participants did not give any reason for planning to work in an urban area.

A question on how a participant felt about his chances of getting a job in the formal sector of the economy was also asked. The table below shows the participants' responses.

Table 10.0: Rating one's chances of getting formal employment

The likelihood of getting formal employment	No. of Candidates	Percentages
1. Very Good	46	44.23
2. Good	52	50.00
3. Poor	4	2.85
4. Very poor	2	1.92
TOTAL	104	100.0

As table 10.0 shows, 44 percent of the participants felt they had very good chances of getting formal employment while 50 percent of them felt their chances were simply good. Three percent of the participants, however, felt their chances were poor while only 2 percent of the participants indicated that their chances of getting formal employment were very poor. Only one participant did not indicate his chances.

One feature that is evident in the above results is that the majority of the participants were optimistic they would get a job in the formal sector if they tried or wanted to. What this implies is that the participants are quite happy with the standard of skills that are imparted to them for them to be so confident about getting a job in the formal sector.

Another question that was asked was why an individual participant wanted to take up self employment or planned to be employed in the formal sector of the economy. Nine reasons were altogether given; 5 for taking up self employment while 4 were reasons for planning to be employed in the formal sector.

Sixty-one percent of the participants indicated that they planned to take up self employment while 39.18 percent of them planned to be employed in the formal sector. There was only 8 percent of the participants who did not indicate what reason they had for getting employed in the formal sector.

Out of the participants who wanted to be self employed, 49 percent of them explained they would get self employed because they would be making more money while 32 percent of them cited the need for independence i.e. no supervision by others as the reason. Three percent of the participants said they would be given tools by their schools while 9 percent of them said they would get self employed because after training they would need to put what they had acquired into practice. Finally, 7 percent of them said they would choose to be self employed because their parents had working facilities or equipment related to the kind of skills they were learning.

Those who wanted to be employed gave only four varying reasons. Lack of initial capital and tools were the reasons given by thirty-five percent of participants. Thirty-eight percent of the respondents chose to be employed as they believed they would earn more income. Four percent of the participants felt the government would give them jobs as it had many farms (land) as well as raw materials (this answer was given

by those learning agricultural skills). The remaining 20 percent of the participants said the gaining of more knowledge or skills and experience by working in the formal sector was the main reason for wanting to be employed. Three participants did not give any reason for wanting to be employed.

The last part on results deals with factors that discourage youths from joining skills training programmes. The question that was asked was: In your opinion what do you think is the most important reason that explains why youths are discouraged to join skills training? The responses to the above question were given as follows:

Nineteen percent of the participants said society looked down upon those learning or with such skills as carpentry and such discouraged them from taking part in skills training. Eighteen percent of them cited low salaries for such careers as discouraging factor. Whereas sixteen percent of the participants complained of hard work as discouraging, the other sixteen percent complained of limited training opportunities which renders the whole system to competition thereby favouring mainly those who are highly qualified.

Eleven percent of the participants cited the difficulty of setting up a workshop because machinery is very expensive as a discouraging factor. This kind of thinking probably arises from a growing realisation that there is a shortage of jobs in the modern sector of the economy in which they could be employed. This means that one needs to start his business which requires heavy investment. Lack of market for their products in rural areas was the reason advanced by ten percent of the participants while lack of

interest in skills training by youths was the other reason given by five percent of them. Six percent of the participants did not give any reason that discourages youths from joining skills training.

On the question of why they joined skills training, four reasons were put forward. The most common reason for joining skills training was the fact that the participant had failed the examination or did not have anything to do. This response was given by 76 percent of the participants. The second most common reason for joining skills training was the fact that these participants lacked parental financial support in school. Altogether, 12 percent of the participants cited this reason. On the other hand 10 percent of the participants cited low salaries at their previous work place as the main reason for taking up skills training. Finally, three percent of the respondents cited individual interest as the reason for joining skills training.

Summary

The foregoing chapter has discussed the findings of the study. It has discussed the relationship between participants' level of education, socio-economic status and environmental location of training school and their attitudes towards skills training on one hand; and on the other hand the relationship between participants' level of education, socio-economic status and environmental location of training school and their occupational aspirations. In addition to the above, the chapter has discussed factors influencing participation in skills training programmes. The next and final chapter i.e. chapter 6 provides a summary of the study. It also outlines major conclusions which can be drawn from this research. Recommendations are also included in this final chapter.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Overview

This chapter is divided into three sections namely summary, conclusions and recommendations for further research. The first section which also incorporates a brief description of the objectives of the study and research design is the summary. The second and third sections are formed by conclusions and recommendations based on the findings respectively.

Summary

The study was aimed at investigating attitudes towards skills training and occupational aspirations of participants in schools for Continuing Education. The study was also aimed at establishing factors influencing participation in the skills training programmes.

Six schools for Continuing Education; 3 from rural and 3 from urban areas were investigated. The primary data collection instrument was written questionnaire. Participants were asked to complete the questionnaire, for example, by circling letter, ticking items and so on. The data that was collected was nominal and therefore after coding of the responses had been done, the chi-square was employed to test the significance of the data obtained for three hypotheses while the other three used percentages.

The major findings of the study were:

1. The study indicated that there was a relationship between the participants' level of education and their attitudes towards skills training.
2. The relationship between the participants' home socio-economic status and their attitudes towards skills training is not significant.
3. The relationship between the participants' environmental location of training school and their attitudes towards skills is not significant.
4. There was a significant relationship between the participants' level of education and their occupational aspirations.
5. The relationship between the participants' home socio-economic status and their occupational aspirations is not significant.
6. The relationship between the participants' environmental location of training school and their occupational aspirations is not significant.
7. As regards what participants wanted to do after their training (i.e. occupational aspirations), the majority of them preferred to be self employed to be employed, for instance, in a government department. The number of those who would like to be employed is higher among participants with higher education than those with lower education.
8. Participants' attitudes towards skills training are positive. For example all but 3 participants have positive attitudes towards skills training.
9. The majority of participants would like to work in urban areas. The first three most important reasons for their decision (in order of popularity) were:

a. availability of market.

b. availability of better jobs.

c. availability of raw materials.

10. The majority of the participants would like to be self employed and the first two most important reasons (in order of popularity) are:

a. They would make more money.

b. They needed independence i.e. no supervision over them.

Those who wanted to be employed cited lack of tools and/or initial capital as the most important reason for doing so. Second in importance was the reason that they would be better renumerated.

11. On factors that discourage youths from joining skills training programmes, being looked down upon by society was the most important reason followed by low salaries for such careers. Many youths joined skills training programmes mainly because they had not passed their school examinations or had nothing to do. Lack of financial support while at school was given as the second most important reason for joining skills training.

12. Even now primary school leavers are being edged aside by those with higher educational attainment such as Grade 9 level of education in schools for Continuing Education.

13. Over 94 percent of the population studied felt they had a higher chance of getting formal employment after training if they tried to do so.

Conclusions

In this study some major conclusions can be discerned. These are:

1. The study showed that there was a relationship between the participants' level of education and their attitudes towards skills training. The results also indicated that the relationship between participants' level of education and their occupational aspirations was positive. Generally, there is an increasingly large number of participants of post-primary school education with positive attitudes. What this means is that participants of post-primary school education appreciate skills training more than participants with lower education levels. Those with higher education for example, perceive that they have other options. Wellings (1982) argues, that the level of realism for both educational and occupational aspirations and expectations declined dramatically as one moved from higher to lower graded schools. These results are also in agreement with earlier findings. Thus, the government could alleviate the youth unemployment problem, by deliberately targeting skills training programmes mainly at the group with post-primary school education.

2. The relationship between participants' home socio-economic status and their attitudes is not significant. Similarly, the relationship between the participants' home socio-economic status and their occupational aspirations is not significant. In other words, the socio-economic status of a participant is not a potent factor in influencing one's attitude towards skills training or occupational aspirations. Since home socio-economic status does not have a

significant influence on both attitude towards skills training and occupational aspirations, there should be a deliberate policy to control entry into these schools as the number of participants from high socio-economic status is far much higher than that from low socio-economic status group. The latter group should be given priority of entry into these schools as they have less options in life.

3. Environmental location of a school is not a very significant factor in influencing someone's attitudes to skills training in that the relationship between the participants' environmental location of training school and their attitude towards skills training is not significant. The relationship between the participants' environmental location of training school and their occupational aspirations is not significant too. This being the case, the distribution of these schools should be fairly done unlike at present when urban areas have a much higher number of skills training schools than the rural areas.

4. The majority of the participants would like to be self employed in the informal sector. Therefore, skills training, whose objective is to train people mainly for self employment, to some extent is achieving its objective. For this reason, society must mobilise its resources and provide conditions that will enable the youth settle in self employment without much difficulty.

5. Entry of people into skills training is largely being influenced by participants' socio-economic status as the majority of participants comprise one group namely the high socio-economic status group. But the government should control entry into such schools because the socio-economic status of a participant does not determine one's attitude towards skills training. This will ensure equality of opportunity in society.

6. Finally, most participants joined skills training because they did not pass a school examination or simply because they had nothing to do, and cited low economic returns and society's negative view of skills or manual careers as factors discouraging youths from joining skills training. The government and society at large should set entry qualifications into these schools and reward the 'graduates' of these programmes handsomely so as to attract many more youths into these programmes and consequently help reduce youth unemployment. This, too, will help change people's attitudes towards skills training as well as who train in these skills.

Recommendations

From the findings and conclusions of the study, some recommendations have been made.

Recommendations for practitioners

1. The existing training facilities should be expanded i.e. classrooms, workshops, equipment etc in response to the ever growing demand for skills training in light of the inability of the modern sector to absorb people. This will not only absorb a greater number of youths but will also raise the status of these schools.

Recommendations for policy makers

1. Government should assist by providing 'upon graduation funds' to those who would like to be self employed who according to this study are the majority. In fact the majority of those who chose to seek employment explained they would do so because they could not afford to raise initial capital. These funds could therefore be used as initial capital for tools, raw materials and workshop.

2. Since the majority expressed interest in self employment but would work in urban area for lack of market, the government could reduce rural-urban migration by finding market for goods produced in a rural area.

3. The community should be part of the decision-making body e.g. to decide what skills should be taught. This will ensure flexibility of the school which will cater for the needs of the community, and of course will provide the market.

Recommendations for further research

A research into the extent to which participants are taking up self employment and problems related to it would be worthwhile.

Concluding Remarks

Since the majority of participants have positive attitude towards skills training, the government should try to establish skills training centres in order to reduce the number of youths who are roaming the streets. It should further increase the number of skills taught at each centre so that needs of various participants could be catered for.

The results showed that the majority of participants would like to be self employed. The government could take advantage of this by providing initial capital (i.e. a loan) and better incentives to the graduates so that many of them could be self employed. This will reduce the burden of providing employment to the youths by government.

Finally, economic conditions should be improved even in rural areas so that rural urban migration on the part of the youths in search of employment could be reduced.

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Appendix 1

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

This questionnaire is to be completed by the participants/students in skills training programmes in schools for Continuing Education.

SECTION A: Write letter of your choice (or words) in the box (or space) provided.

1. Name of training school/centre _____

2. Sex:

   a. Male

   b. Female ☐

3. Where is your training school located?

   a. Rural area

   b. Urban (e.g. town) area ☐

4. What is the highest level of education that you reached?

   a. No schooling

   b. Incomplete primary schooling

   c. Primary school only i.e. up to Grade 7

   d. Junior secondary schooling ☐

   e. Senior secondary schooling

5. How long did you stay away from school before you joined skills training course? (give the nearest answer).

   a. Less than 1 year

   b. 1 year ☐

   c. 2 years

   d. 3 years

   e. 4 years

6. Which of the following reasons would you say mostly made you join skills training?

   a. I had nothing to do

   b. I did not pass my exams

   c. Where I worked money was not enough

   d. My father did not have money to support me in school.

7. List down <u>one</u> most important reason that discourages youths from joining training programmes?

   _____

8. Indicate the course that you are doing in the appropriate box.

   a. Carpentry and joinery

   b. Metal work and welding

   c. Food and fashion

   d. Bricklaying

   e. Agriculture

   If the course you are doing is not given above, then write it down in the space provided.

   _____

9. Give the most important reasons why you chose the course that you are doing and not the other course?

10. What is your parent's/guardian's highest educational level obtained? (Parent/guardian refers to the one looking after you or head of the family)

    a. Never went to school

    b. Primary education

    c. Junior secondary education

    d. Senior secondary education

    e. College/University

11. Which of the following best describes your parent's/guardian's salary or income per month? He/She gets.....

    a. Below K1,500

    b. Between K1,500 and K2,000

    c. Between K2,000 and K2,500 ☐

    d. Between K2,500 and K4,000

    e. Above K4,000

12. To which of the following occupations does your parent or guardian belong? Circle/tick against your choice.

    Driver
    Policeman
    Carpenter/Bricklayer
    Prison warder
    Doctor
    Mechanic/Electrician
    Secondary School teacher
    Bank Clerk
    Security Guard
    Administrator
    Manager of Parastatal Company
    Manager of Private Company
    Politician i.e. below position of District Secretary
    Soldier
    Tailor
    Small scale Farmer
    Office orderly
    Primary School teacher
    Medical Assistant
    Lecturer at College
    Miner
    Shop Assistant
    Commercial Farmer
    Junior Clerical Officer
    Cashier
    Telephone operator
    Librarian
    Priest
    Accounts Clerk
    Accountant
    Pilot

    If your parent or guardian does not belong to any of the above, please specify below.

    _____

SECTION B

13. (a) After training what I want to do is to:-

a. get self employment i.e. employ myself

b. get employed e.g. by government or private company ☐

(b) Give reason for your answer to question 13(a) above in the space provided.

_____

14. (a) After completing your training, where do you plan to work?

a. Rural area

b. Urban area (e.g. town) ☐

(b) Give a reason for planning to work in the area you have chosen in 14 (a) above.

_____

15. Suppose you decide to look for employment after completing your training, for example, in government or private company, what do you think are your chances of being employed?

a. Very good

b. Good

c. Poor ☐

d. Very poor

SECTION C

Statements have been prepared so that you can indicate how you feel about each one of them. Please circle your choice indicating how you feel about each statement. For example, if your answer is Undecided or don't know, then you should circle the letter 'U' like this U . The key for the answers is as follows:

SA: Stands for strongly agree or very much agree
A: Stands for agree
U: Stands for undecided or don't know
D: Stands for disagree or don't agree
SD: Stands for strongly disagree or strongly don't agree

1. It is not respectable to do manual work

   SA A U D SD

2. The skills I am learning will improve my standard of living

   SA A U D SD

3. I like skills training for self employment

   SA A U D SD

4. The skills I am learning will not be useful to me in future

   SA A U D SD

5. Skills training offers one an opportunity to be self reliant

   SA A U D SD

6. The skills I am learning are good enough to enable one become self employed

   SA A U D SD

7. Skills training offers very little of importance in the education of participating children.

   SA A U D SD

8. Skills training is a waste of time for me

   SA A U D SD

9. Working with hands to earn a living is not satisfying and economically beneficial.

   SA A U D SD

10. I like manual work better than white collar work

    SA A U D SD

11. Skills training is mainly for those students with low ability or poor results at school

    SA A U D SD

12. Skills training contributes nothing of value to our culture.

    SA A U D SD

Appendix 2

This questionnaire is to be completed by participants/students in skills training programmes in schools for Continuing Education.

CODING SHEET

SECTION A: Write letter/answer in the box/space provided.

1. Name of training school/centre

   a. Mbala
   b. Kasama
   c. Luanshya
   d. Ndola
   e. Mufulira
   f. Mazabuka

2. Sex:

   a. Male
   b. Female

3. Where is your training school located?

   a. Rural area
   b. Urban (e.g. town) area

4. What is the highest level of education that you have reached?

   a. No schooling
   b. Incomplete primary schooling
   c. Primary school only (i.e. grade 7)
   d. Junior secondary schooling
   e. Senior secondary schooling

5. How long did you stay away from school before you joined skills training course? (Give the nearest answer)

   a. Less than 1 year
   b. 1 year
   c. 2 years
   d. 3 years
   e. 4 years and above

6. Which of the following reasons would you say mostly made you join skills training?

   a. I had nothing to do
   b. I did not pass my exams
   c. Where I worked money was not enough
   d. My father did not have money to support me in school
   e. No answer

7. In your opinion what do you think is the most important reason that discouraged youths from joining skills training programmes.

   a. Society looked down upon those learning skills
   b. Low salaries
   c. It involves very hard work
   d. Limited training opportunities
   e. Difficult to set up workshop because it is expensive
   f. Lack of market for their products
   g. Lack of interest
   h. No reason

8. Indicate the course that you are doing

   a. Carpentry and joinery
   b. Metalwork and welding
   c. Food and Fashion
   d. Bricklaying
   e. Agriculture

   If the course you are doing is not given above, then write it down in the space provided.

9. Give the most important reason why you chose the course that you are doing and not the other courses?

   a. I like it
   b. Simple to learn
   c. Better than others
   d. More profitable

10. What is your parent's/guardian's highest educational level obtained? (Parent/guardian refers to the one looking after you or head of the family)

    a. Never went to school
    b. Primary education
    c. Junior secondary education
    d. Senior secondary education
    e. College/University

11. Which of the following best describes your parent's/guardian's salary or income per month? He/She gets....

    a. Below K1,500
    b. Between K1,500 and K2,000
    c. Between K2,000 and K2,500
    d. Between K2,500 and K4,000
    e. Above K4,000

12. To which of the following occupations does your parent or guardian belong?

Driver	Tailor
Policeman	Small Scale Farmer
Carpenter or Bricklayer	Office Orderly
Prison warder	Primary school teacher
Doctor	Medical Assistant
Mechanic or Electrician	Lecturer at College/University
Secondary School Teacher	Miner
Security Guard	Shop Assistant
Administrator	Commercial Farmer
Manager of Parastatal Co.	Junior clerical work
Manager of Private Company	Cashier
Politician i.e. District Secretary and above	Telephone Operator
	Librarian
Politician i.e. Below the position of District Secretary	Priest
	Accounts Clerk
	Accountant
Messenger	Soldier

If your parent or guardian does not belong to any of the above, please specify below.

Engineer	District Education Officer
Locomotive Driver	Traditional Healer
Technician	Postman (mail runner)
Boarding master	

SECTION B

13. (a) After training what I want to do is to:

a. get self employment i.e. employ myself
b. get employed e.g. by government or private Company

(b) Giver reason for your answer to question 13(a) above in the space provided.

(i) Reasons for getting self employed:

a. More money can be made
b. Need for independence i.e. no supervision by others
c. Tools would be given to participants on completion
d. Need to put into practice what they learnt
e. Parents have working facilities or equipment

(ii) Reasons for getting employed

a. Lack of initial capital and/or tools
b. More money would be earned
c. Government would give them jobs as it had enough land (farms) as well as raw materials

d. To gain more knowledge or skills and experience
e. No reason

14. (a) After completing your training, where do you plan to work?

a. Rural area
b. Urban area (e.g. town)

(b) Give a reason for planning to work in the area you have chosen in 14 (a) above

(i) Reasons for working in a rural area:

a. More market because of less competition
b. Help people in rural area raise their standard of living
c. Availability of land
d. No reason

(ii) Reasons for working in an urban area:

a. Availability of market
b. Availability of raw material
c. Availability of power
d. Availability of accommodation
e. Availability of better jobs
f. Better living conditions
g. Lived longer in town than rural
h. No reason

15. Suppose you decide to look for employment after completing your training, for example, government or private company, what do you think are your chances of being employed?

a. Very good
b. Good
c. Poor
d. Very poor
e. No reason

SECTION C

Statements have been prepared so that you can indicate how you feel about each one of them. Please circle your choice indicating how you feel about each statement. For example, if your answer is Undecided or don't know, then you should circle the letter 'U' like this U. The key for the answers is as follows:

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SD: stands for strongly disagree or strongly don't agree

1. It is not respectable to do manual work

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3. I like skills training for self employment

SA A U D SD

4. The skills I am learning will not be useful to me in future

SA A U D SD

5. Skills training offers one an opportunity to be self reliant

SA A U D SD

6. The skills I am learning are good enough to enable someone become self employed

SA A U D SD

7. Skills training offers little of importance in the education of participating children

SA A U D SD

8. Skills training is a waste of time for me

SA A U D SD

9. Working with hands to earn a living is not satisfying and economically beneficial.

SA A U D SD

10. I like manual work better than white collar work.

SA A U D SD

11. Skills training is mainly for those students with low ability or poor results at school.

SA A U D SD

12. Skills training contributes nothing of value to our culture.

SA A U D SD

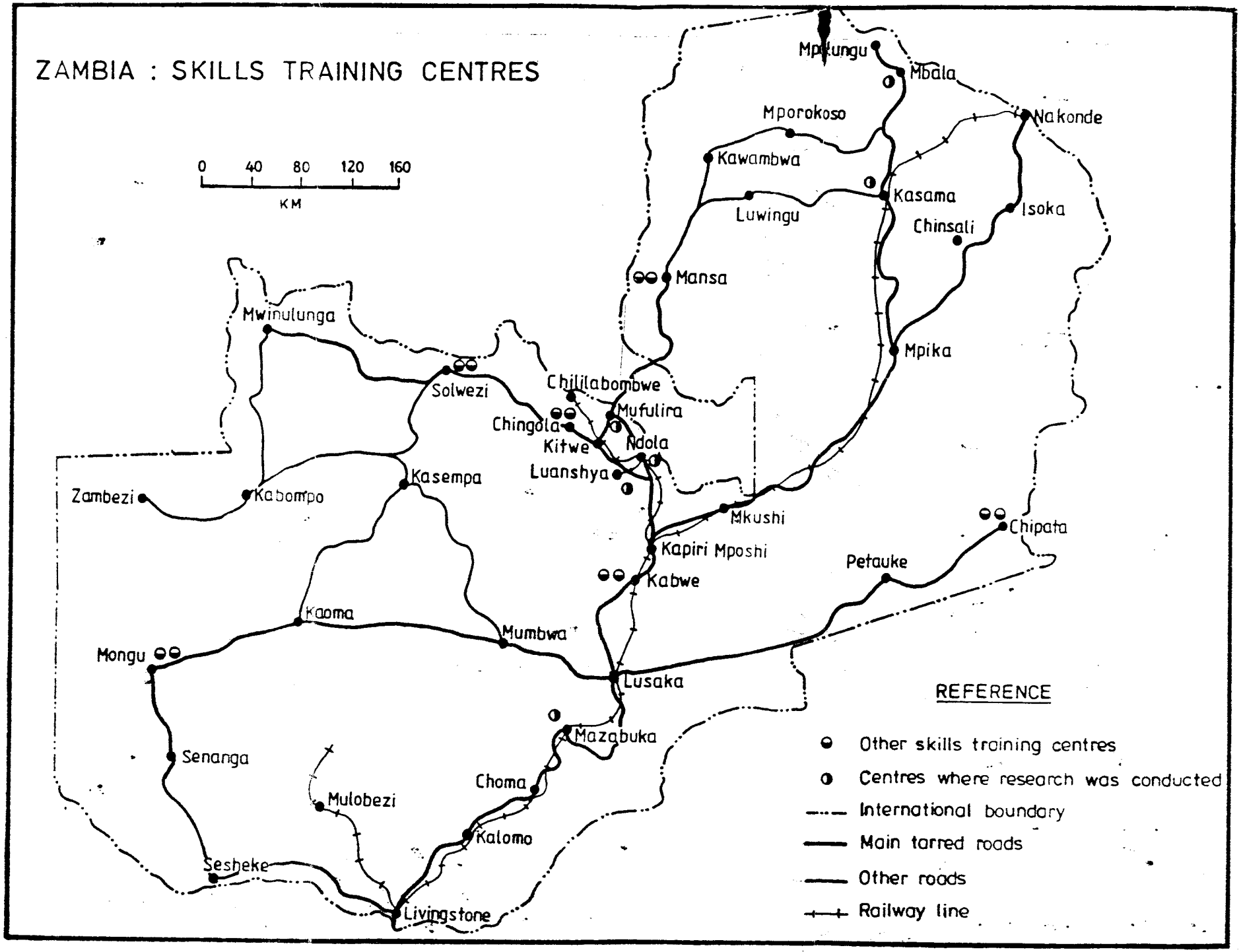
Appendix 3

Participants' response to Section A and B of the questionnaire (Except for question 12)

NUMBER OF RESPONDENTS

Question Number	a	b	c	d	e	f	g	h
1	34	9	20	15	8	19	-	-
2	52	53	-	-	-	-	-	-
3	62	43	-	-	-	-	-	-
4	0	3	9	73	20	-	-	-
5	19	32	22	16	16	-	-	-
6	19	61	9	13	3	-	-	-
7	20	19	17	17	11	10	5	6
8	35	6	51	5	8	-	-	-
9	26	12	24	43	-	-	-	-
10	2	35	29	25	9	-	-	-
11	20	11	06	46	22	-	-	-
13(a)	59	46	-	-	-	-	-	-
13(b) (i)	29	19	2	5	4	-	-	-
(ii)	16	17	1	9	3	-	-	-
14(a)	22	83	-	-	-	-	-	-
14(b) (i)	4	12	4	2	-	-	-	-
(ii)	45	7	3	5	11	2	5	5
15	46	52	4	2	1	-	-	-

Appendix 5


ZAMBIA : SKILLS TRAINING CENTRES
0 40 80 120 160
KM
Mpulungu
Mbala
Mporokoso
Nakonde
Kawambwa
Kasama
Luwingu
Isoka
Chinsali
Mansa
Mwinulunga
Mpika
Solwezi
Chililabombwe
Mufulira
Chingola
Kitwe
Ndola
Luanshya
Kasempa
Zambezi
Kabompo
Mkushi
Chipata
Kapiri Mposhi
Petauke
Kabwe
Kaoma
Mumbwa
Mongu
Lusaka
Mazabuka
Senanga
Choma
Mulobezi
Kalomo
Sesheke
Livingstone
REFERENCE
Other skills training centres
Centres where research was conducted
International boundary
Main tarred roads
Other roads
Railway line