

**VIEWS OF UNTRAINED GUIDANCE TEACHERS ON IMPORTANCE OF LEARNER
PARTICIPATION IN CAREER GUIDANCE IN SELECTED SECONDARY SCHOOLS
IN MPIKA DISTRICT.**

BY

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DEDICATION

This dissertation is dedicated to my late grandparents Meki Banda and his wife Lucy Zulu for their unfailing love and support throughout my life. I have been able to obtain my goals and dreams because of their guidance, support and encouragement. Thank you grandfather Meki Banda. Tears in my eyes may dry up but memories of will never die. I salute you! Rest in Peace.

DECLARATION

I, **Ruth Sandra Nyirongo**, declare that this dissertation is my original work and has not been presented for a degree anywhere. It has not been published with any university. Works drawn from other sources have been acknowledged.

Signature:

Date:

CERTIFICATE OF APPROVAL

This dissertation by Ruth Sandra Nyirongo has been approved as a fulfilment of the partial requirement of the award of Masters of Science in Guidance and Counseling of the University of Zambia.

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Examiner 3

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ABSTRACT

The purpose of the study was to explore how untrained guidance teachers view the importance of learner participation in career guidance activities in selected secondary schools in Mpika district of Zambia. The objectives of the study were to explore how untrained guidance teachers view the importance of their participation in career guidance activities in selected secondary schools, identify types of career guidance activities that take place in schools with untrained guidance teachers and to establish how untrained guidance teachers prepare learners for careers. The study adopted a qualitative approach and employed a case study design which allows in-depth understanding of the phenomenon under study. Data was collected from a sample of 16 respondents attained through data saturation from selected four secondary schools in Mpika. The study used typical case purposive sampling procedure. Interview guide and non-participant observation guides were used to collect data from participants. Thematic analysis of data was employed. The findings of the study revealed that guidance teachers appreciated the importance of participation of learners in career guidance activities despite lack of detailed knowledge of career guidance. The study also found that untrained guidance teachers were involved in career guidance activities of some sort though limited in depth and scope. The study also revealed that not all components of guidance and counseling services were offered in the schools sampled. Based on the findings, the study concluded that although untrained guidance teachers lacked basic skills to provide holistic services to learners, they appreciate the need for learners to participate in guidance and counseling programs. The study recommends that school authorities should consider scaling up provision of adequate appropriate and holistic services in order for learners to appreciate participation programs. Further the government should ensure that policies on guidance and counseling which already exist are fully implemented in order to enhance learner participation.

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ACRONYMS

MESVTEE	Ministry of Education Science Vocational Training and Early Education
MOE	Ministry of Education
OECD	Organization for Economic Cooperation Development
UNESCO	United Nations Education Science and Cultural Organization
UNICEF	United Nations International Children's Emergency Funds

DEFINITIONS OF KEY TERMS

- Career guidance:** A process that is intended to help people and individuals cope with and solve problems relating to occupational choices, plans and adjustments with due regard to individual characteristics or differences and their relation to occupational opportunities. Career guidance is synonymous with vocational guidance.
- Career:** An occupation undertaken for a significant period of a person's life and with opportunities for progress.
- Guidance:** A process, developmental in nature by which an individual is assisted to understand, accept and use his/her abilities, aptitudes and interests and attitudinal patterns in relation to his/her aspirations.

CHAPTER ONE: INTRODUCTION

1.0 Overview

The chapter begins with a background to the study on availability of career guidance services to learners in selected Secondary Schools in Mpika District, Zambia. It proceeds to outline the statement of the problem, purpose of the study, objectives and research questions. It goes on to look the significance of the study, limitations of the study, definition of terms, theoretical framework, ethical considerations and summary.

1.1 Background

Importance of learner participation in career guidance activities in school has generated interest for this study. Learner participation in career guidance activities provides learners with necessary awareness of their traits and knowledge and skills required in the world of work. It is a mechanism for providing occupational orientation to learners to become aware of what is contained and required in the career of one's choice that match their interest and abilities. Learner participation in career guidance activities is viewed as an important aspect of the career development process; adolescents must identify their interests and abilities, balance them with labour market opportunities and gradually develop an occupational preference (Super, Savickas, & Super 1996). The importance of encouraging learners to participate in career guidance activities has been emphasized in lifelong education, training or employment of students (Baker 2000). Similarly, it has been posited that participation in career guidance activities may help learners acquire the knowledge, skills and awareness necessary for effective career development (Herr, Cramer, & Niles, 2004).

The decision young learners make at school concerning their participation in career guidance activities have a big bearing on their lives. They affect not just their further education, training and occupational choice but also their social lives. There is need therefore, to explore how importance learner participation in career guidance activities is. Such understanding may bring knowledge in guidance teachers about the benefit learners may derive from participating in career guidance activities.

According to CICA (2021) a key function of career guidance services in secondary schools is to prepare pupils to transition successfully toward a future careers path. This involves providing curriculum opportunities to build pupils' interest, aspirations and support for them to make informed decisions about their subject and career choice and pathway. One mechanism to achieve this, is encouraging learners to participate in career guidance activities and internships. Through participation in career guidance activities, students become more engaged in education and get highly motivated about their future. In addition, they develop a deeper understanding of themselves and how they might live when they leave school.

Supporting pupils in making well-informed choices about careers can therefore lead them to have a more optimistic outlook on life, a sense of purpose and a greater level of contribution that they make to their families and society. Similarly, Mathatha and Ndhlovu, (2017) found that in Zambia by being supportive to children either through motivation or encouragement it influences their career development. OECD (2010) observed that well-planned and well-organized career guidance activities are increasingly important. Countries are implementing

lifelong learning strategies as well as policies to encourage the development of their citizens' employability. To be successfully implemented such mechanisms and policies require guidance teachers to have the skill and competence in career guidance services. In a country like Zambia where the majority of teachers providing guidance services in schools do not have skill and training in career guidance, it raises questions about their ability to understand the importance of learner participation in career guidance activities.

To improve career guidance for young people, policy makers must address challenges in meeting gaps in the following areas of teachers who provide career guidance services to learners: their competence in career guidance, organizing career days and understanding the importance of learner participation in the career guidance activities. In schools the principal challenges are to provide sufficient competent human resources who can dedicate themselves to efficiently provide career guidance services. A significant number of learners leave school without clear knowledge of themselves and their environment in relation to career paths contrary to the expectations of their parents (Mathatha and Ndhlovu, 2017). As such, they need programmes in the community to help them make transition to the working world and to re-engage with further learning. Career guidance therefore, needs to be a strong part of

programme within the school to prevent school leavers from leaving school without clear career pathway.

It is clear that career guidance is an essential part of schooling in preparing young people for their future but without trained personnel, it is difficult to understand how untrained guidance teachers consider importance of learner participation in career guidance activities in schools. It is against this background that this study seeks to explore how important it is for learners to participate in career guidance activities in selected secondary schools in Mpika District of Zambia.

1.2 Statement of the Problem

Career guidance services are aimed at assisting pupils choose, prepares, enter and make progress in a career (Ndhlovu 2015). The importance of career guidance in secondary school cannot therefore, be overemphasized. The Zambian government through the Ministry of Education policy emphasized the need for guidance and counselling in the provision of education. This is recognized in the Education Act no. 23 of 2011 as well as the 1996 Educating Our Future policy document on education. The 1996 policy document stipulates that the ministry will strengthen school guidance and counselling services; and through training of guidance teachers disseminate information relating to post basic education training and employment opportunities. Despite this policy however, most schools in Mpika district have untrained teachers working as guidance teachers. It was not known how untrained guidance teachers viewed importance of learner participation in career guidance activities in the selected secondary schools in Mpika district.

It is therefore necessary to explore how untrained guidance teachers view the importance of learner participation in career guidance activities. The knowledge gained from the study will help to ensure adequate preparation of learners for future careers.

1.3 Purpose of the study

The purpose of this study is to explore how untrained guidance teachers view importance of learner participation in career guidance activities in the selected secondary schools in Mpika district.

1.4 Study objectives

The objectives of the study are to;

1. explore how untrained guidance teachers view the importance of their participation in career guidance activities in the selected secondary schools
2. identify types of career guidance activities that take place in schools with untrained guidance teachers
3. establish how untrained guidance teachers prepare learners for careers

1.5 Research questions

The following questions shall guide the study:

1. How important do untrained guidance teachers view learner participation in career guidance activities in the selected secondary schools?
2. What type of career guidance activities take place in schools with untrained guidance teachers?
3. How do untrained teachers prepare learners for careers?

1.6 Significance of the study

Salem (2003) notes that comprehensive career guidance provides learners with benefits that include; Teaching the skills for a lifetime of learning, career self-management and social interaction, preparation for challenges of the future by supporting their academic, career and personal/social development and community participation, relating educational program to next steps and future success, broadening knowledge of our changing world, facilitating career exploration and planning and assuring equitable access to opportunities. Given the importance or benefits, the specific significance of this study is that it will create new knowledge on how untrained guidance teachers consider learner participation in career guidance activities. In addition, policy makers may come to know how untrained guidance teachers consider learner participation in career guidance activities in schools. It is also hoped as Tuhili and Ndhlovu

(2016) suggest, learner participation in career guidance activities shall increase chances of students doing better in their vocational choices.

1.7 Delimitation of the study

The study endeavored to collect views of untrained guidance teachers on importance of learner participation in career guidance activities. For that purpose the study was narrowed to views of untrained career guidance teachers in selected schools in Mpika district. The schools in Mpika were selected because like in most rural schools teachers in career guidance are untrained. The untrained career guidance teachers were therefore selected as participants because they were the main subject in the study.

1.8 Limitation of the study

Best and Kahn (2009) state that limitations are those conditions which are beyond the control of the researcher and may also place restrictions on the conclusion of particular study. The fact that is a qualitative study generalization of its findings needs to be done with caution.

1.9 Theoretical Framework

According to Swanson and Chermack (2013) theories are formulated to explain, predict and understand phenomena and in many cases, to challenge and extend existing knowledge within limits of critical founding assumptions. The theoretical framework is the structure that can hold of support a theory of research study. The theoretical framework introduces and describes the theory that explains why the research problem under study exists.

The theoretical framework of this study is derived from a theory on career guidance which teaches on the importance of career information provision and decision making. It is the Trait and Factor theory which was advanced in 1909 by Frank Parson. It stresses the fact that a choice of vacation depended upon accurate knowledge of oneself, one's aptitudes, abilities, interests, ambitions, resources, limitations and their causes, through knowledge of job specification, requirements and conditions, success, advantages and disadvantages, compensation, opportunities and prospects in different lines of work and the ability to make a

proper match between the two. In other words, the trait and factor theory therefore regards self - knowledge and career information important for career decision making.

According to Jordan (2019) Parson developed the idea that an ideal career is based on matching personal traits like skills, value, and personality with job factors such as pay and work environment. The higher an individual's job satisfaction and success is, the better and fitter the person. Parson is also known as the father of vocational guidance in the USA because he believed that a successful career match required systematic help from experienced. The major assumptions underlying trait and factor theory include Individuals and job traits can be matched and that close matches are positively correlated with job success and satisfaction. Although this theory does not consider the aspect of change in an individual (personality) to an extent that it could become dissatisfying, never the less it is hoped that a person who had a great ability to analyze in the first place before choosing a job will be able to analyze the cause of dissatisfaction and know what steps to take. Hamatuli (2006).

The theory is relevant to this study because Parson's choice of vocation which is based on clear knowledge of oneself, of the job and matching of the two calls first for participation in career activities. Participation brings knowledge of oneself and the job.

However, untrained guidance teachers may not have adequate information about career guidance activities and opportunities for learners to participate in thereby impeding on their career decision making. Thus, knowledge of self in terms of academic potential, attributes, talents, interests, values expectations and resources do not appear suddenly on the day pupils are ready to leave school as they require substantial time and attention to develop. (Gysbers; 2007). One needs to participate in several services and activities such as career's day /week, where accurate information about specific jobs is given or disseminated. Individuals can also be helped to understand themselves when a career guidance teacher collects data and analyze the student's personal data and relates it to the wider social, cultural, economic and vocational context. In this way learners may have self - understanding to the careers suitable for them. The theory is relevant to this study because it is consistent with the purpose of the study which seeks to explore how untrained and guidance teachers view importance of learner participation in career guidance activities. The objective of learner participation is to ultimately empower with skills and knowledge which enables learners to make suitable and appropriate career

choices. The theory also emphasizes participation which brings knowledge of oneself and the job.

1.10 Definition of terms

This explains the following terms that have been used in this study;

Career guidance: A process that is intended to help people and individuals cope with and solve problems relating to occupational choices, plans and adjustments with due regard to individual characteristics or differences and their relation to occupational opportunities. Career guidance is synonymous with vocational guidance.

Career: An occupation undertaken for a significant period of a person's life and with opportunities for progress.

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

1.11 Chapter Summary

The chapter gives introduction and background of the study. It presents statement of the problem, purpose of the study, study objectives, research questions, and significance of the study and limitation of the study, definition of terms, theoretical framework and ethical consideration. The next chapter attempts to review various literature deemed relevant to the study.

CHAPTER TWO: LITERATURE REVIEW

2.0 Overview

This chapter presents relevant literature on the importance of learner participation in career guidance activities in schools. The presentation is guided by research objectives which are; to explore how untrained guidance view the importance of their participation in career guidance activities in selected secondary schools, to identify types of career guidance activities that take place in schools with untrained guidance teachers and to establish how untrained guidance prepare learners for careers. In this regard, the chapter covers the historical perspectives of career guidance and counselling, need for guidance and counselling in schools, how important untrained guidance teachers view learner participation in career guidance activities, the types of career guidance that take place in schools with untrained guidance teachers and how important learners consider their participation in career guidance. The chapter ends with summary.

2.1 The Historical Perspective of Career Guidance and Counselling

According to Roger (2012), Guidance arose in the dawning 20th century as one of several movements answering the upheaval and turmoil created by the 19th century industrial revolution. Like other early reform movements, the response of guidance was provoked by conditions resulting in personal anguish for hundreds of thousands of persons. At no other time in the history of civilization were so many individuals so rapidly displaced and distanced from the familiar past. At no other time in the history would technical obsolescence so quickly rend asunder the time honored skills and customs of the past.

The abrupt shift from self-sufficient and agrarian society to a nation dependent on industry and the mass production of goods was largely devoid of a placid transition period. Instead, the mid and late 1800s would be marked by a devastating civil war, periods of economic depression, the closing of the American frontier, unbridled growth of large metropolitan areas, large wave of uneducated and unskilled immigrants, a war with the fading Spanish empire, unchecked expansion of family fortunes through business and industry (Roger, 2012).

However, we also need to expeditiously understand that the development of present-day School guidance and counseling services is as a result of contributions by studies of human behavior, from philosophical, anthropological, scientific, psychological and sociological disciplines, which resulted in a number of reform movements as mentioned above, (Mubanga, 2014). The first systematic effort at providing guidance and counseling can also be dated back in the 19th century in the United States of America by George Merrill, a lecturer at California school of mechanical Arts who explained to learners what each trade involved and demanded. On the basis of his information, the students then chose what trade to pursue in college. This then became to be viewed as guidance and counseling and in no time, extended all over America in the form of help to the college youths in choosing a vocation or career, (UNESCO, 1998).

According to the research conducted by Mulemwa (2015), in the year 1971, Taylor, one of the researchers conducted a study which focused on why school guidance and counseling were introduced in most schools in Britain. His study employed both qualitative and quantitative methodologies and revealed that school counseling was introduced in British schools in reaction to the changes in society, in family life and in schools which created conditions where greater attention to individual needs was necessary. He further stated that social pressures from urbanization, decline in family tradition and the industrial revolution led to the introduction of vocational counseling. Developments in urbanization and the industrial revolution created Emotional turbulence among learners. They were studying under higher anxiety levels as Competition levels had become stiffer, (Taylor, 1971). This historical perspective demonstrates how school counselling came about and why it was necessary. The objectives of this study focus on a unique aspect of career guidance which looks at the view of untrained guidance teachers and the importance of learner participation, this aspect seems not to have been covered in the reviewed literature.

2.2 Need for guidance and counseling in schools

It should be mentioned that, the Zambian Education policy-makers introduced Guidance and counseling in the school curriculum as one way of improving pupils academic performance and results in schools. Pupils struggle to cope up with the pressure of school work due to poor study culture, peer pressure and different forms of abuse they undergo. The need for guidance

and counseling services to be provided in schools is of particular significance to all pupils and has a great need world over. However, the World Education Forum of 2000 amplified the need for guidance and counseling in the world. This move was directed at making societies more peaceful so as to focus on the education for all goals UNESCO, (2000) as cited by Kwalombota, (2014). The conference was held in Dakar Senegal in 2000. It recognized the need for education to be holistic taking into account the psychosocial dimensions of the school going children and their development (MESVTEE, 2013). Expected the school to provide solutions to the indiscipline in secondary schools caused by their children. UNESCO (2002:2) adds:

African adults have become more concerned with earning money and are less occupied with many traditional practices that formerly contributed to the upbringing of young people. Rapid sociological changes emanating from modernization and urbanization stress students.

The role that guidance and counseling plays in boosting the learner's self-esteem, career trajectory and self-confidence cannot be over stated. Pupils in secondary schools are usually at a critical stage in their way to adulthood. Therefore, guidance and counseling plays a vital role in shaping the lives and prepare the pupils for adulthood life (Muribwatoho, 2003). The Ministry of Education in Zambia has over the years endeavored to provide guidance and counseling services to pupils in schools so as to help them in shaping not only their careers but also the moral and social life as they develop towards adulthood. Particular attention has been placed on the duty and importance of guidance teachers and counseling offices in secondary schools. Luyando (2015) states that, the importance and existence of guidance and counseling in the educational system is recognized in the 2011 Education Act. In addition, the 1996 education policy document in education, "Educating our future" has also elaborated on the existence and role of guidance and counseling. It stipulates that the Ministry will strengthen school guidance and counseling services; and through training of guidance teachers, disseminate information relating to post basic education training and employment opportunities (MoE, 1996).

The role of guidance and counseling in the growth, learning and development of pupils is critical in addressing psychological issues in order to produce well-balanced and productive pupils. Some pupils attend school with minds „flooded“ with anxiety, illnesses from HIV, trauma and distress.

For some, due to these experiences, they resort to alcohol/substance abuse and transactional sex to obtain good marks and other favours. Yet others, the loss of parents due to death, limit their opportunities to effective schooling. For this reason, the education system has placed guidance teachers at various levels of the system to help pupils with different issues that have the potential to affect the academic life of a learner (Luyando, 2015).

School guidance and counseling programmes have therefore been introduced to assist students overcome a number of challenges they experience at home and at school. Nziramasanga (1999) cited by Kwalombota, (2014) states that because of many pressures imposed on the family, parents had little time with their children to give them the necessary guidance. The parents Phiri and Ndhlovu (2006) posited that, some of these challenges include child labour, defilement, rape, and pressure from families to marry their daughters off before completing their secondary school education. This brings about a lot of distractions and disturbances on pupil's academic performance which affect their mock and final examination results. It is common knowledge that, a student's life is getting complex day by day. Students in the 21st century are having or facing difficult situations.

It should be mentioned from the outset that, the whole idea of introducing guidance and counseling was to deal with various challenges that learners go through both in school and in their homes which affect their academic performance and others affecting their failure to choose a career that suits their personality and abilities. In Zambia Guidance and counseling services in schools started in 1967. This was an initiative of the Ministry of Education, the main focus then was the guidance of pupils into vocations based on pupils' capabilities. This was the responsibility of career teachers, now called either guidance teachers or school counselors. By then guidance and counseling programme had less manpower hence it seemed to be dormant, (MOE, 2001). In 1990, the Guidance and Counseling programme was reintroduced and with expanded functions these functions included but not limited to: reducing drop-out rates, counseling of pupils with emotional and social problems, offering psychological help to abused pupils, drug-abuse, sensitizing pupils on issues of subject combinations and career choice, HIV/AIDS counseling and reducing examination anxiety among pupils.

The need for guidance and counseling became cardinal in order to promote the well-being of the learner. Productive counseling services were intended to empower learners so that they can

improve self-esteem and to help them realize potential in adult lives. The sole purpose of Counseling was to empower learners to participate fully in economic and social development of the nation, (Sandhu,2000).The Ministry of Education ruled that there should be a guidance and counseling teacher in each school who would be given approximately twenty-five periods of academic work and be exempted from other activities. Provision of Guidance and Counseling services in Zambia schools was formally started in the 1990s. This was as a result of the 1992 and 1996 educational policy documents.

It should be mentioned that, as a branch of applied psychology, school guidance and counseling has been and should always be primarily tasked with a role to deal with problems or behaviors that interferes with the academic progress and or social acceptance of learners in the school system, (Mulemwa,2015). School guidance aims at assisting learners through educational, vocational and occupational challenges. School counseling on the other hand focuses on helping learners to overcome personal, socio-emotional problems and problems of adjusting to the environment in general.Gerler (1985) reports that school counseling services in the United States of America positively influence the affective, behavioral and interpersonal domains of learners' lives and as a result affect students' achievement positively. Otwell& Mullis (1997) add that it was also established in the United States of America that useful school counseling results in an increase of behaviors related to achievement such as improved study habits, efficient use of time and greater academic effort.

Another component that must be included in a guidance and counseling programme in schools is academic counseling to the learners regarding how they should cope with academic pressure and improve their academic performance. According to Braddock (2001) the purpose of guidance and counseling services for school children are to: improve academic achievement, foster positive attitudes towards school, learning and work, increase acquisition and application of conflict resolution skill and to reduce drop outs. In modern times the complexity of life has intensified the need for organized guidance services, students need to be guided to develop good study habits and adequate preparation to sit for examinations.

In addition, school guidance and counseling programs must include components that can help learners to make right career choices in line with the subjects they take in school and personality. Guidance and counseling programs must focus on helping the learners to choose

the right subject combination. According to Nkhata (2010), the purpose of guidance services in schools is to help learners in the selection of educational courses and profitable occupations; help to place learners in jobs and in the next stage of education and training. They also serve to improve learners' study skills and maintenance of mental health. These services are also useful in counseling and identifying learners with special needs (Phiri and Ndhlovu, 2006).

In addition, educational guidance and counseling programs must be an important component in trying to help the learners in schools as most of the learners do not understand the purpose of education in this time and age. For as long as education is a lifelong process, educational problems will still be there, thus educational guidance and counseling services will continue to be more essential. Educational guidance should be provided at crisis points when learners have difficulties of subject selection, concentration in class and are performing poorly academically. In boarding high schools guidance services have an essential role to play in ensuring that individuals' educational decisions are firmly based, and in assisting learners to develop effective self-management of their learning and career paths, (Nkhata, 2010).

Furthermore, school guidance and counseling programmes must include or contain Vocational guidance services in order to help learners to select suitable vocations after they have considered their strengths, limitations, preparation, educational and professional qualifications. They are meant to prepare learners for a particular career by selection of relevant courses and programmes. Through vocational guidance services therefore learners are supposed to be provided with detailed information on cut off points, subject combinations, duration of training, and the application procedures and training commencement dates for courses at institutions of higher learning, (Hamainza, 2015).

Additionally, personal/social guidance and counseling services must be included in the school guidance and counseling programmes. According to Kochhar (2006) personal/social guidance services are directed to helping learners with problems of personal and social nature. Learners may have problems related to themselves, families, friends, teachers and the society at large. They might feel insecure and frustrated when they fail to meet their personal, parental and societal goals. They are sometimes affected by the jealousy of their siblings, domination of adults, lack of love and affection, failure to make successful friendships, difficulties in changing schools and feelings of inadequacy and inferiority. Personal/social guidance services

assist them to adjust and to be well equipped to meet these personal and social pressures. It must be noted that because of the peculiar nature of boarding secondary schools, learners are affected by the above problems in a peculiar manner too, (Hamainza 2015 & Nkhata 2010).

It is also important to note here that, besides vocational guidance and counseling, personal, social guidance and counseling, school guidance and counseling programmes must also contain a vocational guidance and counseling especially that the Zambian educational curriculum has two pathways; the academic and vocational pathway as such learners can be given guidance and counseling on which pathway is suitable for them. According to the research conducted by Nkhata (2010), indicated that Learners in secondary schools spend more time outside the classroom per day. Teachers in charge of co-curricular activities usually engage learners in educational programmes outside the classroom such as sports, community service and activities by learner clubs and societies within and outside the schools. What they do during that time has a great bearing on their life and behavioral patterns.

In additionally, co-curricular activities, individual personal characteristics are fully expressed when learners are involved in either games or other co-curricular activities.

The filling up of the vacant hours must be an important task of education if learners were not to drift in a sea of confusion, doubt, anxiety and aimlessness in their early formative years. During such activities in schools with fully implemented guidance services learners' exceptionalities such as giftedness and maladaptive behaviors can be observed, studied and consequently the needed interventions provided (Mulemwa, 2015). The school counselor could educate the learners on the benefits derivable from co-curricular activities. Therefore, avocational guidance services come in to guide learners in the selection of hobbies, co-curricular games, athletics and cultural programmes.

Good health is a prerequisite for the learner to participate in the curricular and cocurricular activities. This is particularly so in boarding secondary schools (Barki and Mukhopadhyay, 1986). However, Learners need guidance to appreciate and appropriate good health practices and habits. Health guidance services aim at ensuring that preventive and restorative measures such as the supervision of sanitation in the school dormitories, protection through immunization against diseases, early diagnosis and treatment of illnesses and health education through formal or informal sensitization are adhered to, (Hamainza 2015 & Nkhata,

2010). Health guidance and counseling programme must be included in a school guidance and counseling programme. It should be noted that, Many studies (Boulton and Hawker, 1997; Makinde, 1988) indicate that learners in boarding and day secondary schools face different problems which include lack of or poor food, lack of toilet facilities, lack of recreation, mass transfers of teachers, corruption, immorality (teachers and learners), shortage of accommodation, increase in school fees, lack of water and sanitation, child labour and poverty which all affect the health of the learners in schools hence the need for health guidance and counseling services.

Furthermore, Mwamba (2011) posited that in Zambian schools the objectives for vocational guidance services include the clarification of the type and extent of the decision the learners with visual impairment make and the goals they seek to attain. Pupils can commit themselves to discovering more about themselves in terms of their interests, needs and abilities through vocational guidance services in order for them to make progressive choices. Another study by Mutie and Ndamuki (1999), reports that secondary school learners joined institutions of higher learning without proper course choices, leading to poor performance and constant career changes in university and working life. Lack of career guidance and counseling programs provision in secondary schools has hampered professional development of many learners and youth. Davidoff (1997) emphasizes the importance of career guidance to those who want to go for training since it has financial implications. Vocational guidance services therefore assist learners both with disabilities and those without disabilities to select suitable vocations according to an individual's strengths, limitations, educational and professional qualifications.

Guidance and counseling in schools help the pupils to understand their abilities and skills, interest and opportunities in terms of education. It also helps the learners to develop in terms of career interest, personal qualities and character formation. While there is a lot of research that have been done in this area, not much has been done on the impact of guidance and counseling on pupils academic performance, thus causing a gap on academic pupils performance related issues. According to the Zambian Education Policy, Guidance and Counseling is supposed to be offered to all pupils (MOE, 1996; 2000). This means all pupils should get guidance from the teachers and counseling from guidance teachers or school

counselors whenever there is need. Pupils need guidance to make the right decisions and to either deal or cope effectively with any problems they may encounter.

It is important to emphasize here that, guidance and counseling is needed among learners in schools because of the many benefits that it offers to students. Among the five areas that, guidance and counseling should contain include psychological and educational support to pupils/students in schools. It should work to identify pupils'/students' individual developmental and educational needs and psychological and physical abilities as well as environmental factors which have impact on their functioning in schools and address the needs identified. Guidance and counseling services play an integral part in the overall student services department of any elementary or secondary school. A recent review of the economic benefits of career guidance (Bysshe, Hughes and Bowes, 2002) has concluded that evidence for its positive impact upon short-term learning, motivational and attitudinal outcomes can be treated with a high degree of confidence, and in the case of its impact upon actual behavior with moderate confidence.

However, as pointed out by the Ministry of General Education that Guidance and Counseling work in Zambia's schools has, for a very long time, been handled by unqualified educators who have heavy teaching loads thereby making it difficult for them to provide quality guidance services (MoGE 2016), there is need to explore how important the untrained guidance teachers consider learner participation in career guidance activities in schools. It is clear from the above literature that the issue of untrained guidance teachers has not been addressed with regard to their views on the importance of learner participation in guidance. It is therefore important to look at the issue in accordance to this study's objective.

2.3 How important untrained guidance teachers view learner participation in career guidance activities

It is important to mention that, from the few studies conducted on the perception of untrained guidance teachers concerning the participation of learners in career guidance activities have shown that, untrained teachers despite little understanding and lack of technical know-how have a positive perception about the participation of learners in career guidance activities in schools. Most of them upon being given such responsibilities are motivated to pursue guidance

and counseling as a course and area of specialization. Heyden(2011) submitted that, untrained guidance teachers fully understand despite their lack of training that, guidance services help learners to select suitable careers or vocations after they have considered their strengths, limitations, preparation, educational and professional qualifications. They are meant to prepare learners for a particular career by-selection of relevant courses and programs. Through career guidance services therefore learners are supposed to be provided with detailed information on cut off points, subject combinations, duration of training, and the application procedures and training commencement dates for courses at institutions of higher learning, (Hamainza, 2015).

According to the research conducted by Nkhata (2010), indicated that Learners in secondary schools spend more time outside the classroom per day. Teachers in charge of co-curricular activities usually engage learners in educational programs outside the classroom such as sports, community service and activities by learner clubs and societies within and outside the schools. These teachers are not trained guidance teachers but what they do with the learners during that time has a great bearing on the lives of the learners and behavioral patterns. Individual personal characteristics are fully expressed when learners are involved in the curricular activities. The filling up of the vacant hours must be an important task of education if learners were not to drift in a sea of confusion, doubt, anxiety and aimlessness in their early formative years.

During such activities in schools with fully implemented guidance services learners' exceptionalities such as giftedness and maladaptive behaviors can be observed, studied and consequently the needed interventions provided (Adeoye, 1998). These untrained guidance teachers help the learners in co-curricular activities such as sport could educate the learners on the benefits derivable from co-curricular activities. Therefore, untrained guidance teachers in schools appreciate the fact that, a vocational guidance services come in to guide learners in the selection of hobbies, co-curricular games, athletics and cultural programs.

In addition, regardless of whether one is an untrained guidance teacher or a trained guidance teacher, every teacher in a classroom condition act as a counselor in the form of Teaching Advisory Programme (TAP); in the light of this situation the teacher counsel the students in the right direction to take using life instance and experience to act of a guide since the students already see him/her as a role model. Effective teachers have a thorough knowledge of their

subject content and skill. Through this, they inspire in their students a love of learning. They also understand how students' best learn concepts, content and skills (Mapfumo, 2001).

Mutie and Ndambuki (2002) affirmed that, effective teachers use their knowledge of learning processes to determine which will be most effective to help the particular students in their classes to learn successfully. Effective teachers provide a safe and orderly environment, both physically and emotionally, so students can achieve their potential. They know students learn best if they are in a classroom where they feel safe and confident to attempt new tasks even if at first they are unsure about how to tackle them. Effective teachers are in the habit of constantly reflecting on how well they are getting through to their students and searching for better ways of teaching those who are not responding as well as extending those who are achieving well.

Guidance and counseling in schools help the pupils to understand their abilities and skills, interest and opportunities in terms of education. It also helps the learners to develop in terms of career interest, personal qualities and character formation. While there is a lot of research that have been done in this area, not much has been done on the impact of guidance and counseling on pupils academic performance, thus causing a gap on academic pupils performance related issues. Cusky (1996) examined the perceptions of 152 teachers in public schools and found that they viewed counselors to be most effective in consultation and support for teachers and individual counseling for students. Amatea and Clark (2004) studied the perceptions of 23 teachers in elementary, middle, and high schools, concerning the importance of school counseling services. The results showed that teachers emphasized the need for the counselors' support for classroom instructions, and their importance in directing students with special needs to appropriate resources.

In the survey of 188 teachers across the American Southwest, Beesley (2005) found that the participants were satisfied with the counseling services in their schools. Similarly, Gibson (1990) and Oyaziwo & Imonikhe (2002) examined how teachers envision the job of school counselor at the secondary level and found positive perceptions all around. Gysbers and Henderson (2001) established that in American schools, School Guidance and Counseling services are often seen as ancillary-support services, placing school counselors mainly in remedial reactive roles that are not seen as mainstream education. Bardo et al. (1978), add that

administrators and teachers in American schools may be ‘concerned about allocating resources for anything outside their conventional perception of classroom activities’. Myrick (1984) found that administrators and the general public in America are openly critical and are beginning to question the value of counseling positions.

Generally speaking, research concerning attitudes towards school counselors in Arab countries is rather modest, but general research on the topic mainly indicates a positive general attitude, whereby school counseling is viewed as influential and necessary (Al- Amir & Brinson, 2006; Saleh, 1987; Al-Sarraf, 1997; Samaneh, 2000). A survey conducted by Saleh (1987) showed that most teachers in Kuwait were satisfied by the counseling services even though few schools had counselors. In Kuwait, Al Sarraf found that teachers believe counseling to be very essential to the quality of their schools. With the help of UNICEF, a number of school practitioners were selected and signed up in a preparation program that shaped what they called “guidance counselors” (Hamzeh, 2008). Hamzeh found that teachers in Lebanon hold very different perceptions and expectations of their school counselors. They have different views when it comes to implementing the role of the counselor in the Lebanese schools.

Simatwa (2012) opined that, the implication for guidance and counseling irrespective of whether untrained or trained in guidance and counseling is that, generally, the teacher observes the students during and after the class. The teacher also evaluates the students to know their knowledge of assimilation and if there is need for counseling, the teacher may to invite the trained counselor to the class for general class discussion or refer a particular student that is deficient to the counselor from the guidance section. In most cases, untrained or trained guidance teachers have been found to perceive career guidance as an important aspect which helps people to reflect on their ambitions, interests, qualifications and abilities. It helps them to understand the labour market and education systems, and to relate this to what they know about themselves. Comprehensive career guidance tries to teach people to plan and make decisions about work and learning. Career guidance makes information about the labour market and about educational opportunities more accessible by organizing it, systematizing it, and making it available when and where people need it.

Despite the positive literature presented, schools with counselors without training lack the theory and practice of Guidance and Counseling Services provisions. This situation obtains in

the Netherlands (Armstrong & Barton, 2007) and the UK (Ferguson, 2008). In the same vein, unfortunately Foreman and Arthur-Kelly (2008) articulate that in Australia, school counselors who are not trained in guidance and counseling and Special Needs Education ineffectively and inefficiently plan School Guidance Counseling services provisions for children. This situation may be worrying if the learners in the selected schools have to be effectively be assisted to choose, prepare, enter and make progress in their careers.

2.4 Type of career guidance activities that take place in schools with untrained guidance teachers

Participation in career guidance activities in school provides students with necessary awareness, knowledge and skills required in the world of work. It is a strategy for providing occupational orientation to students to become aware of what is contained and required in the career of one's choice that match interest and abilities. Occupational orientation is viewed as an important aspect of the career development process; adolescents must identify their interests and abilities, balance them with labour market opportunities and gradually develop an occupational preference (Super, Savickas, & Super 1996).

The importance of providing "transition enhancement" assistance has been emphasized in the further education, training or employment of students (Baker 2000). Career guidance participation will help students acquire the knowledge, skills and awareness necessary for effective career development (Herr, Cramer, & Niles, 2004). The relevance of vocational guidance and counseling programmed in satisfying the vocational needs of the students by helping them to explore the range and structure of occupation in the local, state and national levels cannot be underestimated (Manuel & Asuquo, 2009). Students are involved in career guidance for better self-understanding (Hiebert, Collins, & Robinson 2001). The inclusion of students' responses is a result of recognition that adolescents maybe the best source for identifying their own needs and that including the student's perception could increase the accuracy of the assessment results.

Killen (1996) posited that, career exploration is one of the many activities that, learners are encouraged to participate in. Career exploration has been recognized by the Parson (1909) and Holland (1992) theories in order to match individual qualities and that of the workplace

environment. Participation in career guidance enables students to achieve social modeling which Bandura (1995) described as the second domain through which individuals develop self-efficacy. Various studies have been conducted in many countries to examine the level of participation in career exploration as an integral part of the career development process. Rashid et al. (2009) have examined career development invention in high school in Terengganu, Malaysia and found out that there is adequate participation in the career guidance activities provided. Song and Werbel (2007) have examined the role of social networks in the process of career exploration in a longitudinal study among US and Chinese graduating students. The findings indicate that social networks in job search have greater effects on job search intensity in the USA sample than in the Chinese due to moderation effects.

According to Lunenburg (2010) the role of the school counsellor is to help students plan for the future, combat career stereotyping, and analyze skills and interests for these are some of the goals students must develop in school. Thus, career information must be available to students, and representatives from business and industry must work closely with the school and the guidance teacher in preparing pupils for the world of work. To plan and build a career, a learner must be helped to form an integrated picture of themselves and their role in the professional world. Shumba (1995) in his study found that the role of a school counselor in career development is to match the students' abilities in their various subjects with the various occupations available on the job market. The guidance teacher provides pupils with accurate information about the world of work and the existing career opportunities assess pupils' interest and abilities; and matching them with the making appropriate subject and career choices. Furthermore, school guidance teachers should not only talk about formal employment but also the concept of self-employment.

Ndhlovu (2014) states that guidance teachers aid learners in their vocational development in accordance with the vocation that suit the learner's interest, aptitude, personality and capabilities. Learners are placed in their most relevant career pathway so that they continue developing their career before they get into the world of work. Further, Makinde (1984) pointed out that career aspirations for most students are not matching with the academic abilities, interests, aptitudes and personalities, indicating that school guidance and counseling programme has not enhanced the students' career competencies.

Super et al (1996) found that there was an increase in career decision-making and vocational skills self-efficacy when high school pupils were provided with guidance services. They indicated that pupils felt better able to make career-related decisions and perform career-related tasks than those who never received guidance services. The findings further revealed that pupils exposed to guidance services also increased their expectations of pursuing and obtaining satisfying careers. It was not known whether or not this could be the case with pupils in Zambian privately owned Secondary Schools, hence the need to conduct this study.

Pyne (2002) investigated Junior School pupils' perceptions on the terms "career" and occupation in Southern Alberta. The findings revealed that there was a need for pupils to be provided with occupational information in order for them to establish their area of interest, or be able to participate in active explorations. Additionally, the study revealed that earlier career lessons promoted earlier explorations thus enabled older pupils to progress to more complex explorations involving great career skills, development and employability skills. Earlier exposure according to the findings had the potential to foster career growth and better prepare older pupils in making appropriate and informed choices for their future. Credence to this view is given to Orange (2011) who viewed career services as a means of pupils to choose a pathway through life in terms of employment, occupation, or career. The recipients of these services needed wisdom, perception and direction for them to effectively apply their experience and knowledge to their own particular situation and to tolerate the ambiguity of the human condition when making decision.

The other career guidance activity learners participate in involves getting or collecting career information. Maguire and Killeen,(2003) contended that, success is more likely when individuals make decisions about what they are to learn in a well-informed manner; link what they learned to their interests, capacities, aspirations, and are then informed about the existing opportunities to which the learning can guide. Holland's theory emphasizes the accuracy of self-knowledge and career information necessary for career decision making (Zunker, 1994). Good quality career information is a crucial factor for first-rate career decision making. Career information should include relevant information about education and training opportunities, occupations and their characteristics; labour market supply and demand. Similarly, career information should contain occupational implications of educational

decisions, and on the learning pathways that lead to particular occupational destinations. Career information is necessary, but not sufficient for good quality career decision making unless students have access to the information they need, understand the information, relate it to their personal needs and situation, and then convert it into personal action, with help of professional counselors and participation in career guidance related activities provided in schools.

Hull (2000) established that helping students in selection of career pathways and enrolment in coursework is a sure way of enabling them to achieve their career goals. Similarly, Reis et al. (2000) added that guidance and counseling teachers should emphasize on learners' abilities and talents, as opposed to focusing solely on their deficits. They can also encourage the acquisition and use of compensation strategies to address learning disabilities, such as books on tape and other technological aids, as well as the acquisition of targeted study and learning strategies. These materials can center on career awareness, vocational interests predominantly associated with their vocational choices, educational requirements of careers they desired and other career related issues. However, little was known about types of career guidance activities untrained guidance teachers encourage their learners in the selected secondary schools in Mpika district. The gap that the study wishes to fill. According to Zimba and Changala M (2018) various types of guidance and counseling are offered in most schools in Kenya. They include career guidance and counseling, educational guidance and counseling and psychological and social guidance and counseling. These are meant to guide learners in their pursuit and attainment of academic excellence and solve personal problems. Other studies in Kenya by Orege (2011) indicated that the types of guidance and counseling offered in most schools in Kenya were predominantly motivational talks, peer education, career exhibition days, guided group discussions and organized career trips. According to Mapfumo and Nkoma (2013), the guidance and counseling programs must have four components. These are personal/social guidance, educational guidance, career guidance and a strong orientation programme for new students and for students proceeding to higher education levels within the school. A study by Maliwa (2016) established that the types of guidance and counseling services available in schools in Chilanga district of Zambia included educational, vocational, personal/social and health or therapeutically guidance and counseling. Whilst there is literature on

types of career guidance in schools, there seems to be lack of literature on the type of activities that take place in schools with untrained teachers which is the focus of this study.

2.5 How important learners consider their participation in career guidance activities

In one of the studies conducted by Baker(2000)revealed that, learners are thrilled by their participation in career guidance activities as these gives an idea of who they would want to be upon completing school. The students interviewed in the said research revealed that, career guidance also help them as students in career choice to start vying to their appropriate area that they are good at instead of following their peers in choosing a wrong career part. They indicated that, education of a child needs constant mentoring hence guidance is inimical to their growth and development in a complex society that we are today.

Mwangi (2002) on studying student perception of guidance and counseling in Loreto secondary schools, State country, sought to determine whether students' perceptions of guidance and counseling programme was affected by teacher counselor' age, gender or level of training in counseling skills. His findings showed that students did not consider the age, sex or level of training of teacher counselors when seeking for guidance and counseling services. However, the number of students seeking guidance and counseling was noted to be below average. Siro (2008) carried out a study on analysis of implementation of guidance and counseling services in secondary schools in Rigoma Division of Nyamira District. She found out that most public secondary schools had functional guidance and counseling departments. The study however showed that most students do not maximally utilize the facility. The above information is vital to the current study as it shows different perceptions of students with regard to guidance and counseling programmes. However, the current study deviates from Mwangi (2002)'s study in that it involves understanding how important learners consider their participation in career guidance activities in the selected schools in Mpika district.

Furthermore, participation in career guidance activities in school provides students with necessary awareness, knowledge and skills required in the world of work. It is a strategy for providing occupational orientation to students to become aware of what is contained and required in the career of one's choice that match interest and abilities. Occupational orientation is viewed as an important aspect of the career development process; adolescents must identify

their interests and abilities, balance them with labour market opportunities and gradually develop an occupational preference (Super, Savickas, & Super 1996). The importance of providing “transition enhancement” assistance has been emphasized in the further education, training or employment of students (Baker 2000). Career guidance participation will help students acquire the knowledge, skills and awareness necessary for effective career development (Herr, Cramer, & Niles, 2004).

The relevance of vocational guidance and counseling programmes in satisfying the vocational needs of the students by helping them to explore the range and structure of occupation in the local, state and national levels cannot be underestimated (Manuel &

Asuquo, 2009). Students are involved in career guidance for better self-understanding (Hiebert, Collins, & Robinson 2001). The inclusion of students’ responses is a result of recognition that adolescents may be the best source for identifying their own needs and that including the student’s perception could increase the accuracy of the assessment results.

2.6. How untrained guidance teachers prepare learners for their careers

According to Sahu (2020) guidance and counseling are important for learners and schools have a huge role in bringing out the best in the learners. Through guidance and counseling learners are given advice on how to manage and deal with issues such as how to prepare for their careers. Career guidance where learners are advised on the selection of courses and different career paths. It is important to prepare learners for life after school and what to expect in the different fields they might opt for. Namoonde (2017) is of the view that untrained teachers do not have skills to adequately prepare learners for their careers.

He notes that untrained teachers or counselors are seen as inhibiting factor to learners accessing guidance and counseling. There is detrimental effect if untrained teachers are left to deliver guidance and counseling services to learners. Untrained guidance teachers may not know the best way to handle narrow issues that affect learners in their everyday school life that need professionally trained guidance teachers to help learners be able to adjust and make proper choices in many aspects and make proper choices in many aspects of their lives including careers.

Overall, it is clear that the issue of views of untrained teachers on the importance of learner participation has not come out in the literature that has been reviewed. Similarly, the type of activities that take place in schools where there are untrained teachers and how learners are helped to prepare for their careers in such schools has not come out in the literature reviewed. It is against this background that this study decided to focus on the views of untrained teachers on the importance of learner participation in guidance activities. It against this background that this study focused on the views on untrained teachers on the importance of learner participation in career guidance.

2.7 Chapter summary

The literature reviewed brings to the fore that, untrained guidance teachers do not have knowledge of theories and skills in career guidance despite being appointed to hold the position of Guidance Teacher in the school. It is on this basis that this study sought to establish how important do these untrained guidance teachers view learner participation in career guidance activities in the selected secondary schools in Mpika district. The next chapter is a discussion of the methodology used to carry out the study.

CHAPTER THREE: METHODOLOGY

3.0 Overview

The chapter presented methodology that was used in the study by discussing the following methods: research design, scope of the study, study population, sample size and sampling procedures. Additionally, it outlined research instruments used, data collection procedures, data analysis and ethical considerations.

3.1 Research Design

This study employed case study design supported by a qualitative approach. This is because it allows for in-depth understanding of the phenomenon of which in this case is focused on views of untrained guidance teachers on importance of guidance and counselling in schools.

3.2 Study Population

The population of the study comprised all untrained guidance teachers in schools in Mpika district. These were chosen because they had experiences on guidance and counselling in schools and were best suited to provide relevant responses to the study.

3.3 Study Sample

The study sample comprised 16 untrained guidance teachers drawn from four selected government secondary schools in Mpika district. The study employed the principle of data saturation to come up with the sample size of 16. Patton (2000) states that data saturation usually means that data should be collected until there are no more themes emerging from the data. Using the principle of saturation, the 16 untrained guidance teachers were adequate for this study. Data saturation is at least reached at the sixth interview. As such 16 was adequate to make the results of this study trustworthy.

3.4 Sampling Techniques

This study used typical case purposive sampling technique. This procedure was chosen because the untrained guidance teachers were a typical case for this study.

3.5 Data Collection Instruments

Interview guide and non-participant observation guides were adopted. Interview guides were used to collect data from guidance teachers and recordings of the proceedings were done by a voice recorder. Berg (2007) states that interview guide allows for in-depth probing. Non-participant observation guide was chosen to help observe how pupils were prepared for their careers. Interview guides is a list of high level topics that a researcher plans on covering in the interview with high level questions that the researcher wants respondents to answer under each topic (Bird; 2016). It is basically a list containing a set of structured questions that have been prepared to serve as a guide for interviewers/researchers in collecting information or data about a specific topic or issue. The interview guide is beneficial to use in that it creates a structured process, it provide all respondents with the same experiences and makes it easier to assess every candidate in the same way hence reducing the risk of bias in the interview process. Like other interview methods, the interview guide has drawbacks. The use of interview guide can be time consuming, it also has the risk of personal bias among other weaknesses. The issue of time was not a problem because of the small sample size arrived at through data saturation. The risk of bias was minimized by asking respondents the same questions thus making it easier to assess the respondents in the same way.

Non-participant observation guide was also used. This is a tool used to observe individuals and groups without getting involved in the life of the subjects. Researchers collect data by observing behavior without actively interacting with the subjects. Non-participant observation can either be structured or unstructured; the former is where you have an observation schedule and look for certain things happening, the latter is where you just observe and not down anything that stands out. The use of a guide in this research indicates that the non-participant observation method used was structured. The nonparticipant observation method has advantages and disadvantages. Some of the advantages are that it allows the researcher to see what goes on with their own eyes, can make judgments and observe body language used. The researcher may also be more open minded as they are an outside looking in, he/she less likely to feel sympathy and therefore produce bias data. Some of the disadvantages are that it can lead to Hawthorne effect, it may also be hard to gain accurate results by watching from the distance. It can also be time consuming and costly.

3.6 Data Collection Procedure

Interviews were used to collect data from untrained guidance teachers. Untrained guidance teachers were interviewed individually in their offices. In this study, the researcher had a list of open ended questions which were covered and worked through them in a methodical manner. Similar questions were asked each participant, although supplementary questions were asked as follow up questions. The researcher allowed the respondents to choose a convenient time for the interview. The interview only lasted for about twenty (20) minutes per participant.

Interview procedure was employed because it promotes the highest response rate and allows the researcher to ask questions, probe for adequate answers, and follow complex instructions that might otherwise confuse the respondents. Probing was important because it helped to clarify issues where things were not clear during the interviews. The process of interview started with “get-to-know you” questions to put the interview at ease. The research paid attention to the process and used active listening techniques. Body language cues were observed and interrogation was avoided. The interviews ended with respondents asked whether or not they had anything to add. Non-participant observations were conducted to verify data collected through interviews.

3.7 Data Analysis

In relation to this study, thematic analysis was used to analyze the qualitative responses obtained on the topic. Cohen et al (2007) says that thematic analysis involves the cleaning of data from fieldwork, transcribing it, identification of codes and near codes and finally establishing the emerging themes. In doing thematic analysis the researcher followed a six step process which includes; familiarization, coding, generating themes, reviewing themes, defining and naming themes and writing up. Familiarization involved getting a thorough overview of all the data collected before analyzing individual items. It involved reading through the text and taking notes and generally looking through the data to get familiar with it. Coding involved coming up with short hand labels or codes to describe their content. Generating themes involved looking over the codes we have created, identify patterns among them and coming up with themes. Reviewing themes involved making sure that themes were

useful and accurate representation of the data. Defining and naming the themes involved formulating exactly what was meant by each theme and figuring out how it helps to understand the data. Writing up involved writing the analysis of the data.

Responses to open ended questions were recorded and then grouped into categories or themes that emerged and these were interpreted in line with the research objectives. The emerging themes became the categories for analysis. The researcher carefully categorized data, looked for key words, trends, themes, or ideas that helped to outline the analysis. Thereafter, emerging themes were identified and reported in a narrative form as findings of the study.

3.8 Trustworthiness

Trustworthiness is characterized with credibility, transferability, dependability and conformability.

3.8.1 Credibility

Credibility is defined as the confidence that can be placed in the truth of the research findings (Macnee & McCabe, 2008). Credibility establishes whether or not the research findings represent plausible information drawn from the participants' original data and is a correct interpretation of the participants' original views (Graneheim & Lundman, 2004; Lincoln & Guba, 1985). Therefore, credibility, deals with the question, "How congruent are the findings with reality?" Lincoln and Guba (1985) argue that ensuring credibility is one of most important factors in establishing trustworthiness.

To ensure credibility, extensive literature review was conducted on relevant literature on knowledge and perception of untrained and trained guidance teachers, their head teachers as well as pupils on the importance they attach to career guidance and counseling in secondary schools. In addition, the questions were constructed in a simple, clear and precise way in order to give respondents chance to give clear and precise answers which brought to the fore their knowledge and perceptions. Furthermore, interviews were recorded; reflections and participants' validations were done to ensure correctness of the data which was collected. Furthermore, semi-structured interviewing enabled the repetition of the interview process with various respondents, which standardized the questioning. Participants were informed on the nature and purpose of the study.

3.8.2. Transferability

This generalizes study findings and attempts to apply them to other situations and other contexts. Researchers cannot prove definitively that customers based on the interpretation of data are transferable but they can establish that it is likely. (Derault, 2019). This study being qualitative research every effort has been made to enhance the likelihood of transferability of findings. Purposive sampling was used to maximize specific data relative to the context in which it was collected.

3.8.3. Dependability

This is achieved by ensuring that the research is logical, traceable and clearly documented. When readers are able to examine the research process, they are better able to judge the dependability of research (Nowell, 2017). This study endeavored to ensure it was logical, traceable and clearly documented.

3.8.4. Confirmability

This is concerned with establishing that the researcher interpretations and findings are clearly derived from the data, requiring the researcher to demonstrate how conclusions and interpretations have been reached. Confirmability is established when credibility are all achieved (ibid). This study has endeavored to meet all the above requirements.

3.9 Ethical consideration

To facilitate smooth collection of data as per requirement in research, permission to conduct this study was sought from relevant authorities. It is common knowledge that, any research that involves people disrupts their normal activities. This study endeavored to take into consideration those ethical issues that arose in order to conform to best research standards.

Throughout the research, the following codes of conduct were followed: The respondents' names were not mentioned in the research findings and the information which was collected was treated with strict confidentiality and for academic purposes only. The Academy of Management (AoM) Code of Ethical conducts was adhered to; which states that, it is the duty of a researcher to preserve and protect the privacy, dignity, well-being and freedom of research participants. This duty

requires careful research design and informed consent. This meant explaining to potential research participants the nature and purpose of research so they can choose freely whether or not to become involved. The researcher also sought consent from the respondents on whether to record the interview or the discussion during the interview sessions. In line with the above codes of conduct and in order to do things right and uphold international best practice in research, the researcher agreed to: promote voluntary participation meaning that, no participant was forced to participate in the research and participants were free to withdraw from the research at any stage.

3.10 Chapter Summary

This chapter was mainly on methodology to be used in the study and the accompanying areas such as the design - which dealt with how the study would use the qualitative approach, the population and sample size, sampling techniques, instruments to be used and procedures which were followed in collecting data in order to address the problem at hand. It also dealt with how the data was collected and analyzed and ethical issues adhered to in the study. The next chapter presents the findings of the study.

CHAPTER FOUR: PRESENTATION OF FINDINGS

4.0 Overview

This chapter presents the findings of the study conducted in Mpika district in selected secondary schools which aimed at getting the views of untrained guidance teachers on the importance of learners' participation in career guidance activities. The findings are presented according to the study objectives which are:

- (i) explore how untrained guidance teachers view the importance of learner participation in career guidance activities,
- (ii) Identify types of career guidance activities that take place in schools with untrained guidance teachers,
- (iii) Establish how untrained guidance teachers prepare learners for their careers.

Using interview guide and non-participant observation guides the researcher was able to interview untrained guidance teacher at 4 schools in the district, 4 at each school secondary school. The non-participant observation guides were employed to observe how pupils were prepared for their careers. The non-participant observations were also used to verify data collected through interviews. The participants were coded using letters and numbers. The letter C was used for the 16 participants with corresponding numbers from 1 to 16 to show the sequence the interviews occurred in for example participant C1 meant that participant C1 was the first interviewee and C2 was the second interviewee etc.

4.1 How untrained guidance teachers view the importance of learner participation in career guidance activities.

Findings show that untrained guidance teachers appreciated the importance of learner participation despite their lack of training. As a result, one of the untrained teachers C1 said that: “even if I’m not trained I have some basic knowledge in guidance and counselling. I know that career guidance is important for learners to know what they desire in their careers in future.” **(Participant C1).**

Another untrained teacher C4 added that,

It is not right to say that because we are untrained then our role in career guidance is meaningless. We are contributing to the preparation of learners for their careers just like those who are trained, we may not be trained but we are performing the roles. We know that learner participation in career activities is very important to prepare them for future careers. **(Participant C4)**

Participant C7 also commented that,

“Participation of learners in career guidance activities is very important. Their participation is necessary for them to select careers which suit their abilities and interest in future”. **(Participant C7)**.

Asked whether they saw themselves as being different from trained career guidance teachers, untrained career guidance teacher C8 made the following observations;

The difference between us and them is that they are trained may be they are doing their work better than us but we are also trying to do our best based on the knowledge that we have about career guidance. It may not be adequate but we are doing our best. **(Participant C8)**.

Participant C10 also added that,

Some of these so-called trained guidance teachers are not as dedicated as ourselves to the work in career guidance. We are able to do the work just like them. We understand clearly the need for learners to participate in career guidance activities. Learners cannot make correct career choices if we do not help them. **(Participant 10)**.

4.2 Types of career guidance activities that take place in schools with untrained guidance teachers

Findings show that talking about careers which learners would want to do, advising them on career options in relation to their subjects, inviting professionals to talk to the learners about

career prospects were the main guidance activities that took place in the selected schools with untrained guidance teachers.

To this effect, one of the untrained career guidance teachers C1 said that,

“We talk to learners about what they would like to do after school and guide them on which careers could suit them”. **(Participant C1).**

Another participant C5 added that,

We concentrate on those in grade 12 who are about to go to college/universities and so on. We advise them which Professions are good for them looking at the subject they are taking. Apart from that, we focus at exposing students to job opportunities available after their school life. This is possible through giving learners the necessary information in matching their school studies and job choice. **(Participant C5).**

Similarly, Participant C10 said that,

“There are various career guidance activities that we do in the school. We talk to learners about careers. Sometimes we bring other people from outside to talk to them.” **(Participant C10).**

Another participant C14 also commented that,

“Because of limited time and space on our timetable, we do not have a lot of activities in our school. With the time which is available we talk to the learners about their preferences especially those in examination classes” **(Participant C14).**

From the responses given by the untrained guidance teachers, the study found that in almost all the selected schools, untrained guidance teachers were involved in career guidance activities of some sort of albeit limited in scope. What came out of the interviews was that activities of the untrained guidance teachers were by and large limited to vocational guidance and counseling. The other types of guidance and counseling services such as educational guidance and counseling were absent. The limitation in the depth of guidance and guidance

service rendered could be attributed to lack of training. The shortcomings in their technical abilities notwithstanding, what is important is that the untrained career guidance teachers are providing a vital service in filling the gap in schools where there is significant shortfall of trained career guidance teachers.

4.3 How untrained career guidance teachers prepare learners for their careers

Findings show that they prepared learners through advice giving, career days, career talks and motivational talks on career prospects. Preparation of learners for careers is essentially the central feature of career guidance. Career guidance teachers have an important role to play in career choices of learners. Literature has shown that most schools have teachers who are untrained and who did not possess sufficient knowledge and skills in career guidance (Banda, 2016). The career guidance teachers sampled in this study were untrained in guidance and counselling. It was therefore of major interest to find out how they prepared learners for their careers. One of the untrained guidance teachers C2 when asked about how they prepared learners for careers, she had this to say'

“We advise to our students on subjects they need to concentrate on in order to prepare for the careers they want to follow in future.” **(Participant C2).**

Participant C5 also said that,

We don't talk to all pupils. We only talk and orient those who are about to complete grade 12. Looking at how they are performing in school we advise them on what type of professions would be suitable for them. **(Participant C5)**

Participant C12 also commented that,

Our school has a career's day once in a while, we use that opportunity to ask our learners about their career preferences and advise them on the implications of their choices taking into account their performance in class and subject combinations. **(Participant C12)**

From the above responses it is clear that untrained guidance teachers were offering lessons which were very limited in depth and scope. Maybe because of limited knowledge and skills they were only able to provide basics like career talks and nothing more. The implications of

this being that the services offered were not holistic and left out many components of career guidance and counseling as well as other areas of guidance and counseling in general.

Three other untrained teachers were asked to explain what they taught their learners in guidance and counseling lessons. One of them C10 had this to say;

We usually hold career talks with learners who are about to leave school about which careers are good for them to choose. We also guide them when they reach grade 10 on what subjects to take in order to follow their desired careers. (Participant C10).

Another participant C12 added that,

“Most of us are too busy with other subjects and have little time for guidance and counseling activities. When we have opportunity we simply give career talks once in a while we hold careers day.” (Participant C12)

Participant C13 also commented that,

“So far we do not have any additional context in what we deliver to learners in guidance and counseling apart from career talks, motivational talks and so on.” (Participant C13)

The major findings on this study question are that untrained guidance teachers in their responses showed lack of holistic knowledge of career guidance activities as demonstrated in their preparation of learners. The preparation of learners for their careers therefore seems to be limited in scope. Also what comes out is that the untrained guidance teachers seemed not to have enough time to devote to guidance and counseling activities because they were busy with other subjects.

4.4 Summary of the Chapter

Regarding the views of how untrained guidance teachers appreciated the importance of learner participation in career guidance activities, their responses show that they appreciated the importance of learner participation despite their lack of training. On the types of career guidance activities that take place in schools with untrained guidance teachers, the responses indicated that untrained guidance teachers were limited in scope in terms of their activities.

They were mainly involved in some very limited aspects of vocational guidance, advising learners on their future job prospects. They were not able to carry out many other aspects of vocational guidance activities because of lack of training. It was however, also clear that their interventions though limited were vital because they filled the gap in most schools. Regarding how untrained guidance teachers prepare learners for their careers, the findings showed that not all components of career guidance and counseling services were offered. Untrained career guidance could only provide advice on what they thought were good career prospects for the learners. They lacked professional knowledge to engage in detailed and holistic career guidance activities. Next chapter discusses the findings of the study.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.0 Overview

The purpose of this study was to get views of untrained guidance teachers on the importance of learner participation in career guidance activities in selected secondary schools in Mpika district. This chapter is a discussion of the findings arising from interviews and non-participant observation. Thematic analysis of the qualitative data derived was done under each of the research objectives of the study which were to;

- (i) explore how untrained guidance teachers view the importance of learner participation in career guidance activities;
- (ii) identify types of career guidance activities that take place in schools with untrained guidance teachers,
- (iii) establish how untrained guidance teachers prepare learners for their careers.

5.1 How untrained guidance teachers view the importance of learner participation in career guidance activities

The findings were that despite exhibiting lack of skill and detailed knowledge of career guidance, the untrained career guidance teachers appreciated the importance of learner participation in career guidance activities. They acknowledged that due to lack of training, they may not be as good as their trained counterparts in the delivery of career guidance services but they appreciate the need for learners to participate in career guidance activities.

Similarly, Abubakar (2001) indicates that participation in career guidance activities by learners provides students with necessary awareness and skills required in the world of work. It is an important strategy for providing occupational orientation to learners to become aware of what is contained and require in the career of one's choice that match interest and abilities, balance them with labour market opportunities and gradually develop an occupational preference. Participation in career guidance does therefore help students acquire knowledge, skills and awareness necessary for effective career development.

5.2 Types of career guidance that take place in schools with untrained teachers

In all the selected schools, some sort of career guidance or vocational guidance existed. Untrained guidance teachers were mainly involved in vocational guidance activities. Other types of guidance activities such as educational guidance, personal or counseling were largely absent. These findings are in line with Musenge (2016) who found that schools in Zambia offer only certain career guidance activities such as career talks, motivation talks, site visits, career exhibitions, entrepreneurship skills awareness and university/college entry requirements information.

Zimba and Changala (2018) also observed that school administrators, guidance and counseling teachers as well as teachers in Lilanda Zone of Lusaka district were of the view that guidance and counseling was not given the prominence it deserved. They described guidance and counseling services provided in their schools as haphazard and not well organized.

5.3 How untrained guidance teachers prepare learners for their careers

Untrained guidance teacher prepared learners for their careers through advice giving, career talks, career days and motivational talks about career prospects. Other career activities such as psychometric assessments, job search, placement, attending interviews were not done in the selected schools. Similarly, Mwape (2016) revealed that not all components of guidance and counseling services were offered in schools in Zambia. Only examination talks were reported to be significantly offered. There were no records to show the existence of other important activities in career guidance and counseling. The schools sampled also had no guidance and counseling programmes to follow and teachers were not trained but just seconded to the career guidance section.

The lack of depth and limited scope in guidance and counseling services found by Mwape (2016) is in line with the findings of this study. It was found that the schools sampled did not have a holistic approach in the preparation of learners for their careers. Only the vocational guidance component was prevalent but even this component was very limited in depth and scope.

5.4 Chapter Summary

This study sought to get views of untrained guidance teachers on the importance of learner participation in career guidance in selected secondary schools in Mpika district. The untrained guidance teachers appreciated the importance of learner participation in career guidance activities. The schools sampled only provided some components of vocational guidance and that preparation of learners for careers was confined to this area. It is clear from this study that untrained guidance teachers have a positive view and appreciation of the importance of learner participation in career guidance. However, despite their appreciation of the importance of career guidance they lacked professional knowledge and training. The other finding was that schools which have untrained guidance teachers had limited types of career guidance activities mainly confined to some limited aspects of vocational guidance. This is because the teachers lacked professional knowledge and training in career guidance. It was also found that untrained guidance teachers prepared learners for their careers through a few limited aspects of career guidance such as career talks on future career prospects, advice giving, career days and motivational talks. Despite the deficiencies that have been identified in the activities of untrained guidance teachers in the schools sampled, this study had been found worthwhile because its findings provide a good basis for improvement in the work of untrained teachers as they endeavor to prepare learner for future careers.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.0 Overview

This chapter presents the conclusion and recommendations of this study whose purpose was to get the views of untrained guidance teachers on the importance of learner participation in career guidance activities in selected secondary schools in Mpika district.

6.1. Conclusions

Based on the findings of this study, it is concluded that although untrained guidance and counseling teachers lack skills to provide holistic services to learners, they do appreciate the need for learners to participate in guidance and counseling activities. It is also concluded that although there are various types of guidance and counseling services that could be offered in schools such as psychometric assessments, job search, placement, and attending interviews only some aspects of career guidance and counseling were offered by untrained guidance teachers. Even for career guidance and counseling that untrained guidance teachers offered was very limited in scope. It is further concluded that because the untrained guidance teachers were offering services that were limited in depth and scope, learners were not being given quality and adequate guidance and counseling services in their preparation for future career.

6.2 Recommendations

Based on the findings of this study, the following recommendations were made;

1. In order to promote provision of adequate, appropriate and holistic services, school authorities should consider scaling up continuous professional development of untrained guidance teachers.
2. District Guidance Coordinator and the Provincial officials in charge of guidance and counselling should provide appropriate and holistic guidance and counseling programmes to all schools so that untrained guidance teachers have a template to follow

3. Whilst acknowledging the existence of MoE policy on guidance and counseling in schools, the Ministry of Education should ensure that the policies are implemented in order to minimize use of untrained guidance teachers in schools.

6.3. Future Research

For future research, the following can be possible areas;

1. The study was restricted to only four secondary schools in one district (Mpika) of Muchinga province in Zambia. There is need in future to broaden it to other districts and possibly other provinces in the country in order to justify generalization of findings
2. The impact of learners' inaccessibility to guidance and counseling on their future career prospects

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APPENDICES

Appendix I: Interview Schedule for Untrained Guidance Teachers

I am a postgraduate student at the University of Zambia and Zimbabwe Open University collecting information on the importance of learner participation in career guidance activities in some selected Secondary Schools of Mpika District, Zambia. The information you will give is strictly for academic purposes.

The interview shall only take a few minutes of your time.

1. Do you support career guidance and counseling programmes in your school?
2. What kind of career guidance and counseling activities are lined up for the learners?
3. Is career guidance and counseling given enough time and the importance it deserves on the school time table?
4. How do untrained guidance teachers perceive learner participation in career guidance activities in secondary schools?
5. How do you prepare learners for their careers?
6. What challenges are faced by school guidance teachers in the execution of their guidance roles?
7. How are the Guidance and counseling services provided at this school? (E.g. communal, individual or both)
8. Are the guidance and counseling teachers mentioned in question 12 trained in guidance and counseling?